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 3
Self-image and identity	- 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 media).
Online Relationships	- I can describe ways people who have similar likes and interests can get together online. - I can give examples of technology- fault. 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 why I should be careful who I trust online and what information I can trust them with. - 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 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'
Online Reputation	- 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.
Online Bullying	- 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.
Managing online information	- 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'.
Health, well-being and lifestyle	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).
Privacy and security	- 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.
Copyright and ownership	- 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.