

## Computing Project Evolve - Online Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1: Reception</b>	<p><u>Self-image and Identity</u> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p><u>Online Bullying</u> I can describe ways that some people can be unkind online.</p>	<p><u>Health, Well-being and Lifestyle</u> <u>Online Reputation</u> I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can identify ways in which I can put information on the internet</p>	<p><u>Online Relationships</u> I can recognise some ways in which the internet can be used to communicate.</p>	<p><u>Privacy and Security</u> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p><u>Copyright and Ownership</u> <u>Managing Online Information</u> I know that work I create belongs to me. I can talk about how to use the internet as a way of finding out information online.</p>
<b>Class 2 A</b>	<p><u>Self-image and Identity</u> I can use the internet with adult support. I can explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p><u>Online Relationships</u> <u>Online Bullying</u> I can use the internet with adult support to communicate with people I know (e.g. video call apps). I can describe how to behave online in ways that do not upset others and can give examples</p>	<p><u>Online Reputation</u> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</p>	<p><u>Health, Well-being and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><u>Privacy and Security</u> <u>Copyright and Ownership</u> I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and</p>	<p><u>Managing online information</u> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>

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					goes to school, family names).	
<b>B</b>	<u>Self-image and Identity</u> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.	<u>Online Relationships</u> I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them.	<u>Online Reputation</u> I can explain how information put online about someone can last for a long time.	<u>Health, Well-being and Lifestyle</u> 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.	<u>Privacy and Security</u> <u>Copyright and Ownership</u> I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	<u>Managing online information</u> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.
<b>Class 3 A</b>	<u>Online relationship</u> I can explain how someone's feelings can be hurt by what is said or written online.	<u>Self-images and identity</u> I can explain what is meant by the term 'identity'.	<u>Online reputation</u> 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.	<u>Copyright and ownership</u> 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.	<u>Privacy and security</u> I can describe how connected devices can collect and share anyone's information with others.	<u>Health, well-being and life style -</u> 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.

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<b>B</b>	<p><u>Online Relationship</u> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p>	<p><u>Self- image an identity</u> I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p>	<p><u>Online Reputation</u> I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p><u>Copyright ownership</u> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p>	<p><u>Privacy and safety</u> I can describe strategies for keeping personal information private, depending on context.</p>	<p><u>Health, well-being and life style</u> 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.</p>
<b>Class 4 A</b>	<p><u>Online Relationship</u> 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.</p>	<p><u>Self-image and identity</u> I can explain how identity online can be copied, modified or altered.</p>	<p><u>Online Reputation</u> 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.</p>	<p><u>Copyright ownership</u> I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p><u>Privacy and safety</u> I can explain what a strong password is and demonstrate how to create one</p>	<p><u>Health, well-being and life style</u> I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
<b>B</b>	<p><u>Online Relationship</u> I can explain that taking or sharing</p>	<p><u>Self-image and identity</u></p>	<p><u>Online Reputation</u> I can explain strategies anyone</p>	<p><u>Copyright ownership</u></p>	<p><u>Privacy and safety</u> I can describe ways in which some</p>	<p><u>Health, well-being and life style</u></p>

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	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.	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	can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can demonstrate the use of search tools to find and access online content which can be reused by others.	online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
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Key: IT= Information Technology. CS= Computer Science. DL= Digital Literacy. CS= Computer Science.

*Class 1, 2, 3 and 4= Project Evolve*