

Online safety coverage – EYFS

National Curriculum statement for KS1

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.



Sequence Taught	Digital Literacy Taught	How this will be taught
<p>EYFS will not be teaching e safety as part of a half termly approach. E safety resources opposite will provide Foundation Stage staff with all the tools necessary to ensure children are fully aware teaching e safety in accordance with the children's interests.</p>	<p>Think U Know scheme of work (and curriculum map resources)</p>	<p><i>Early years' children will not naturally be aware of the dangers of the internet because their use of it will be minimal compared to older children. It is still very important to introduce positives and the negatives as it does form part of the EYFS framework. Below are some activities and resources you can use with the children, which also form nice discussion points. In many ways on-line safely can be connected to general safety discussions; not talking to strangers, if something is wrong tell an adult you trust etc.</i></p>
	<p>iLearn 2 e safety</p> <p>Project Evolve</p> <ul style="list-style-type: none"> Managing Online information Health and wellbeing online privacy and security copyright and ownership self-image and Identity Online relationships Online reputation Online Bullying 	<p>Resources for settings to use with parents and carers</p> <ul style="list-style-type: none"> AskAboutGames: Supporting families with video games Childnet: Keeping under-fives safe online Internet Matters: Guidance for parents of pre-schoolers London Grid for Learning: Portal linking to various resources on parental engagement around online safety NSPCC: Guidance for parents on keeping children safe online Parent Zone: Digital Parenting magazine Parent Info Thinkuknow: Guidance and information for parents/carers from NCA-CEOP
	<p>Internet Matters EYFS Pack</p>	<p>Resources for settings to use for education</p> <p>Childnet: Storybooks for early years and KS1 pupils</p> <ul style="list-style-type: none"> Smartie the Penguin Digiduck Stories <p>Thinkuknow - Resources for early years and KS1 pupils from NCA-CEOP</p> <p>UKCIS - Education for a Connected World' Framework - this framework provides information on the skills and competences that children should have across 8 different areas of online safety</p>
	<p>Twinkl resources Early Years e safety</p>	<p>Cheqdin <i>The do and don'ts for Early Years online safety:</i></p> <p>According to Ofcom's recent survey on Children's Media Use and Attitude (2018), 52% of 3-4-year-olds use the internet for an average of 9 hours every week and 45% 3-4-year-olds use YouTube. With technology becoming an integral part of our lives, it's important that children are familiarised with safe online practice from a young age. Apart from supervision, guidance and monitoring, it's also the responsibility of carers to set the right example for safe usage and privacy awareness</p>

Online safety coverage – Year 1

KS1	Using Technology (IT) <i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>	Algorithms (IT) <i>Pupils should be taught to understand what algorithms are: how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</i>	Uses of IT beyond School (IT) <i>Pupils should be taught to recognise common uses of information technology beyond school</i>	Create Programs (CS) <i>Pupils should be taught to create and debug simple programs</i>	Safe Use (DL) <i>Pupils should be taught to 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</i>	Reasoning (IT) <i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>
National Curriculum statement for KS1			<i>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.</i>			



	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Mouse, keyboard and Images	Y1 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<i>In this unit, children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. The first lesson, which is intended to be taught at the start of the school year, focuses on why it is important for children to name their creative work. They go on to learn about using a search engine safely to find pictures. Children learn the SMART rules and look at what information should be kept safe when using the Internet. The lessons then explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe</i>
1:2	Completing Online labels	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> • Strategies for effective searching, critical evaluation and ethical publishing • The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them. <i>The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.</i>
2:1	What is an algorithm?	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> • Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. • Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <i>The pupils consider how to stay safe while researching online and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google and school internet access is filtered</i>
2:2	Music for Lovelace and Turing	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> • Shaping online identities and how media impacts on gender and stereotypes • Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <i>Children will learn basic computer skills and learn to use effective passwords including Teams log ins</i>
3:1	Decisions, decisions	Think U Know scheme of work (and curriculum map resources) iLearn 2 e safety	<i>A series of videos and resources to help teach e-safety to Years 1 and 2 – there are also key questions in bullet points. We suggest covering videos 1-3 with Year 1 and finishing with the Lee and Kim video, then starting with Lee and Kim for Year 2 and moving onto videos 4-6. We have created a pupil activity pack with the videos and questions below for pupils/parents to access at home or school. Pupil Activity Code: 42Q2</i>
3:2	Can you spot a pattern?	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> • Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles • Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <i>Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative Commons Licenses, and the importance of acknowledging other people's work.</i>


Online safety coverage – Year 2

KS1	Using Technology (IT) <i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>	Algorithms (IT) <i>Pupils should be taught to understand what algorithms are: how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</i>	Uses of IT beyond School (IT) <i>Pupils should be taught to recognise common uses of information technology beyond school</i>	Create Programs (CS) <i>Pupils should be taught to create and debug simple programs</i>	Safe Use (DL) <i>Pupils should be taught to 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</i>	Reasoning (IT) <i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>
National Curriculum statement for KS1			<i>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.</i>			



	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Animation	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> Strategies for effective searching, critical evaluation and ethical publishing The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them. <i>The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.</i>
1:2	Pictograms	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <i>The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google and school internet access is filtered</i>
2:1	Creating an Online e book	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> Shaping online identities and how media impacts on gender and stereotypes Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <i>Children will revise basic computer skills and learn to use effective passwords and take screenshots</i>
2:2	Scratch Jr	Y2 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<i>In this unit, children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.</i>
3:1	Wonders of the Digital World	Think U Know scheme of work (and curriculum map resources) iLearn 2 e safety	<i>A series of videos and resources to help teach e-safety to Years 1 and 2 – there are also key questions in bullet points. We suggest covering videos 1-3 with Year 1 and finishing with the Lee and Kim video, then starting with Lee and Kim for Year 2 and moving onto videos 4-6. We have created a pupil activity pack with the videos and questions below for pupils/parents to access at home or school. Pupil Activity Code: 42Q2</i>
3:2	Tim Berners Lee Technology	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <i>Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative Commons Licenses, and the importance of acknowledging other people's work.</i>

Online safety coverage – Year 3


KS2	Create programs  <i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	Develop programs (CS) <i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	Reasoning (IT) <i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	Networks (CS) <i>Pupils should be taught to 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>	Search engines (IT) <i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Using programs (IT) <i>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	Safe use (DL) <i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
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National Curriculum statement for KS2 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Solving Steve Jobs Problem	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> Strategies for effective searching, critical evaluation and ethical publishing The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them. <i>The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.</i>
1:2	Gaming online friends and Privacy	Internet Legends scheme of work (and curriculum map resources) iLearn 2 e safety	<p>Be Internet Secure:</p> <ul style="list-style-type: none"> Explain why it's important to keep personal information private online. Describe ways to keep personal information private online by using safety tools and privacy settings. Describe how to find and ask for help if someone feels unsafe online. <p>Be Internet Kind</p> <ul style="list-style-type: none"> Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.
2:1	Perfect Poetry	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <i>The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google and school internet access is filtered</i>
2:2	Digital Art and Music	Y3 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<p><i>In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods.</i></p>
3:1	Scratch Tunes	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> Shaping online identities and how media impacts on gender and stereotypes Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <i>Children will revise basic computer skills and learn to use effective passwords and take screenshots</i>
3:2	Comic Creations	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <i>Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative Commons Licenses, and the importance of acknowledging other people's work.</i>

Online safety coverage – Year 4








KS2	Create programs  <small>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</small>	Develop programs (CS) <small>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</small>	Reasoning (IT) <small>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</small>	Networks (CS) <small>Pupils should be taught to 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</small>	Search engines (IT) <small>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</small>	Using programs (IT) <small>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</small>	Safe use (DL) <small>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</small>
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National Curriculum statement for KS2 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Animated Food Chain	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> Shaping online identities and how media impacts on gender and stereotypes Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <p><i>Children will revise basic computer skills from year 3 and be reminded of the importance of using an effective password.</i></p>
1:2	TED Talks	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <p><i>In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network or more widely via the internet. They should discuss why schools and other organisations have strict policies over filming.</i></p>
2:1	Password and E safety	Internet Legends scheme of work (and curriculum map resources) iLearn 2 e safety	<p>Be Internet Secure:</p> <ul style="list-style-type: none"> Explain why it's important to keep personal information private online. Describe ways to keep personal information private online by using safety tools and privacy settings. Describe how to find and ask for help if someone feels unsafe online. <p>Be Internet Kind</p> <ul style="list-style-type: none"> Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.
2:2	Mindset of Minecraft	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> Strategies for effective searching, critical evaluation and ethical publishing The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them <p><i>The pupils learn how easy it is to create content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so. They learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.</i></p>
3:1	Rising to Bill Gates challenge	Y4 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<p><i>In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.</i></p>
3:2	Choose your Team	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <p><i>The pupils consider the importance of obtaining and using accurate data for any information-processing work. If the pupils film one another, they need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways. The pupils should think carefully about the implications of uploading their films to the school network or to the internet</i></p>








Online safety coverage – Year 5

KS2	Create programs  <small>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</small>	Develop programs  <small>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</small>	Reasoning  <small>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</small>	Networks  <small>Pupils should be taught to 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</small>	Search engines  <small>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</small>	Using programs  <small>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</small>	Safe use  <small>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</small>
National Curriculum statement for KS2			Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				



	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Kodu Creations	Y5 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<i>In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.</i>
1:2	Networks and Inputs	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <i>The unit provides an opportunity to reinforce messages around safe searching and evaluating the quality of online content. If the pupils upload their work for others to see, they should consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience.</i>
2:1	CBeebies e book challenge	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <i>The pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There's an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.</i>
2:2	Tour of America	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> Strategies for effective searching, critical evaluation and ethical publishing The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i>
3:1	Preparing for the Planets	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> Shaping online identities and how media impacts on gender and stereotypes Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <i>The pupils should observe good practice when searching for and selecting digital content. If the pupils choose to locate their 3D model geographically, they should avoid sharing private information. The pupils should think about copyright when adding content to their model or publishing images or videos of their model.</i>
3:2	Cyberbullying and Reporting	Internet Legends scheme of work (and curriculum map resources) iLearn 2 e safety	<p>Be Internet Sharp: Explain what it means to have a positive digital footprint, and why it is important.</p> <ul style="list-style-type: none"> Explain things someone can do to build a positive digital footprint. <p>Be Internet Alert: Describe ways to critically evaluate what we see on social media</p> <ul style="list-style-type: none"> Explain how social media can mislead or misrepresent reality. Identify different types of online scam people our age may experience including phishing <p>Identify sources of support for someone who is worried about anything online.</p>









Online safety coverage – Year 6



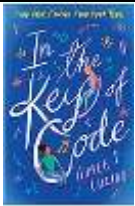
KS2	Create programs  <i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	Develop programs  <i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	Reasoning  <i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	Networks  <i>Pupils should be taught to 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>	Search engines  <i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Using programs  <i>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	Safe use  <i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
National Curriculum statement for KS2			Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				








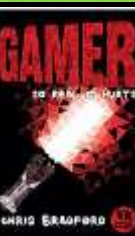
	Sequence Taught	Digital Literacy Taught	How this will be taught
1:1	Virtual Reality	Project Evolve self-image and Identity Online relationships	<ul style="list-style-type: none"> Shaping online identities and how media impacts on gender and stereotypes Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. <i>The pupils create short videos. They learn the importance of observing school policy in relation to videoing, and the need to obtain consent. They think carefully about the implications of sharing content publicly on sites such as YouTube and consider how such publication would limit what they might include in their advert. They recognise the need to use video search platforms in restricted or education specific modes and bring to mind what they should do if they encounter inappropriate content. They learn to respect the intellectual property rights of others, and the need to observe licence terms for any content they do not create themselves.</i>
1:2	History and Binary	Project Evolve Online reputation Online Bullying	<ul style="list-style-type: none"> Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation <i>The pupils consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They become aware of some of the capabilities of these devices, including how they can be used to record and share location information; they consider some of the implications of this. They use search engines safely and effectively. The pupils could make use of their own tablets or smartphones in school, considering how they can do this safely and to good effect</i>
2:1	The Code behind the game	Project Evolve privacy and security copyright and ownership	<ul style="list-style-type: none"> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. <i>The pupils learn about some common algorithms, recognising that more efficient solutions to the same problem can reduce the impact of computation on energy and other resources. They remix code on Scratch and Snap! websites, as permitted by Creative Commons licences for the code they work with, in much the same way as they might modify open source software. Pupils who wish to register for accounts on these sites need to observe the associated terms and conditions, which typically require parental consent.</i>
2:2	Emojis and communication Text talk/ Phishing	Internet Legends scheme of work (and curriculum map resources) iLearn 2 e safety	<p>Be Internet Secure: Explain why it's important to keep personal information private online. Describe ways to keep personal information private online by using safety tools and privacy settings. Describe how to find and ask for help if someone feels unsafe online.</p> <p>Be Internet Kind Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</p>
3:1	Programming with Python	Project Evolve Managing Online information Health and wellbeing online	<ul style="list-style-type: none"> Strategies for effective searching, critical evaluation and ethical publishing The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them <i>The pupils create a school magazine or yearbook. They consider carefully the implications of including photographs of pupils in their work, recognising that typically names would not be used in captions and that they should have permission to publish any pictures they use. They respect school policies and relevant legislation. They also recognise that intellectual property exists in other pupils' work and that this should be respected, so include such excerpts only with permission. They also learn that sensitive personal information should not be included in publications such as these, thinking carefully about what this means in practice</i>
3:2	Image Editing	Y6 Online Safety Twinkl e safety unit (and Curriculum Map resources)	<i>In this unit about online safety, children will be taking a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous</i>

Possible texts to accompany E safety and Computing Units:

Year	Text	Description
EYFS		<p>Penguin Pig Written by a teacher, PENGUINPIG is designed to teach the concept of e-safety to young children and is a great choice of book for EYFS and KS1. The story features a little girl who becomes intrigued by a penguinpig that she encounters online. When she takes the decision to go out and meet the penguinpig for herself, she finds that things are not always as they seem on the internet and that from now on she must think before she clicks. You may also like MONKEYCOW (available here) from the same team, which focuses on keeping passwords safe.</p>
		<p>My First Coding Book Get with the program! Introduce your child to the wonderful world of coding. Packed with flaps, wheels and sliders, this is the essential guide for children wishing to learn the ins and outs of coding.</p>
Year 1		<p>Penguin Pig Written by a teacher, PENGUINPIG is designed to teach the concept of e-safety to young children and is a great choice of book for EYFS and KS1. The story features a little girl who becomes intrigued by a penguinpig that she encounters online. When she takes the decision to go out and meet the penguinpig for herself, she finds that things are not always as they seem on the internet and that from now on she must think before she clicks. You may also like MONKEYCOW (available here) from the same team, which focuses on keeping passwords safe.</p>
		<p>Why are there different computer languages? Part of the 'Computers and Coding' non-fiction series designed for ages 5-9, this visually appealing information text looks at the difference between computer languages including Scratch, HTML and Python. You may also like the other books in this recommended series too, such as How Computers Work (available here), Staying Safe Online (available here) and What is Coding?</p>
		<p>Ada Lovelace, big people, big dreams Ada Lovelace was one of the world's first computer programmers. Growing up in a time when girls were not encouraged to pursue maths or science, Ada combined her passion for STEM and her big imagination to dream the world's first computer program. This illustrated picture book retells Ada's inspirational life and includes extra facts and a biographical timeline with historical images.</p>
Year 2		<p>Troll Stinks This is a great choice of book for exploring the topic of e-safety and cyberbullying with young children. Billy the Goat and his friend Cyril are playing with a phone when they decide to send mean messages to the troll living under the bridge. Soon the two friends discover that their online actions have had a big impact on troll's feelings and that their messages were not such a fun idea after all. For more on online safety, you may also like Chicken Clicking (available here) and #Goldilocks (available here) by the same authors.</p>
		<p>Level Up Flo loves gaming but gets more than she bargains for when she meddles with one of her mum's technological inventions and finds herself sucked into a video game. Can she use all of her gaming know-how to get herself and her friend Max out in one piece? A great choice of illustrated chapter book that will appeal to reluctant readers in KS2.</p>
		<p>The Accidental Rock Star: A laugh-a-minute story about overnight internet success. Ollie and Hector dream of being rock stars, but unfortunately they have very little musical talent. One day, as they are making their own music video in Ollie's room, a twist of fate shoots them to overnight success online. Before they know it, they become the biggest stars in the world - even though it was actually Ollie's pet cat Nigel who is responsible for their music going viral.</p>

Year 3		<p>The Dog who Saved the World</p> <p>Georgie Santos loves dogs more than anything in the world. Soon, Georgie is no longer allowed to see her beloved pet Mr Mash after he becomes sick with a deadly and highly contagious disease that threatens the life of every dog in the country. The only thing distracting Georgie from the pain of not being able to see Mr Mash is her new friendship with Dr Pretorius, an eccentric old scientist who is developing a curious virtual reality project inside a domed room. As time goes on and the deadly disease becomes even more serious, Georgie begins to wonder whether Dr Pretorius might hold the key to changing the future and, together with her beloved Mr Mash, embarks on a hair-raising virtual adventure to save the world.</p>
		<p>I swapped my Brother on The Internet</p> <p>I laugh-out-loud chapter book that will appeal to anyone who has ever wished they could upgrade their sibling for a better model. Johnny is fed up of being picked on by older brother Ted, so when he stumbles across a website called SiblingSwap.com, he turns to the internet to solve his problems. What follows is a hilarious series of not-quite-perfect alternative siblings. There is also an accompanying activity pack available to go with this book.</p>
		<p>100 Things to know about Computers and Coding</p> <p>Shortlisted for the Royal Society Young People's Book Prize 2019, this is a bright and colourful non-fiction text about computers and coding. 100 fascinating facts are appealingly presented via infographic-style illustrations, short text boxes and diagrams. This is the kind of non-fiction text that children like to choose to read and read again.</p>
Year 4		<p>Learn language of Social Media</p> <p>A stylishly designed colourful glossary of words relating to social media. Organized alphabetically, the book explains a range of terms from bitmojis and boomerangs to memes and moderators, all in an informative and accessible way. Whether you are a netiquette nerd or you don't know your YOLO from your YouTube, this a great guide to have to hand and for pupils in KS2.</p>
		<p>Agent Asha</p> <p>Agent Asha is a clever and engaging story that weaves computing knowledge - such as how the internet works and if/then logic - into the story. Asha is from an Indian family in Brent and her family are delighted when she visits the library – supposedly to study. Little do they know that she is actually getting involved in a secret spy mission! She triumphs in this secret mission with wit, intelligence and a little dash of disobedience.</p>
		<p>In the Key of Code:</p> <p>Suitable for Upper KS2/Lower KS3, this is a verse novel about an American girl called Emmy who tries to figure out the ups and downs of life while balancing her two separate passions; coding and music. As the book progresses, Emmy's two worlds begin to interweave, showing how notes, beats and rhythms overlap with code, language and algorithms.</p>

<p>Year 5</p>		<p>Games Detective</p> <p>Designed to appeal to children with a love of gaming, Ant Clancy: Games Detective is a fast-paced adventure story that could be enjoyed by any reader who likes an action-packed mystery story. Ant is the only person in Westford Abbey who can't get into playing Ray-Chay, the new virtual reality game that everyone else is obsessed with. Soon something goes very wrong with the game, which somehow spills over into real life, and Ant is the person who will get to the bottom of what's happening and try to put things right. As the story unfolds, the line between the gaming world and reality is blurred even further in the race to uncover the truth. This is a good springboard into discussions around staying safe in the realms of online gaming.</p>
		<p>The Person Controller</p> <p>Fred and Ellie are twins who love video games. One day a Mystery Man sends the twins a mysterious-looking video game controller that gives them control of real-life people. Witty and fast-paced, David Baddiel spins a winner of a story for gaming fans.</p>
		<p>Glitch</p> <p>A graphic novel suitable for upper KS2 about a girl able to enter into the world of her new video game. Girl-gamer Izzy tries to juggle family, friendships and school in her real life with the virtual world of her new game, in which she is destined to save Dungeon City from the Big Boss.</p>

<p>Year 6</p>		<p>Staying Safe Online</p> <p>Covering important e-safety topics including cyberbullying and social media messaging, this is an essential book to help older children to know how to protect themselves in the digital world. Find out how online interactions can affect friendships, why cyberbullying is so dangerous and how image-sharing can get out of control. Due to the nature of the topics covered, this is most suitable for upper KS2+ or as a book to dip in and out of at your discretion.</p>
		<p>Hacker</p> <p>A cyber-crime thriller from the former Children's Laureate Malorie Blackman. Vicky's father is sent to jail for stealing a large sum of money from the bank and she sets about to prove that he is innocent. Using her brilliant computer skills, Vicky decides to hack into the bank computer files to find evidence of the truth about the real thief.</p>
		<p>Gamer</p> <p>Street kid Scott jumps at the chance to be a Virtual Kombat gamer. If he can battle his way up the ranks, the ultimate prize will be his. But then his friend Kate goes missing in the battle arena, and Scott's dream turns into a nightmare.</p>