

E-Safety – Self-identity and image

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	- I can explain what is meant by the term 'identity'. - I can explain how I can represent myself in different ways online. - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social med
4	Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I can explain how my online identity can be different to the identity I present in 'real life' - Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.
5	Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can explain how identity online can be copied, modified or altered. - I can demonstrate responsible choices about my online identity, depending on context.
6		- I can describe ways in which media can shape ideas about gender. - I can identify messages about gender roles and make judgements based on them. - I can challenge and explain why it is important to reject inappropriate messages about gender online. - I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. - I can explain why I should keep asking until I get the help I need.

E-Safety - Online Relationships

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can describe ways people who have similar likes and interests can get together online. - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). - I can explain some risks of communicating online with others I don't know well. - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I should be careful who I trust online and what information I can trust them with. - I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.
4		- I can describe strategies for safe and fun experiences in a range of online social environments - I can give examples of how to be respectful to others online.
5		- 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. - I can make positive contributions and be part of online communities. - I can describe some of the communities in which I am involved and describe how I collaborate with others positively.
6		- I can show I understand my responsibilities for the well-being of others in my online social group. - I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). - I can demonstrate how I would support others (including those who are having difficulties) online. - I can demonstrate ways of reporting problems online for both myself and my friends.

E-Safety - Online Reputation

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can search for information about myself online. - I can recognise I need to be careful before I share anything about myself or others online. - I know who I should ask if I am not sure if I should put something online.
4		- I can describe how others can find out information about me by looking online. - I can explain ways that some of the information about me online could have been created, copied or shared by others.
5		- I can search for information about an individual online and create a summary report of the information I find. - I can describe ways that information about people online can be used by others to make judgments about an individual.
6		- I can explain how I am developing an online reputation which will allow other people to form an opinion of me. - I can describe some simple ways that help build a positive online reputation.

E-Safety - Online Reputation

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can search for information about myself online. - I can recognise I need to be careful before I share anything about myself or others online. - I know who I should ask if I am not sure if I should put something online.
4		- I can describe how others can find out information about me by looking online. - I can explain ways that some of the information about me online could have been created, copied or shared by others.
5		- I can search for information about an individual online and create a summary report of the information I find. - I can describe ways that information about people online can be used by others to make judgments about an individual.
6		- I can explain how I am developing an online reputation which will allow other people to form an opinion of me. - I can describe some simple ways that help build a positive online reputation.

E-Safety - Online Bullying

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can explain what bullying is and can describe how people may bully others. - I can describe rules about how to behave online and how I follow them.
4		- I can identify some online technologies where bullying might take place. - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).
5		- I can recognise when someone is upset, hurt or angry online. - I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. - I can explain how to block abusive users. - I can explain how I would report online bullying on the apps and platforms that I use. - I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).
6		- I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. - I can identify a range of ways to report concerns both in school and at home about online bullying.

E-Safety — Managing Online Information

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I can use key phrases in search engines. - I can explain what autocomplete is and how to choose the best suggestion. - I can explain how the internet can be used to sell and buy things. - I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
4	Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. - I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). - I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. - I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. - I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
5		- I can use different search technologies. - I can evaluate digital content and can explain how I make choices from search results. - I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. - I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. - I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. - I can explain why I need to think carefully before I forward anything online. - I can explain why some information I find online may not be honest, accurate or legal. - I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).

6

- I can use search technologies effectively.
- I can explain how search engines work and how results are selected and ranked.
- I can demonstrate the strategies I would apply to be discerning in evaluating digital content.
- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').
- I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
- I can identify, flag and report inappropriate content.

E-Safety — Privacy and Security

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. - I understand and can give reasons why passwords are important. - I can describe simple strategies for creating and keeping passwords private. - I can describe how connected devices can collect and share my information with others.
4	Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can explain what a strong password is. - I can describe strategies for keeping my personal information private, depending on context. - I can explain that others online can pretend to be me or other people, including my friends - I can suggest reasons why they might do this. - I can explain how internet use can be monitored.
5		- I can create and use strong and secure passwords. - I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. - I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
6		- I use different passwords for a range of online services. - I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). - I know what to do if my password is lost or stolen. - I can explain what app permissions are and can give some examples from the technology or services I use. - I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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).

E-Safety — Copyright and Ownership

	National Curriculum	Success Criteria
3	Co2/1.4 - understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- I can explain why copying someone else's work from the internet without permission can cause problems. - I can give examples of what those problems might be.
4		- 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. - I can give some simple examples.
5		- I can assess and justify when it is acceptable to use the work of others. - I can give examples of content that is permitted to be reused.
6		- I can demonstrate the use of search tools to find and access online content which can be reused by others. - I can demonstrate how to make references to and acknowledge sources I have used from the internet