



## Digital Resilience at Rose Wood



The growth and change in technologies is evolving so quickly that it is impossible to keep up with the latest advancement. Our aim at Rose Wood Academy is to provide children with the tools to become digitally resilient. If we educate children on how to recognise the dangers, then they can protect themselves across the vast range of applications, social medias, gaming and live streaming platforms. Our aim is to ensure that children recognise the risk and know how to keep themselves safe in an ever-changing digital world.

To ensure we provide the correct information, we aim to cover a range of areas of online safety: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, well-being and lifestyle; privacy and security and copyright and ownership.

Each year group will tackle these areas throughout the school year. The following page will highlight what we will address with your child to ensure they become digitally resilient. It would be great if you could discuss these with your child throughout this school year.

The designated Digital Resilience Lead at Rose Wood is Mr Millward. If you have any concerns/questions, please don't hesitate to get in contact.



### **Self-image and identity**

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



### **Online relationships**

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



### **Online reputation**

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



### **Online bullying**

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



### **Managing online information**

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



### **Health, well-being and lifestyle**

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



### **Privacy and security**

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



### **Copyright and ownership**

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

	Reception
Self-image and identity	<ul style="list-style-type: none"> <li>• I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li> <li>• I can explain how this could be either in real life or online.</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>• I can recognise some ways in which the internet can be used to communicate.</li> <li>• I can give examples of how I (might) use technology to communicate with people I know.</li> </ul>
Online Reputation	<ul style="list-style-type: none"> <li>• I can identify ways that I can put information on the internet.</li> </ul>
Online Bullying	<ul style="list-style-type: none"> <li>• I can describe ways that some people can be unkind online.</li> <li>• I can offer examples of how this can make others feel.</li> </ul>
Managing online information	<ul style="list-style-type: none"> <li>• I can talk about how I can use the internet to find things out.</li> <li>• I can identify devices I could use to access information on the internet.</li> <li>• I can give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul>
Health, well-being and lifestyle	<ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>• I can give some simple examples.</li> </ul>
Privacy and security	<ul style="list-style-type: none"> <li>• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• I can describe the people I can trust and can share my personal information with; I can explain why I can trust them.</li> </ul>
Copyright and ownership	<ul style="list-style-type: none"> <li>• I know that work I create belongs to me.</li> <li>• I can name my work so that others know it belongs to me.</li> </ul>