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 4
Self-image and identity	• I can explain how my online identity can be different to the identity I present in 'real life'. • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.
Online Relationships	• I can describe strategies for safe and fun experiences in a range of online social environments. • I can give examples of how to be respectful to others online.
Online Reputation	• I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others.
Online Bullying	• I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).
Managing online information	• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
Health, well-being and lifestyle	• I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology. • I can suggest strategies to help me limit this time.
Privacy and security	• I can explain what a strong password is. • I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends. • I can suggest reasons why they might do this. • I can explain how internet use can be monitored.
Copyright and ownership	• 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. • I can give some simple examples.