

Computing E-Safety Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>Health, well-being and lifestyle Which rules are fair? What are your rules?</p> <p>I can identify rules that help keep us safe and healthy in and beyond home when using technology.</p>	<p>Self-image and identity Responses and Reactions</p> <p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Online relationships Keeping in Touch</p> <p>I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>Online reputation Keep me Informed</p> <p>I can identify ways that I can put information on the internet.</p>	<p>Managing online information When and What?</p> <p>I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.</p> <p>Copyright and ownership Whose is this? Guess the file.</p> <p>I know that work I create belongs to me. I can name my work so that others know it belongs to me.</p>	<p>Privacy and security Personal or Private?</p> <p>I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>Online bullying Spot the difference. Vote with your feet.</p> <p>I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.</p>
Yr1	<p>Online relationships Is it okay?</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p>	<p>Privacy and security Personal Information?</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>Self-image and identity Helping Alex</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Health, well-being and lifestyle Healthy and Safe Choices</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Managing online information Who and Why?</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Online reputation Personal and Private</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>



Yr2	<p>Privacy and security <u>Making Choices</u></p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>Online relationships <u>It's okay to say no, you know?</u></p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>	<p>Self-image and identity <u>Me and My Avatar</u></p> <p>I can explain how other people may look and act differently online and offline.</p>	<p>Online relationships <u>How does it feel?</u></p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>	<p>Online reputation <u>Public or Private?</u></p> <p>I can describe how anyone's online information could be seen by others.</p>	<p>Online bullying <u>The Nature of Bullying</u></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p>
Yr3	<p>Privacy and security <u>Password Generation</u></p> <p>I can describe simple strategies for creating and keeping passwords private.</p>	<p>Online relationships <u>Like me? Trust me?</u></p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p>	<p>Managing online information <u>I know, I think, I believe.</u></p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Online reputation <u>Caring About Sharing</u></p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>Health, well-being and lifestyle <u>Timetable</u></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p>	<p>Online bullying <u>Spikey the Spider</u></p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>



Yr4	<p>Privacy and security <u>Are you a privacy pro?</u></p> <p>I can describe strategies for keeping personal information private, depending on context.</p>	<p>Self-image and identity <u>Online Personas</u></p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Online bullying <u>Alan the Alien</u></p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>Copyright and ownership <u>Right to reuse?</u></p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>Online relationships <u>Time to Respect</u></p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>Health, well-being and lifestyle <u>Life Vs Tech</u></p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p>
Yr5	<p>Online bullying <u>Banter Business</u></p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p>	<p>Managing online information <u>All that glistens</u></p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>	<p>Privacy and security <u>Sharing Personal Information</u></p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	<p>Online relationships <u>Community Spirit</u></p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p>	<p>Health, well-being and lifestyle <u>Perfect Purchase?</u></p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>Self-image and identity <u>Improving Online Profiles</u></p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>



Yr6	<p>Online relationships Is 'It's okay' really okay?</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>Online bullying The evidence speaks for itself.</p> <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p>	<p>Privacy and security Scam Spotters</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p>	<p>Self-image and identity Toy Advert</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p>	<p>Health, well-being and lifestyle Age-related Content</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>Copyright and ownership Search, reuse, reference</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
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