

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Copy & Paste	Copying something and putting it somewhere else	Bullied	Being harmed or hurt by someone else more than once	<p>PSHE—Being kind to others, using the internet safely, understanding the thoughts and feelings of others, understanding consent</p> <p>Safeguarding—knowing risks of internet use, trusted adults, knowing how to keep themselves safe, developing independence.</p>
	Trusted Adult	Someone we know that we can trust to help us	Search Engine	Something we use to search the internet for information	
	Permanent	Something that never goes away	Password	A secret word to keep my information safe	
	SMART Rules	Our school internet SMART rules			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation What happens to my information online?</p>	Children to learn about information staying online permanently and could be copied- e.g. shared, copied & pasted, posted by someone else etc. Children to learn about information that should not be put online without asking a trusted adult- for example, name, location, age, school etc.	Children can explain why we are careful with what we post online about ourselves.
<p>Copyright and Ownership When does something online belong to me?</p>	Children to learn that work they create using technology belongs to them- e.g. word documents/slides, and will learn why it belongs to them (e.g. because they have made it, it is their work, they have spent time making it). Children to learn how to clearly save an item so the owner is clear—e.g. name on document.	Children can explain when and why something belongs to them and can identify ways to save a file so the owner can be easily identified.
<p>Self-Image and Identity When might people want to make me feel sad, embarrassed or upset?</p>	Children to learn that there may be people online who make them feel sad, embarrassed or upset. Children to learn about when they should ask a trusted adult for help with things online that upset them- e.g. someone says something mean, they are left feeling sad or upset etc.	Children can identify when someone is making them upset, sad or embarrassed and know where to go for help from a trusted adult.
<p>Managing Online Information How can I find online information?</p>	Children to learn that we can use the internet to find information (using keywords)—search engines (Google), voice activated searching such as Alexa/Google (examples of how this can be used- the time/date etc and that it is not a real person) etc. Children to learn that we can find things online that we like and dislike and can identify trusted adults when worried or upset about something they have saw.	Children can explain how to complete basic internet searches and can identify when they need to speak to an adult.
<p>Health, Wellbeing and Lifestyle How can I make sure I do not use too much technology?</p>	Children to learn that sometimes we are unhappy and upset with things we see online. Children to learn that we have rules to keep us safe, happy and healthy using the internet (including a healthy balance—not being online too much, SMART rules, speaking to trusted adults etc).	Children can identify rules which can help promoted a healthy balance between technology and real life.
<p>Privacy and Security How can I protect my private information?</p>	Children to learn that passwords are used to protect personal information, accounts and devices—they stop people from getting in if they do not know the password. Children to learn different examples of strong (mixture of uppercase and lowercase, numbers and symbols) and poor (cat, your name etc) passwords. Children to learn about different types of data that may be personal to you—e.g. logging into Numbots and making sure my account is secure (the scores etc). Children to learn about when they should ask an adult for help- e.g. if they fear their password has been guessed or leaked, if they think their data is insecure etc.	Children can identify different types of personal information and can explain how a password helps protect this information.
<p>Online Bullying How can I impact other people's feelings?</p>	Children to learn that people can be bullied online (PSHE- STOP) and used to make people feel good. Children to learn the different ways in which the internet can be used positively (playing games, communicating with others, respecting/being kind) and negatively (spreading unkindness, excluding people from group chats). Children to learn that everyone uses the internet for a different purpose (school, speaking to people, finding information, buying something etc).	Children to be able to explain how someone can be kind and unkind online and can identify different ways that the internet is used.
<p>Online Relationships Who can I speak to on the internet?</p>	Children to learn that they can use the internet to communicate with different people (family, friends, online friends) in a variety of ways (Facetime, Email, games). Children to learn that we should always speak to a trusted adult about our relationships and should make sure we are being a good friend and being kind. Children to learn that even though one friend finds something funny doesn't mean another friend won't find offensive.	Children can identify different online relationships and can explain how they'd communicate with these different people.

Themes		Diversity in the Curriculum
Online Safety	Use technology safely and respectfully.	

Outcome	Character Traits	Stickability	WOW
Children to create a poster for Online Bullying (Online Bullying).	Curious Kind Articulate	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Respect	Being kind and thoughtful towards someone else (character traits)	Consent	Knowing that we can say 'no';	<p>PSHE—Being kind to others, using the internet safely, understanding the thoughts and feelings of others, understanding consent</p> <p>Safeguarding—knowing risks of internet use, trusted adults, knowing how to keep themselves safe, developing independence.</p>
	Creator	Someone who has made something	Pressure	When someone makes me feel like I have to do something	
	Navigate	Finding our way around something	Appearance	The way someone looks	
	Platform	A space on the internet where we can talk or communicate with others			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation What can happen when I post something online?</p>	Children to learn that the information they post about friends/family can still be on the internet for a long time and can be seen by other people (strangers). Children to learn about respecting others online- respecting their privacy, being a good friend, speaking to a trusted adult when something doesn't feel right.	Children can explain what happens when they post something online and can identify ways we can respect each other on the internet.
<p>Copyright and Ownership When does something not belong to me?</p>	Children to learn that content on the internet may belong to other people and children to learn why it belongs to them— e.g. they made it, they published it. Children to learn that sometimes content we find online is shared and is not posted or published by the original creator.	Children can explain when, why and how content belongs to them or others.
<p>Self-Image and Identity How do people look and act differently online?</p>	Children to learn that people can make themselves look differently online- avatars that do not look like them, usernames not related to them, picture of someone who isn't them etc and will learn why someone might want to change their online appearance—e.g. to protect their identity.	Children can identify a number of ways in which they can change their online appearance and can explain who to go to when they need additional help.
<p>Managing Online Information How can I find online information?</p>	Children to learn how to navigate a website to retrieve information (pressing back, tabs, sections etc). Children to learn that the information they find can be true/real or fake/false.	Children can explain how to navigate a website and can identify when information that they find can be real or fake.
<p>Health, Wellbeing and Lifestyle What might happen if I use too much technology?</p>	Children to learn about the side effects of using technology for too long (e.g. tiredness, being too reliant on it). Children to learn about technology used in different environments/contexts (for pleasure at home, in school for learning, contacting family abroad etc) and that rules might be slightly different depending on the environment.	Children can explain what the risks are of spending too much time online.
<p>Privacy and Security What is private information?</p>	Children to learn what might happen if we do not have passwords (unauthorised access, leak of personal information etc). Children to learn the differences between information shared on public platforms (like YouTube) and shared privately (WhatsApp etc). Children to learn about the types of content which can be shared online and can suggest ways to protect this (e.g. sending it privately, having a password to protect it, view only URL etc).	Children can explain the reasons for protecting information and know the difference between private and public sharing.
<p>Online Bullying What is online bullying?</p>	Children to learn to define online bullying (using technology to bully others) and will learn how bullying can make people feel (lonely, upset, scared etc). Children to learn that a victim is not to blame and is someone who has been bullied. Children to learn that we can get help from a trusted adult if we need it and know that we should always tell someone if we think something does not sound right (so that the victim can be supported).	Children can identify when bullying occurs and can explain the impact as well as how to deal with an incident of bullying.
<p>Online Relationships What is consent?</p>	Children to learn that the internet has strangers and are taught that this could be dangerous. Children to learn that they are allowed to say 'no' for different reasons (sharing information, playing a game, accepting a friend request) and that they should speak to an adult if they feel pressured (knowing that people could do this to force them into giving consent to do things) into doing something. Children to learn that other people can also say no and that we should be respectful if this happens (e.g. does not pressure them or makes them feel bad about their response).	Children can explain what consent is and why it is important that we understand it. Children can also identify pressure and can describe what we should do if we feel pressured into doing something.

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Outcome	Character Traits	Stickability	WOW
Children to create a poster on keeping their identity anonymous (Self-Image and Identity).	Curious Articulate Kind	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Personal Information	Information that is private to me	PEGI Rating	A type of age restriction	<p>PSHE—Being kind to others, using the internet safely, understanding the thoughts and feelings of others, understanding consent</p> <p>Safeguarding—knowing risks of internet use, trusted adults, knowing how to keep themselves safe, developing independence.</p>
	Copyright	Law that says the things I have made belongs to me	Autocomplete	When the device predicts what I want to type or search	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation How can I use the internet to search for others' information?</p>	Children to learn how to use a search engine to find information about them and their families— using " " to narrow searches down to specific results/checking images, news and video results as well as regular search results. Children to learn why we should check with an adult before sharing personal information (name, age, school, address etc) online and children will learn that they should always check before posting information about others.	Children can identify when they would share information online and can explain why we ask before sharing other peoples' information.
<p>Copyright and Ownership What happens if you copy someone's work from the internet without permission?</p>	Children to learn that we all have rights over the content that we create and that we should not take someone else's work and pass it off as our own. Children to learn about the problems this causes- upset from the owner, people not knowing the actual creator, laws being broken (copyright), owner not being given permission to share etc. Children to learn that although the internet is 'free' not all content is 'free to use' and that we need permission before using or sharing it with others	Children know why copying work from the internet is not a good idea and can identify the issues we might face if we did it.
<p>Self-Image and Identity How do people represent themselves online?</p>	Children to learn what the term 'identity' means—to identify yourself (e.g. who you are). Children to learn about different ways that people can represent themselves online - e.g. giving incorrect information/details such as their age, locations, job, name etc. Children to learn about when they might change their identity depending on what activities they are doing online- e.g. gaming, using social media, using chat rooms etc.	Children can explain the meaning of identity and can describe ways in which they can represent themselves differently. Children to identify when they might change their identity depending on the type of internet usage they are having.
<p>Managing Online Information How can I use the internet to find specific information?</p>	Children to learn that using keywords can help refine searches and that autocomplete predicts and can make searching quicker. Children to learn how to find the most appropriate search result (e.g. by filtering results, checking for images/videos/news etc) and know that the internet can be used to sell/buy things (learning about methods used to sell things- persuade, reviews, advertising offers, in-app purchases etc). Children also learn the difference between belief, opinion and fact and know that not all opinions shared have to be accepted as true or fair (even if they are shown on multiple websites).	Children to explain how to make the most out of internet searches and can identify when information found is belief, opinion and fact.
<p>Health, Wellbeing and Lifestyle What might happen if I use too much technology?</p>	Children to learn that technology can be used positively to help and entertain us. Children to learn that we need to be mindful of when we use technology so it doesn't have a negative impact on us (e.g. not using screens before bed). Children to learn that the government too have made rules to help us with our technological use—PEGI ratings (age restrictions on content) - children to learn why these ratings exist (violence, inappropriate etc).	Children can give ways to keep a healthy lifestyle and can explain what PEGI ratings are and why they are important.
<p>Privacy and Security When should I share information?</p>	Children to learn about keeping passwords safe- e.g. not using the same one, not writing them down where they're easily accessible, changing them regularly, keeping them in a secured document/place etc). Children to learn about why we should only share information with people that we can trust and learn that connected devices collecting and sharing information with others (e.g. tech usage/Alexa/Computers)	Children can explain why we only share information with trusted individuals and can identify to keep passwords safe.
<p>Online Bullying How should I behave online?</p>	Children to learn about different ways to behave online- being kind, being safe, being dangerous etc and learn about the ideal online platform—a safe and fun supportive environment. Children to learn about the different forms of bullying- hurtful comments, exposing, mixture of online bullying with social bullying etc.	Children are able to identify an ideal online platform and can describe how people should behave online.
<p>Online Relationships What is an online friend?</p>	Children to learn that the internet can enable us to find friends with similar interests and can help develop friendships but learn to know the difference between an online friend and real life friend. Children to learn about trusting online friends (sharing information carefully) and know what to do if someone breaks our trust (trusted adult). Children to learn about why we might need to change our mind about trusting someone (their motives change, they do not respect consent etc).	Children can identify an online friend and explain the difference between an online and real life friend. Children can explain what trust is and can give examples of when we might need to withdraw trust.

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Outcome	Character Traits	Stickability	WOW
Children to design and deliver a lesson for other children on passwords (Privacy and Security).	Curious Kind	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Reputation	This is what people think about us	Fake News	Things that people post to cause havoc that are not true	<p>PSHE—Being kind to others, using the internet safely, understanding the thoughts and feelings of others, understanding consent</p> <p>Safeguarding—knowing risks of internet use, trusted adults, knowing how to keep themselves safe, developing independence.</p>
	Permission	Being allowed to do something	Boundaries	Things we put in place to keep ourselves happy, safe and healthy	
	Accurate	Deciding whether something is true	Judgement	Judging whether something is right or wrong	
	Trustworthy	Deciding whether I can trust that something is true			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation How can people find information about me online?</p>	Children to learn that people might search their name to find information about them online—for example, jobs, friends etc. Children to learn that not all information about them online is posted by them (e.g. could be posted by a friend/family member or school). Children to learn that people could alter information to make it untrue or not accurate without their knowledge (e.g. reposting the information differently or sharing it as something else).	Children know that other people can post information about them online and that this information may not be factually correct.
<p>Copyright and Ownership When can I use content from the internet?</p>	Children to learn how to search the internet whilst being mindful of the original owner- e.g. pictures, essays, text etc. Children to learn about which content they should not use without permission from the owner- e.g. free (illegal) online streaming services, music, images etc.	Children can explain when and why it is or is not appropriate to use content from the internet.
<p>Self-Image and Identity When might someone pretend to be somebody that they're not online?</p>	Children to learn that online identity might be different to their real life identity- e.g. they are a different age/different name etc. Children to learn the reasons for and against changing your identity and can explain why someone might do so- e.g. protecting your true identity, keeping safe, knowing the risks, but also not being able to create true friendships, deceiving online friends, not being able to be 100% honest etc. Children to learn about impersonation (this is when someone pretends to be someone that they aren't) - how this can impact an online reputation (e.g. someone has their reputation damaged) and what motives people might have to impersonate (e.g. to ruin someone's professional identity, to spread false rumours/information etc.)	Children can identify when and how they can alter their personal identity and can explain what impersonation is.
<p>Managing Online Information How accurate is the information that I find online?</p>	Children to learn how to make a judgement on the accuracy of information that they find- e.g. using own knowledge, using author information, judging whether the article or website is trustworthy. Children to learn about fake news (altered photographs to pretend something is true when it isn't, how this make affect someone's emotions/behaviour and how it may be harmful) and will know that information may be untrue (even when it is being shared by lots of people). Children will also learn that some technology is designed to impersonate living things (e.g. bots) and can make judgements on the accuracy of information provided by these bots (e.g. some bots used for social media followers).	Children can judge the accuracy of online information and give reasons for this judgement. Children can identify when information is potentially untrue and can explain why this is a possibility.
<p>Health, Wellbeing and Lifestyle When may I need to limit the amount of time I'm spending on technology?</p>	Children to learn that a distraction is something that can prevent us from having a healthy technological lifestyle. Children to learn that sometimes we need to use our own judgement to decide whether technology is appropriate for some activities (e.g. completing homework is sometimes best handwritten).	Children are able to identify occasions in which they do or do not need technology for and can explain why they do/do not need to use technology for the particular activity.
<p>Privacy and Security How do I give consent to online services?</p>	Children to learn that the internet is monitored so that everyone stays safe. Children to learn that there is an age of consent (16) and that some online services will seek consent from me. Children to learn that if they are ever in doubt about something they are consenting to they should get support from a trusted adult.	Children can identify when they would need to give consent and know that the internet is monitored.
<p>Online Bullying Why is it important to think carefully before posting online?</p>	Children to learn that we can tell how someone is feeling from the way they are acting (e.g. they isolate themselves, act differently, become mean). Children to learn that sometimes bullies use screenshots, screen recordings or photographs of the victim and share in hopes of upsetting them. Children to learn that we should proofread messages before sending them so we can check that we are being kind and so we can consider how it comes across to the other person.	Children can explain how we can infer thoughts/feelings from someone through their behaviours and can identify reasons for proofreading messages before sending them.
<p>Online Relationships How can I have fun online with other people?</p>	Children to learn that the internet has a variety of different platforms that cater for different people and purposes- TikTok (celebrities), Twitch (Gamers) etc. Children to learn that boundaries remain online; being kind, allowing people to consent etc and will learn about unhealthy behaviours (being unkind, possessive, not respecting boundaries etc). Children to learn that although some online content (such as Youtube videos) may not interest them that they should still respect the person or content as it may mean a lot to the sharer (e.g. the family will care a lot about the video as it's a recording of a significant event and may be offended if you are not respectful).	Children can explain how to have fun safely online and can identify different platforms which support collaborative working.

Themes		Diversity in the Curriculum
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Outcome	Character Traits	Stickability	WOW
Children to create an informative slideshow presentation on reputation—what it is, how we can maintain positive reputation etc (Online Reputation).	Curious Kind	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Factual	Something that is definitely true—a fact	Apps	An application on a device	<p>PSHE—Being kind to others, using the internet safely, understanding the thoughts and feelings of others, understanding consent</p> <p>Safeguarding—knowing risks of internet use, trusted adults, knowing how to keep themselves safe, developing independence.</p>
	Public Domain	A place that can be accessed by the public (anyone)	Data	Information that people collect about us	
	Identity	The way we identify/show ourselves	Sceptical	Not trusting too easily and remembering the risks/dangers	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation Is everything I find online accurate?</p>	Children to learn that not all information they find about people online is factually accurate- for example, celebrity trivias or Wikipedia. Children to learn that they can make judgements against others based on the information that they find- for example, if they find that a celebrity likes children, they could make a judgement on this even though it might not be factually accurate.	Children to know how to use the internet to find information about others, that they can make judgements on this information and know that this information might not be factually accurate.
<p>Copyright and Ownership Can I justify using someone else's content from the internet?</p>	Children to learn how to assess and justify if it is appropriate to use work of others online- e.g. if they give permission, if it is copyrighted etc. Children to learn that some copyrighted work can be used as it is in the public domain as long as the use is fair (e.g. using an image on a PowerPoint for school and not using the image to make money)	Children can explain when they might be able to use content from the internet and why it is okay to use this.
<p>Self-Image and Identity How can I make responsible choices when thinking about online identities?</p>	Children to learn that identity can be shown in different ways—how you speak, how you display yourself etc and that identities can have a positive or negative impact on others- e.g. if you are kind or unkind, offensive, respectful, deceiving people etc. Children to learn about making responsible choices about online identity depending on context- e.g. not making up lies that could be considered catfishing etc and knowing when they might want to create an anonymous identity to protect themselves- e.g. changing their username, giving incorrect details about themselves. Children to learn about the pros and cons of having multiple online identities—you are safer, less risk of abuse etc but also harder to develop true friendships etc.	Children can explain how to maintain positive online identities and can identify when/how they can create identities which allow them to remain anonymous.
<p>Managing Online Information How accurate is the information that I find online?</p>	Children to learn why we need to sometimes be sceptical—for our own safety, to test the validity, to make own judgement on information. Children to learn to make explicit choices about a website's validity/trustworthiness and can identify ways websites helps draw us in (e.g. pop-ups, notifications, personalised ads). Children to learn what a "stereotype" is (link to other learning- how these are reinforced online and how this may influence what people think about others) and will learn about a hoax (when people pretend that something is true when it isn't—children will learn the importance of thinking carefully before sharing something again).	Children can identify a hoax and stereotype and use them to form own judgement on a website or information.
<p>Health, Wellbeing and Lifestyle How can technology disrupt my sleep?</p>	Children to learn that technology can disrupt our sleep if not managed correctly (e.g. using right before bed, allowing it to disrupt routine, becoming reliant on it, wanting to be on technology more than other things). Children to learn ways we can reduce the likelihood of our sleep being disturbed (limiting technology, working with adults, using technology at specific times in the day etc).	Children can identify when sleep is being disturbed and can explain how they can maintain a healthy sleep schedule.
<p>Privacy and Security How can free apps read and share private information?</p>	Children to learn that many free apps may read and share information (e.g. friends/contacts/likes/images). Children to learn that app permissions allow access to our personal information (e.g. allowing them to access contacts) and that any data shared is valuable to app developers (e.g. so they can tailor adverts/get more signups). Children to learn about the importance of keeping apps up to date (auto updates if there has been a breach, deactivating accounts that are no longer in use) and why this is important (so permissions are updated, latest version of the app etc).	Children can explain how free apps can hold and use personal information and can identify the reasons why this data is valuable to app developers.
<p>Online Bullying What is the difference between bullying and playful joking?</p>	Children to learn the difference between bullying (intent to upset) and playful joking (teasing between friends) and will learn how to deal with both incidents confidently. Children to learn about blocking abusive users and can explain why it is important to block and then report to a trusted adult.	Children can explain the difference between playful joking and bullying.
<p>Online Relationships How can I work collaboratively with other people?</p>	Children to learn that specific forms of communication (images, gifs, emojis) can make the receiver infer emotions or feelings and we should consider the intended message before sending. Children to learn that some people join together to collaborate online (celebrities, TikTokers, school children etc) and will learn about the benefits of this (e.g. working on documents together on Google classroom, getting money for streaming with another gamer as a career etc). Children to learn that some people online are going to deliberately try to hurt/offend/upset/scam us and that it is never the victims fault (speak to trusted adult).	Children are able to explain what a collaboration is and can describe the benefits of them.

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Outcome	Character Traits	Stickability	WOW
Children to create a guide for Newbies for Copyright and Ownership .	Curious Kind Articulate	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Digital Personality	The way we show ourselves online	Evidence	Being able to prove something	Safeguarding—keeping safe online by being anonymous where possible.
	Referencing	Acknowledging the owner when using their work	Screenshot/Screen recording	Taking a photograph or video of a device screen	
	Stereotype	A view people have that is usually inaccurate	Persuasive Design	The way in which develops try to persuade us to do something	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>Online Reputation How can I create a positive online reputation?</p>	Children to learn that our online reputation is the opinions (e.g. children on news about sports can be assumed to be sporty) people form about us after finding information online. Children to learn why it is important to have a positive reputation- e.g. people searching for jobs. Children to learn what a digital personality is (example- avatar in a game with their own username) and will learn strategies that can be used to protect their anonymity—using avatars, using different names etc. Children to learn that by doing this their reputation is protected as their true identity is concealed.	Children can identify different strategies which they can use to conceal their identity and can explain why people may want to do this.
<p>Copyright and Ownership How can I find and use content on the internet that I have permission to reuse?</p>	Children to learn that some content is appropriate to reuse in my own work- e.g. if it is verified and accurate. Children to learn a number of different ways to search for reusable content- e.g. browsing the internet, eBooks, YouTube, specific websites etc. Children to learn about referencing online sources in my work- e.g. putting where you accessed the image from so people know who the original owner is.	Children can independently source reusable content and justify its use. Children can explain how they can ensure the ownership is maintained by crediting the original owner.
<p>Self-Image and Identity Are all online representations valid and how might they cause upset to others?</p>	Children to learn that the media can shape ideas about gender, race, religion, disability, culture and other groups—e.g. negative representations of black or ethnic minorities. Children to learn about stereotypical messages and can make their own judgements on them- e.g. racial stereotypes, children are confident to challenge and not immediately agree with the said stereotypes and will learn about challenging/rejecting online representations that they do not agree with- being kind, not following others and helping put a stop to negative representations by speaking up about them. Children to learn that negative representations could upset others and are taught how to get help from others- trusted adult, reporting online in chats/groups etc. Children to learn why they should keep asking until they get the help they need- making sure the problem does not worsen and ensuring the issue is eliminated before it being a similar problem for others.	Children can make judgements on online identities and representations and can explain how to overcome these to avoid others become upset.
<p>Managing Online Information How do online companies target information at me?</p>	Children to learn the terms influence, manipulation and persuasion and how we might encounter these (advertising/ad-targeting/fake news). Children to learn that persuasive design is a technique used to influence peoples' choices (tailored to the individual viewer) and will learn how companies and news providers target people with information (using site cookies to present them with information they are likely to be interested in etc). Children to learn how to identify and report inappropriate content (trusted adult/individual chat rooms etc).	Children can explain that some companies target people with online information that they are more likely to engage with and can identify ways they can recognise this.
<p>Health, Wellbeing and Lifestyle How do people use persuasive design to keep people engaged?</p>	Children to learn about age restricted content (PEGI ratings-violence, adults- family culture etc) and why they are age restricted. Children to learn that people may use persuasive design to keep people engaged (ads, pop ups etc so people keep visiting the game or website so the site owner doesn't lose money).	Children will be able to identify persuasive design techniques and can explain why these could disrupt their healthy technology lifestyle if not considered correctly.
<p>Privacy and Security How can I distinguish between scammers and fake online services?</p>	Children to learn how to distinguish between genuine and fake content/sites and learn about the tactics employed by scammers and can identify features of scam communicators (yours for free, persuasive technique etc). Children to learn that online services have terms and conditions that govern their use. These T+Cs say what a company is allowed to do and they may include information about how an online service makes money.	Children can explain what a scammer is and identify ways in which they attempt to scam people. Children can identify what terms and conditions are and explain the importance of these with online services.
<p>Online Bullying How can I capture evidence of bullying?</p>	Children to learn that screen recording and screenshotting incidents of bullying is a good way to evidence when someone is being unkind and will learn why it is important to have this evidence (to prove that they are guilty and so people do not accuse the victim of lying or making it up). Children to learn that there are a multitude of different ways to report/deal with incidents of bullying; speaking to trusted adults, reporting, reporting to site admins etc and will learn why we have multiple ways to report (for when they leave school, depending on the site, depending on the form of bullying etc).	Children can explain how to capture bullying incidents and can describe how they would report it effectively.
<p>Online Relationships When should I share content about other people?</p>	Children to learn that before posting they should consider the positive (sharing happy memories, making friends etc) and negative (someone responding and being unkind, later regretting the post etc) implications of the content. Children to learn about setting and being strict with their own online boundaries (consent, what they will or will not do). Children to learn that by taking or sharing inappropriate or embarrassing pictures of someone else (even if they say it's okay) could have a negative impact (bullying, outing, exposed). Children to learn that even when shared privately there is still a possibility for it to be shared publicly (e.g. screenshot from a group chat) and that the impact of this could be everlasting (e.g. later shared again, put on websites, harmful to online reputation etc). Children to know what to do if they find themselves in a situation like this (trusted adult/block user/report content).	Children can explain when and why they would share images or content about themselves or another person and can confidently describe what they would do if they find themselves in a difficult situation.

Themes		Diversity in the Curriculum
Online Safety	Use technology safely and respectfully.	

Outcome	Character Traits	Stickability	WOW
Children to create and present a slideshow exploring online relationships (Online Relationships).	Curious Kind	Google Form Assessment, Digital Leaders, Assemblies, Cross-curricular learning (PSHE), SMART rules	Leicestershire Police workshops