



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.

Year 2

Self-image and identity	<ul style="list-style-type: none">• I can explain how other people's identity online can be different to their identity in real life.• I can describe ways in which people might make themselves look different online.• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
Online Relationships	<ul style="list-style-type: none">• I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country).• I can give examples of how I might use technology to communicate with others I don't know well.
Online Reputation	<ul style="list-style-type: none">• I can explain how information put online about me can last for a long time.• I know who to talk to if I think someone has made a mistake about putting something online.
Online Bullying	<ul style="list-style-type: none">• I can give examples of bullying behaviour and how it could look online.• I understand how bullying can make someone feel.• I can talk about how someone can/would get help about being bullied online or offline.
Managing online information	<ul style="list-style-type: none">• I can use keywords in search engines.• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).• I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.• I can explain why some information I find online may not be true.
Health, well-being and lifestyle	<ul style="list-style-type: none">• I can explain simple guidance for using technology in different environments and settings.• I can say how those rules/guides can help me.
Privacy and security	<ul style="list-style-type: none">• I can describe how online information about me could be seen by others.• I can describe and explain some rules for keeping my information private.• I can explain what passwords are and can use passwords for my accounts and devices.• I can explain how many devices in my home could be connected to the internet and can list some of those devices.
Copyright and ownership	<ul style="list-style-type: none">• I can describe why other people's work belongs to them.• I can recognise that content on the internet may belong to other people.