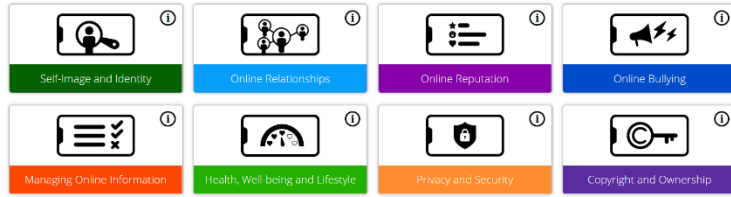


eSafety objectives to be covered each half term: Teachers to use [Project Evolve](#) as a basis for lessons



‘Online relationships’ is covered in Summer 2 onlong with ‘Health, well-being and lifestyle’ with the rationale being that children will have greater use/access/need to digital communication platforms over the summer holidays and this will serve as a well-timed intervention/reminder.

‘Copyright’ to be covered in the lessons where appropriate during the media creation units

Peer to peer abuse to be discussed whenever appropriate

Sexual harassment inc cyber flashing/what is appropriate to share to be discussed whenever appropriate

	Autumn 1 Self-Image and Identity	Autumn 2 Online Bullying  Copyright	Spring 1 Managing Online Information	Spring 2 Privacy and Security	Summer 1  Online Reputation  Copyright	Summer 2 Health, Well-being and Lifestyle  Online Relationships
Year 1	<p><b>COMPUTING SYSTEMS &amp; NETWORKS Technology around us</b> <i>Recognising technology in school and using it responsibly</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> </ul>	<p><b>CREATING MEDIA A: Digital painting</b> <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitially.</i></p> <ul style="list-style-type: none"> <li>I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I understand that work created by others does not belong to me even if I save a copy</li> <li>I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’).</li> </ul>	<p><b>PROGRAMMING A: Moving a robot</b> <i>Writing short algorithms and programs for floor robots, and predicting program outcomes.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p><b>DATA &amp; INFORMATION Grouping data</b> <i>Exploring object labels, then using them to sort and group objects by properties.</i></p> <ul style="list-style-type: none"> <li>I can explain how passwords are used to protect information, accounts and devices.</li> <li>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> </ul>	<p><b>CREATING MEDIA# B: Digital writing</b> <i>Using a computer to create and format text, before comparing to writing non-digitially.</i></p> <ul style="list-style-type: none"> <li>I can describe what information I should not put online without asking a trusted adult first.</li> <li>I can recognise that information can stay online and could be copied.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I understand that work created by others does not belong to me even if I save a copy</li> <li>I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’).</li> </ul>	<p><b>PROGRAMMING B: Introduction to animation</b> <i>Designing and programming the movement of a character on screen to tell stories.</i></p> <ul style="list-style-type: none"> <li>I can explain rules to keep myself safe when using technology both in and beyond the home.</li> </ul> <p><i>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</i></p> <ul style="list-style-type: none"> <li>I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul>
Year 2	<p><b>COMPUTING SYSTEMS &amp; NETWORKS Information technology around us</b> <i>Identifying IT and how its responsible use improves our world in school and beyond.</i></p> <ul style="list-style-type: none"> <li>I can explain how other people may look and act differently online and offline.</li> <li>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li> </ul>	<p><b>CREATING MEDIA A: Digital photography</b> <i>Capturing, and changing digital photographs for different purposes.</i></p> <p><i>All 3 objectives can be covered in a norm PSHRE lessons but will need an online specific lesson covering what to do with cyber bullying</i></p> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I can recognise that content on the internet may belong to other people.</li> <li>I can describe why other people’s work belongs to them</li> </ul>	<p><b>PROGRAMMING A: Robot algorithms</b> <i>Creating and debugging programs, and using logical reasoning to make predictions.</i></p> <ul style="list-style-type: none"> <li>I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’</li> <li>I can explain why some information I find online may not be real or true.</li> </ul>	<p><b>DATA &amp; INFORMATION Pictograms</b> <i>Collecting data in tally charts and using attributes to organize and present data on a computer.</i></p> <ul style="list-style-type: none"> <li>I can explain how passwords can be used to protect information, accounts and devices.</li> <li>I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’.</li> <li>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> </ul>	<p><b>CREATING MEDIA B: Making music</b> <i>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</i></p> <ul style="list-style-type: none"> <li>I know who to talk to if something has been put online without consent or if it is incorrect.</li> <li>I can explain how information put online about someone can last for a long time.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I can recognise that content on the internet may belong to other people.</li> <li>I can describe why other people’s work belongs to them</li> </ul>	<p><b>PROGRAMMING B: Introduction to quizzes</b> <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz</i></p> <ul style="list-style-type: none"> <li>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</li> <li>I can say how those rules / guides can help anyone accessing online technologies</li> </ul> <p><i>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can give examples of how someone might use technology to communicate with others they don’t also know offline and explain why this might be risky, (e.g. email, online gaming, a pen-pal in another school / country).</li> <li>I can identify who can help me if something happens online without my consent.</li> </ul>

	Autumn 1 Self-Image and Identity	Autumn 2 Online Bullying Copyright	Spring 1 Managing Online Information	Spring 2 Privacy and Security	Summer 1 Online Reputation Copyright	Summer 2 Health, Well-being and Lifestyle Online Relationships
Year 3	<p><b>COMPUTING SYSTEMS &amp; NETWORKS</b> <b>Information technology around us</b> <i>Identifying IT and how its responsible use improves our world in school and beyond.</i></p> <ul style="list-style-type: none"> <li>I can explain how people can represent themselves in different ways online</li> <li>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</li> </ul>	<p><b>CREATING MEDIA</b> <b>A: Stop-frame animation</b> <i>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</i></p> <ul style="list-style-type: none"> <li>I can describe appropriate ways to behave towards other people online and why this is important.</li> <li>I can give examples of how bullying behaviour could appear online and how someone can get support.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</li> </ul>	<p><b>PROGRAMMING</b> <b>A: Sequence in music</b> <i>Creating sequences in a block-based programming language to make music.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</li> <li>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.</li> </ul>	<p><b>DATA &amp; INFORMATION</b> <b>Branching databases</b> <i>Building and using branching databases to group objects using yes/no questions.</i></p> <ul style="list-style-type: none"> <li>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</li> <li>I can describe simple strategies for creating and keeping passwords private.</li> </ul>	<p><b>CREATING MEDIA</b> <b>B: Desktop publishing</b> <i>Creating documents by modifying text, images, and page layouts for a specified purpose.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can explain who someone can ask if they are unsure about putting something online.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</li> </ul>	<p><b>PROGRAMMING</b> <b>B: Events and actions</b> <i>Writing algorithms and programs that use a range of events to trigger sequences of actions.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</li> </ul> <p><i>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</i></p> <ul style="list-style-type: none"> <li>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</li> <li>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.</li> <li>I can explain how someone's feelings can be hurt by what is said or written online.</li> <li>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</li> </ul>
Year 4	<p><b>COMPUTING SYSTEMS &amp; NETWORKS</b> <b>The internet</b> <i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i></p> <ul style="list-style-type: none"> <li>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>	<p><b>CREATING MEDIA</b> <b>A: Audio editing</b> <i>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</i></p> <ul style="list-style-type: none"> <li>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).</li> <li>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>I can recognise when someone is upset, hurt or angry online.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</li> </ul>	<p><b>PROGRAMMING</b> <b>A: Repetition in shapes</b> <i>Using a text-based programming language to explore count-controlled loops when drawing shapes.</i></p> <ul style="list-style-type: none"> <li>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li> <li>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</li> <li>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</li> </ul>	<p><b>DATA &amp; INFORMATION</b> <b>Data logging</b> <i>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</i></p> <ul style="list-style-type: none"> <li>I can describe how some online services may seek consent to store information about me. I know how to respond appropriately and who I can ask if I am not sure.</li> <li>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</li> <li>I can describe strategies for keeping personal information private, depending on context.</li> </ul>	<p><b>CREATING MEDIA</b> <b>B: Photo editing</b> <i>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</i></p> <ul style="list-style-type: none"> <li>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul> <p><i>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</li> </ul>	<p><b>PROGRAMMING</b> <b>B: Repetition in games</b> <i>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</i></p> <ul style="list-style-type: none"> <li>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</li> <li>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> </ul> <p><i>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</li> </ul>

	Autumn 1 Self-Image and Identity	Autumn 2 Online Bullying  Copyright	Spring 1 Managing Online Information	Spring 2 Privacy and Security	Summer 1  Online Reputation  Copyright	Summer 2 Health, Well-being and Lifestyle  Online Relationships
Year 5	<p><b>COMPUTING SYSTEMS &amp; NETWORKS</b> <b>Sharing information</b> <i>Identifying and exploring how information is shared between digital systems.</i></p> <ul style="list-style-type: none"> <li>I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> <li>I can explain how identity online can be copied, modified or altered.</li> </ul> <p>Online bullying has a lot of essential objectives so will need to make a start covering the objectives below in this half term, rather than the following term compared to preceding year groups.</p> <p>Online Bullying</p> <ul style="list-style-type: none"> <li>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li> </ul>	<p><b>CREATING MEDIA</b> <b>A: Video editing</b> <i>Planning, capturing, and editing video to produce a short film.</i></p> <ul style="list-style-type: none"> <li>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</li> <li>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</li> <li>I can explain how to block abusive users.</li> </ul> <p>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</p> <ul style="list-style-type: none"> <li>I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>	<p><b>PROGRAMMING</b> <b>A: Selection in physical computing</b> <i>Exploring conditions and selection using a programmable microcontroller.</i></p> <ul style="list-style-type: none"> <li>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> <li>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</li> <li>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> </ul>	<p><b>DATA &amp; INFORMATION</b> <b>Flat-file databases</b> <i>Using a database to order data and create charts to answer questions.</i></p> <ul style="list-style-type: none"> <li>I can explain what a strong password is and demonstrate how to create one.</li> <li>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.</li> </ul>	<p><b>CREATING MEDIA</b> <b>B: Vector drawing</b> <i>Creating images in a drawing program by using layers and groups of objects.</i></p> <ul style="list-style-type: none"> <li>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</li> </ul> <p>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</p> <ul style="list-style-type: none"> <li>I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>	<p><b>PROGRAMMING</b> <b>B: Selection in games</b> <i>Exploring selection in programming to design and code an interactive quiz.</i></p> <ul style="list-style-type: none"> <li>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</li> <li>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.</li> </ul> <p>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</p> <ul style="list-style-type: none"> <li>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</li> <li>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> <li>I can demonstrate how to support others (including those who are having difficulties) online.</li> </ul>
Year 6	<p><b>COMPUTING SYSTEMS &amp; NETWORKS</b> <b>Internet Communication</b> <i>Recognising how the WWW can be used to communicate and be searched to find information.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</li> <li>I can explain the importance of asking until I get the help needed.</li> </ul>	<p><b>CREATING MEDIA</b> <b>A: Web page creation</b> <i>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</i></p> <ul style="list-style-type: none"> <li>I can explain how someone would report online bullying in different contexts.</li> <li>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> </ul> <p>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</p> <ul style="list-style-type: none"> <li>I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>	<p><b>PROGRAMMING</b> <b>A: Variables in games</b> <i>Exploring variables when designing and coding a game.</i></p> <ul style="list-style-type: none"> <li>I can identify, flag and report inappropriate content.</li> <li>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</li> <li>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</li> </ul>	<p><b>DATA &amp; INFORMATION</b> <b>Spreadsheets</b> <i>Answering questions by using spreadsheets to organise and calculate data.</i></p> <ul style="list-style-type: none"> <li>I can describe ways in which some online content lures people to gain money or information illegally. I can describe strategies to help me identify such content (e.g. scams, phishing).</li> <li>I can explain what to do if a password is shared, lost or stolen.</li> <li>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</li> </ul>	<p><b>CREATING MEDIA</b> <b>B: 3D modelling</b> <i>Planning, developing, and evaluating 3D computer models of physical objects.</i></p> <ul style="list-style-type: none"> <li>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</li> <li>I can explain the ways in which anyone can develop a positive online reputation.</li> </ul> <p>As part of this unit, aspects of the copyright objectives should be covered throughout the unit during the most appropriate lessons</p> <ul style="list-style-type: none"> <li>I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>	<p><b>PROGRAMMING</b> <b>B: Sensing</b> <i>Designing and coding a project that captures inputs from a physical device.</i></p> <ul style="list-style-type: none"> <li>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</li> <li>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</li> </ul> <p>Will also need to cover about online relationships (These can be covered in a regular PSHRE lesson and linked to the PSHRE objectives)</p> <ul style="list-style-type: none"> <li>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.</li> <li>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</li> </ul>