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| **Year Group: Foundation** | | |
| **EYFS Framework** Understanding the world  involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Understand the concept of a trusted adult and identify their circle of trusted adults | Identify the trusted adult in their lives and how they help to make sure they are safe and secure |  |
| Can recount some simple examples of their personal information | Identify personal information e.g. name, address, birthday or age |
| Can give simple examples of how to find information | Identify examples of how to find information e.g. search engine, voice activated search |
| Can recount ways the internet can be used to communicate | Identify ways the internet is used |

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| **KS1 – Years 1 and 2 – 1st Year** | | |
| **KS1 National Curriculum links:** 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. | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Understand the concept of a trusted adult and identify their circle of trusted adults | Identify the trusted adult in their lives and how they help to make sure they are safe and secure | Digiduck’s big decision  Cybersmart – Astrocircus  Adventures of Smartie the Penguin  Cybersmart – sharing personal information |
| Ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused | Identify safe behaviours in their day to day world such as not talking to or meeting strangers and how this applies in the online world. |
| Behave in a kind and considerate way to others in the real and virtual world | Discuss how they behave towards and with others in school and at home and discuss the benefits of positive behaviour. Understand these positive behaviours should be applied with regard to virtual world interactions. |
| Understand that the internet is fun but just like there are rules in the real world to keep you safe, there are rules for keeping them safe in the online world | Identify and discuss some of the basic rules that keep them safe in the real world and why they are important. Discuss and share some basic rules for ensuring they stay safe online. |

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| **KS1 – Years 1 and 2 – 2nd Year** | | |
| **KS1 National Curriculum links:** 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. | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Know login details and passwords should only be shared with trusted adults | Discuss what a login is and why they often have a password. Why is it important to use logins and passwords? | Cybersmart – what is real?  Cybersmart – Astrocircus  Hector’s World – details, details, details |
| Understand that they can be connected to many people in their life (real life and online) | Explain that when they are playing games or online, the characters they are interacting with could be computer generated characters or real people in other parts of the world. |
| Be polite and respectful when communicating and playing games online. | Identify appropriate online communication that is polite and respectful. Understand that just because they cannot see the person they are communicating with it doesn’t mean they should communicate differently. |
| Talk to a trusted adult before sharing information about themselves online. | Begin to understand the idea of personal information and why using a nickname is a safer way to interact online. |
| Know that some of the people they interact with online may not be who they say they are. | Talk to the children about what they do online and who they communicate with, do they know them in the real world? How can they be sure they are, who they say they are? |

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| **KS2 – Years 3 and 4 – 1st Year** | | |
| **KS2 National Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Identify the dangers of clicking on links they receive when using technology. | Understand what a hyperlink is and what they look like. | SMART Crew  Hector’s World – You’re not alone |
| Identify personal information about themselves and others. | Be able to identify/classify personal information about themselves and others. |
| Explain the possible consequences of sharing personal information online. | Understand that sharing personal information with people they do not know or trust could lead to strangers trying to meet up with them or communicating with them and making them sad or confused. |
| Know that bullying through the use of technology is called online bullying (or cyber bullying) and how to report it. | Understand the term online bullying and be able to explain what to do if they or a friend are bullied online. |
| Understand that not all information they access online is accurate or reliable. | Know to check a second site or only used sites recommended by trusted adults. |

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| **KS2 – Years 3 and 4 – 2nd Year** | | |
| **KS2 National Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content. | Understand the PEGI system. | Common sense media – review of games  Hector’s World – welcome to the carnival  The info gang  Heroes  Cybersmart – positive online communication |
| Explain the possible consequences of submitting personal information online. | Understand that many websites ask for personal info to set up an account and why this is often restricted to age 13. |
| Ensure information submitted online is only accessed by people they trust. | Share and discuss ways information is accessed. |
| Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication. | Understand the concept of ‘Netiquette’. |
| Use strong passwords for all online accounts and devices. | Understand what constitutes a strong password. |

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| **KS2 – Years 5 and 6 – 1st Year** | | |
| **KS2 National Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission. | Know what plagiarism/copyright are. Understand the legal and moral reasons not to plagiarise or infringe copyright. | BBC – The Alleyk@tz plagiarism  Cybersmart – don’t be fooled  Cybersmart – finding and identifying appropriate online content  BBC – Guy Fawkes privacy settings |
| Use blocking/unsubscribing/reporting mechanisms appropriately. | Children know how to report or block users within games, apps and websites. |
| Control who they interact with online and the information they share. | Know how to configure appropriate security settings including accepting and blocking friends. Ensure their parents are aware of all their online friends. |
| Describe the causes and consequences of online bullying and discuss behaviours and strategies to prevent and stop online bullying. | Understand how technology can be misused to bully online and how to deal with bullying incidents using real world and online reporting mechanisms. |

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| **KS2 – Years 5 and 6 – 1st Year** | | |
| **KS2 National Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** | | |
| **Outcome** | **Description** | **Suggested resources and activities** |
| Explain the importance of a balanced lifestyle with respect to technology use. | Understand the concept of a balanced lifestyle and be aware of the amount of time they are spending in front of a screen. | Cybersmart – a balanced approach to using technology  BBC – Saxon monk internet video  StaySmartOnline – Budd:e |
| Explain the importance of a positive ‘digital footprint’. | Understand that a ‘trail’ of digital information creates a ‘digital footprint’ about them. |
| Appropriately configure and secure all devices used to access personal data. | Understand you need to ensure devices used to connect online need to be suitably secure. Understand terms including antivirus, firewall, security updates, pop up blocker etc. |
| Evaluate whether games, websites and social media are appropriate for specific ages. | Use PEGI ratings and other criteria to make informed judgements on the suitability of the content for a given age range. |