

Online Safety



#EveryoneALearner
**Southwold Primary
& Nursery School**
'Be all you can be and together we will shine.'



West Kidlington
Primary & Nursery School
Be kind, give your best!



**Half 8 is
too late**

**Children should
be off a
screen**

How do we learn to stay safe online?

We use our values to stay safe online.

We use our SMART Rules.

Everyday discussions.

Through **specific targeted topic sessions.**

Through special themed days.

Our SMART Rules.

We focus on one letter each term.

Be smart on the internet

Childnet International
www.childnet.com

S SAFE Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password. **ZIP IT**

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages! **BLOCK IT**

R RELIABLE Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows. **?**

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report online abuse to the police at www.thinkuknow.co.uk. **THINK UK KNOW** **FLAG IT**

www.kidsmart.org.uk

KidSMART

Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

S

is for



SAFE



Phone numbers?



Date of birth

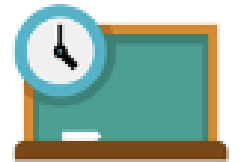


Bank details?



Where you live

Keep personal information



School name

Safe



Take care with photos you share online.

Top Tips



Treat passwords like your toothbrush



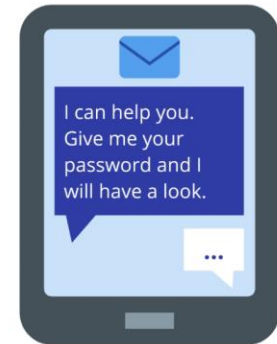
Tell an adult you know and trust



Set up new accounts with an adult



Your full name?



Your password?



M

is for

MEET



So what can you do?

Be polite but say no

Leave the game



Tell an adult you know and trust

Use the block or report tool

Stop the chat

People you talk to online



People you know offline



People you only know online



Don't MEET up!

with someone you only know online

Don't MEET up!



- 1 asking to meet up?
- 2 asking for personal information?
- 3 asking for photos and videos?

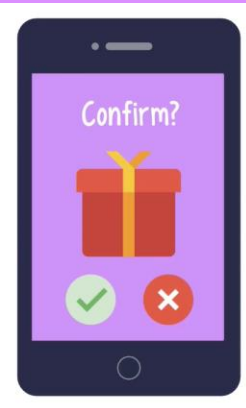
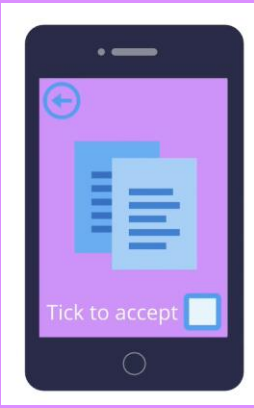
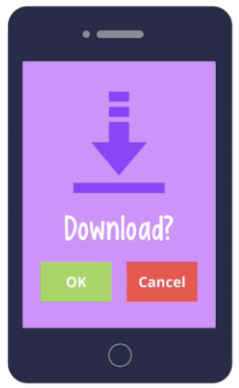
A

is for



ACCEPTING

Think carefully before you
ACCEPT things online.



ACCEPT

Don't accept if...

*you don't know
what will happen.*

*there's a chance it
might be a trick.*



*you don't know who
or where it's from.*

*you weren't
expecting it.*

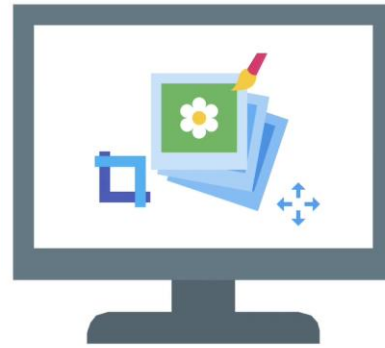
**Tell an adult you know and
trust about it instead**

R is for **RELIABLE**



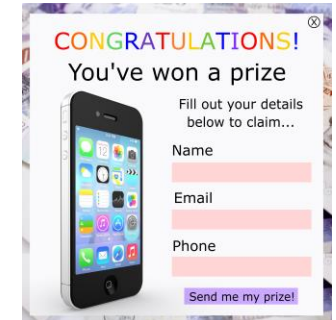
Not everything online is **RELIABLE**

edited



AMAZING **FIRST TIME**
TRICKSHOTS
RicksHotTrickShot 1.2M views

scams



Not fact



Can we trust all the information we see online?



How did you work out what was reliable?



Used your knowledge



Looked somewhere else online



Asked an adult

T is for TELL



If anything online worries, upsets or confuses you...
TELL someone



CYBERBULLYING



Upset

Sad

Angry

Lonely

How does being bullied
online make someone feel?

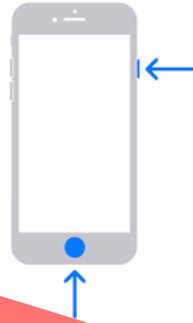


Worried

Scared

Confused

Left out



Save the
evidence

What else could they do?



Use the
report tool



Block the
other player

Don't reply

Tell an adult you
know and trust



Someone at school

Auntie or Uncle

Someone at home

Grandparents



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



We use our values to help us stay safe online.

Peace – keeping calm online

Unity – working together on the internet

Responsibility – think about what you type

Respect – being polite to everyone online

Kindness – show kindness at all times

Resilience – report, even if this is hard to do

**Our
Online Safety
Curriculum**

PROJECT
EVOLVE **BETA**



Self-Image and Identity



Shaping online identities and how media impacts on gender and stereotypes.

EYFS/ KSI

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.

Self-Image and Identity

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

Self-Image and Identity

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

Self-Image and Identity

I can explain how other people may look and act differently online and offline.

Self-Image and Identity

I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

Self-Image and Identity

KS2

I can explain what is meant by the term 'identity'.

Self-Image and Identity

I can explain how people can represent themselves in different ways online

Self-Image and Identity

I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.

Self-Image and Identity

I can explain how my online identity can be different to my offline identity.

Self-Image and Identity

I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

Self-Image and Identity

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Self-Image and Identity

I can explain how identity online can be copied, modified or altered.

Self-Image and Identity

I can demonstrate how to make responsible choices about having an online identity, depending on context.

Self-Image and Identity

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

Self-Image and Identity

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.

Self-Image and Identity

I can explain the importance of asking until I get the help needed.

Self-Image and Identity

Y5

The image shows several hand-drawn human figures on white paper, each surrounded by handwritten notes in various colors. The figures are simple line drawings with heads, bodies, and limbs. The notes are written around and on the figures, describing emotions and safety advice.

Figure 1 (Top Left): Notes include "upset", "angry", "dissatisfied", "get a", "get a", "get a", "meditate", "talk", "talk", "talk".

Figure 2 (Top Middle): Notes include "Scared", "tricky", "have a drink", "talk", "Maggie", "hurtful", "Sushan", "terrible", "disagree", "furious", "worrying", "worried".

Figure 3 (Bottom Left): Notes include "scared", "worried", "having a headache", "having a tummyache", "crying", "feeling sick", "Not wanting to go outside", "upset", "scared to go on internet", "anxious", "Lonley", "Felt talking to someone", "terrified", "being careful online", "A drink of water", "talk to someone you trust", "EXERCISE", "99a".

Figure 4 (Bottom Right): Notes include "anxious", "headaches", "scared", "sick", "do not activate", "wasting", "have", "talk to a trusted adult", "talk to your friend", "depressed", "worried", "uncomfortable", "facing", "sobbing", "net Vans", "clj", "heart block", "anxious", "worrying", "furious", "depressed", "net Vans", "sobbing", "depressed".

Yellow Sticky Note: "Internet Safety Day 7.2.23"

Bottom Left Paper: "browsing", "online", "streaming", "chats", "es", "eps", "tid", "Nation"

Y2

Internet Safety Day 7th February 2023 My Magic Window

Name Arthur

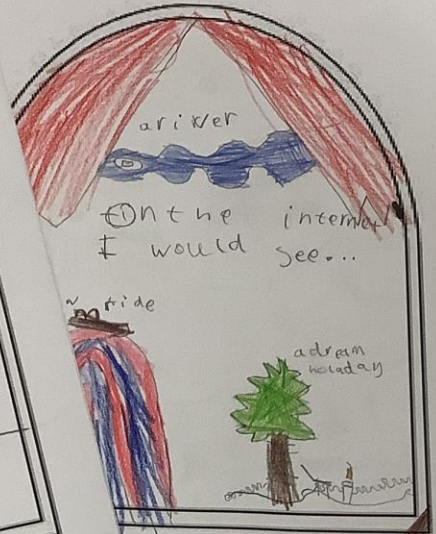


Inter

Nam

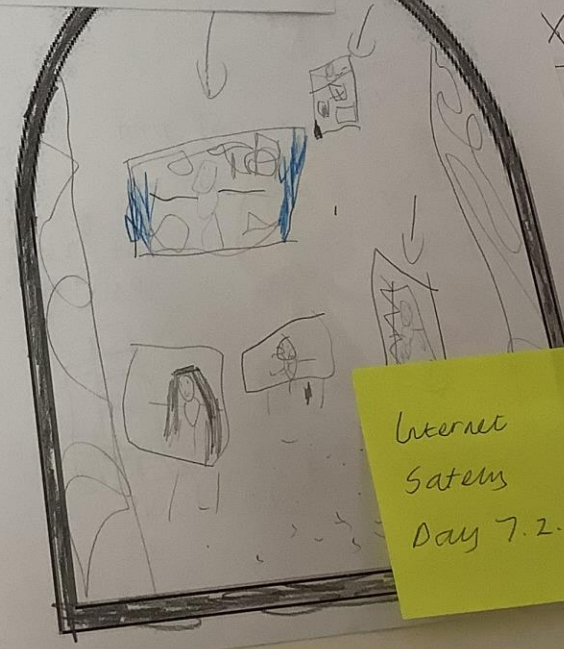
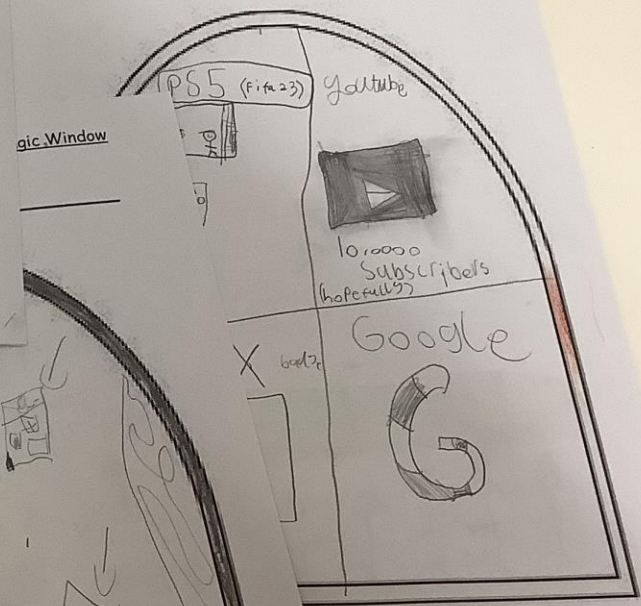
Internet Safety Day 7th February 2023 My Magic Window

Name Lila



Internet Safety Day 7th February 2023 My Magic Window

Name Frankie masters



Internet
Safety
Day 7.2.23



Privacy and Security



Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

EYFS/ KS1

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	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 goes to school, family names).
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain how passwords can be used to protect information, accounts and devices.	I can explain and give examples of what is meant by 'private' and 'keeping things private'.	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).			
Privacy and Security			

KS2

I can describe simple strategies for creating and keeping passwords private.	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can describe how connected devices can collect and share anyone's information with others.	I can describe strategies for keeping personal information private, depending on context.
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	I know what the digital age of consent is and the impact this has on online services asking for consent.	I can explain what a strong password is and demonstrate how to create one.
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I can explain what app permissions are and can give some examples.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	I can explain what to do if a password is shared, lost or stolen.
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	I can describe simple ways to increase privacy on apps and services that provide privacy settings.	I can describe ways in which some 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 know that online services have terms and conditions that govern their use.
Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security



Online Bullying



Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation.

EYFS/ KS1

I can describe ways that some people can be unkind online.

Online Bullying

I can offer examples of how this can make others feel

Online Bullying

I can describe how to behave online in ways that do not upset others and can give examples.

Online Bullying

I can explain what bullying is, how people may bully others and how bullying can make someone feel.

Online Bullying

I can explain why anyone who experiences bullying is not to blame

Online Bullying

I can talk about how anyone experiencing bullying can get help.

Online Bullying

KS2

I can describe appropriate ways to behave towards other people online and why this is important.

Online Bullying

I can give examples of how bullying behaviour could appear online and how someone can get support.

Online Bullying

I can recognise when someone is upset, hurt or angry online.

Online Bullying

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

Online Bullying

I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Online Bullying

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

Online Bullying

I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

Online Bullying

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

Online Bullying

I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

Online Bullying

I can explain how to block abusive users.

Online Bullying

I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

Online Bullying

I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.

Online Bullying

I can explain how someone would report online bullying in different contexts.

Online Bullying



Online Reputation



Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

EYFS/ KS1

I can identify ways that I can put information on the internet.	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.	I can explain how information put online about someone can last for a long time.
Online Reputation	Online Reputation	Online Reputation	Online Reputation
I can describe how anyone's online information could be seen by others.	I know who to talk to if something has been put online without consent or if it is incorrect.		
Online Reputation	Online Reputation		

KS2

I can explain how to search for information about others online	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.	I can explain who someone can ask if they are unsure about putting something online.	I can describe how to find out information about others by searching online.
Online Reputation	Online Reputation	Online Reputation	Online Reputation
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can search for information about an individual online and summarise the information found.	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	I can explain the ways in which anyone can develop a positive online reputation.
Online Reputation	Online Reputation	Online Reputation	Online Reputation
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.			
Online Reputation			



Health, Well-being and Lifestyle



The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

EYFS/ KS1

I can identify rules that help keep us safe and healthy in and beyond the home when using technology

Health, Well-being and Lifestyle

I can give some simple examples of these rules

Health, Well-being and Lifestyle

I can explain rules to keep myself safe when using technology both in and beyond the home.

Health, Well-being and Lifestyle

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.

Health, Well-being and Lifestyle

I can say how those rules / guides can help anyone accessing online technologies

Health, Well-being and Lifestyle

KS2

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

Health, Well-being and Lifestyle

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Health, Well-being and Lifestyle

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Health, Well-being and Lifestyle

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.

Health, Well-being and Lifestyle

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

Health, Well-being and Lifestyle

I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

Health, Well-being and Lifestyle

I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

Health, Well-being and Lifestyle

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.

Health, Well-being and Lifestyle

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

Health, Well-being and Lifestyle

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

Health, Well-being and Lifestyle

I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

Health, Well-being and Lifestyle

I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Health, Well-being and Lifestyle

Y2

It's easy to forget the time when you have been playing or watching online games or videos.

If an adult wants to speak with me when I'm using technology it may be important to listen.



Set myself a time limit



Stop using and give attention

WHY?



Take a short break



Do something else

YouTube and fast games before bed can sometimes make a good night's sleep hard.

When a game gets difficult and I get angry, giving myself some time to rest and rethink can help me play better and not get angry.

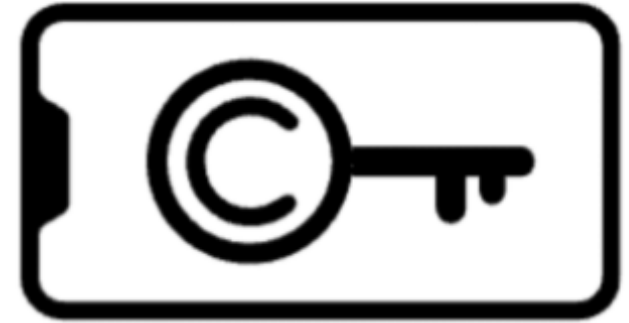
It's healthy to rest my eyes by not looking at a screen for a long time.

I can give my body a quick stretch by walking around so I don't get too stiff.

A good night's sleep helps me get ready for the next day.



Copyright and Ownership



Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

EYFS/ KS1

I know that work I create belongs to me.	I can name my work so that others know it belongs to me.	I can explain why work I create using technology belongs to me	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').
Copyright and Ownership	Copyright and Ownership	Copyright and Ownership	Copyright and Ownership
I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).	I understand that work created by others does not belong to me even if I save a copy	I can recognise that content on the internet may belong to other people.	I can describe why other people's work belongs to them
Copyright and Ownership	Copyright and Ownership	Copyright and Ownership	Copyright and Ownership

KS2

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.	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 of content which I must not use without permission from the owner, e.g. videos, music, images.	I can assess and justify when it is acceptable to use the work of others
Copyright and Ownership	Copyright and Ownership	Copyright and Ownership	Copyright and Ownership
I can give examples of content that is permitted to be reused and know how this content can be found online.	I can demonstrate the use of search tools to find and access online content which can be reused by others.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.	
Copyright and Ownership	Copyright and Ownership	Copyright and Ownership	



Online Relationships



Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

EYFS/ KS1

I can recognise some ways in which the internet can be used to communicate.	I can give examples of how I (might) use technology to communicate with people I know	I can give examples of when I should ask permission to do something online and explain why this is important.	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	I can explain who I should ask before sharing things about myself or others online.
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	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 online.
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online			
Online Relationships			

KS2

I can describe ways people who have similar likes and interests can get together online.	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can explain how someone's feelings can be hurt by what is said or written online.	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	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.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can demonstrate how to support others (including those who are having difficulties) online.	I can explain how sharing something online may have an impact either positively or negatively	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
Online Relationships	Online Relationships	Online Relationships	Online Relationships
I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can explain that taking or sharing 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.		
Online Relationships	Online Relationships		



Managing Online Behaviour



Strategies for effective searching, critical evaluation and ethical publishing

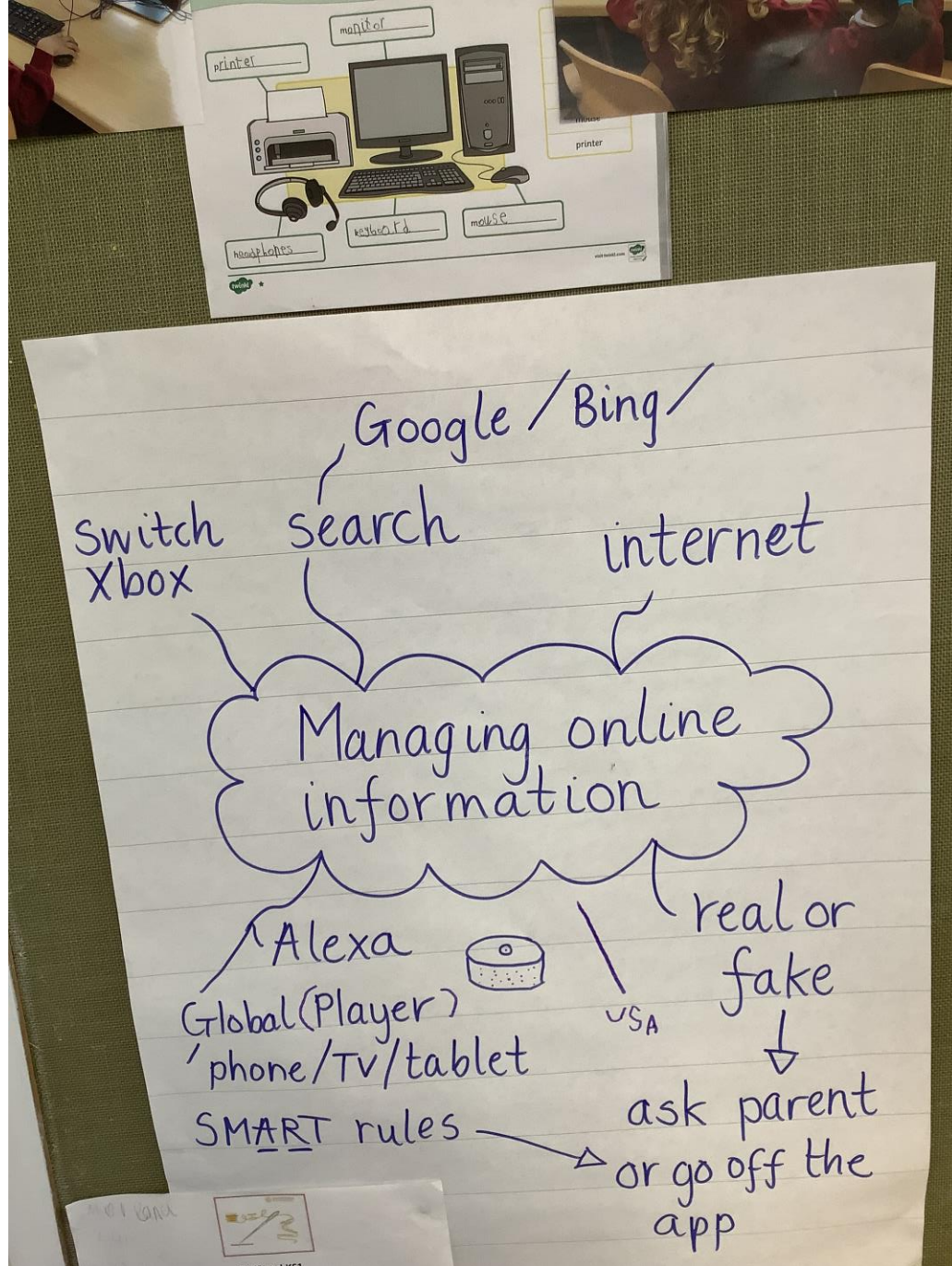
EYFS/ KS1

I can talk about how to use the internet as a way of finding information online.	I can identify devices I could use to access information on the internet.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can use simple 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, and know it is not a real person (e.g. Alexa, Google Now, Siri).
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
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 real or true.		
Managing Online Information	Managing Online Information		

KS2

I can demonstrate how to use key phrases in search engines to gather accurate information online.	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', and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	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 why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).	I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.	I can describe the difference between online misinformation and dis-information	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	I can identify, flag and report inappropriate content.
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can explain how search engines work and how results are selected and ranked.	I can explain how to use search technologies effectively.	I can describe how some online information can be opinion and can offer examples.				
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information				
I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	I understand the concept of persuasive design and how it can be used to influence peoples' choices.	I can demonstrate how to analyse and evaluate the validity of facts' and information and I can explain why using these strategies are important.				
Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information				

Y1/2

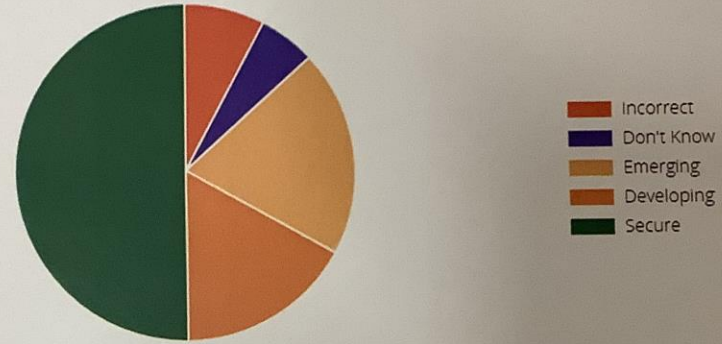


Y2

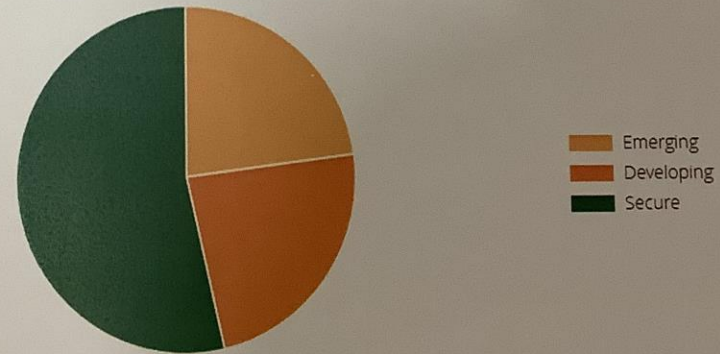
Online Relationships - Term 5

Class 2 LH/AC Turtles

Baseline Knowledge Map Results



Impact Knowledge Map Results

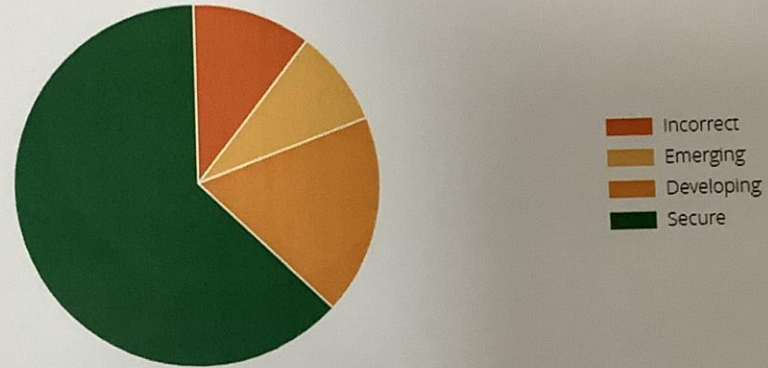


Y2

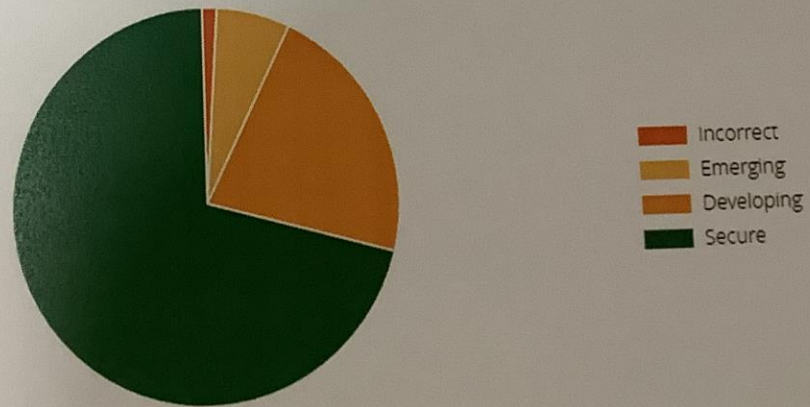
Managing Online Information - Term 6

Class 2 LH/AC Turtles

Baseline Knowledge Map Results



Impact Knowledge Map Results



Y3/4

A fact is a ~~stat~~ thing where someone
is ^{something} ^{telling} you ^{is} something
is true or not. For example someone
said a man is real and
another person called bob that he
isn't real so bob told a fact.

A fact is a thing that
is good or right to be giving
information

A fact is
a thing where
you get told
something you
don't know
Lincoln yr4

Y3/4

A fact is a ~~statement~~ where someone
is telling you something
is true or not. For example someone
said Iron man is real and
another person called bob that he
isn't real so bob told a fact.

Y3/4

A fact is something
proven to be true.

Oscar

a fact is a thing
that tells more
information about
things.

Anis'a

A fact is something true
about something. For example,
if there is a fact about
a shark, that is something
true about a shark,
it's information basically.

Jason

Y3/4

A fact is true something
that is about you.
something about you.

William

A fact is something
that gives you
a little bit of informat
ion what you'r learn
ing about that is real.

Damien

A fact is where it tells
you ^{information} about something ^{that}
is true ^{you}
did not know.

Arya

A fact is if something
which ^{is} ^{is} true

Fynn

A fact is a statement
about something that
is 100% true.

-Lucas

A fact is something
that someone has proven
is true or false.

Bae

A fact is when
something is ^{proved}
and ^{is} true.

Lowen

A fact is describing
something true.

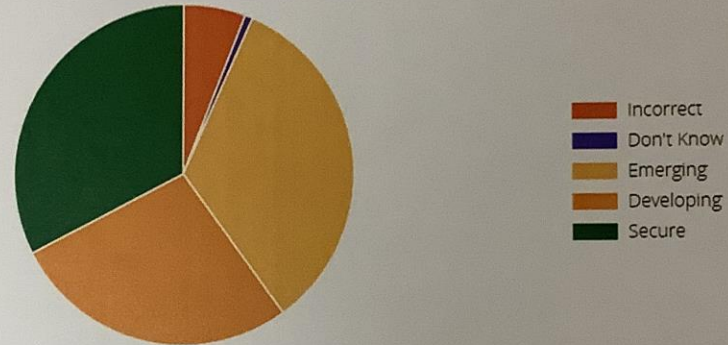
Liam

Y5

Managing Online Information - Term 6

Class 4/5 SR/AC Elephants

Baseline Knowledge Map Results



Impact Knowledge Map Results



Y5

Online Relationships - Term 5

Class 4/5 SR/AC Elephants

Baseline Knowledge Map Results



Impact Knowledge Map Results



Y3/4

A fact is information
that is true.

Ava

A fact is ^{something} ~~is~~
that you tell someone
but it has to
be true.

Libby

A fact is something that you
have to write about to
give the other person true
information. ~~of~~ ^{for} the
fact.

- Elizabeth

~~A fact is something you have
to write about~~

A fact is something
that's telling you
something that is true.

Alec

a fact is when someone
gives you
true information.

cezar

A fact is telling
something about
what it is
based on ^{and}
it's true.

James

Where to get support?

Childnet: <https://www.childnet.com/resources/staff-led-online-safety-presentations/>

NCA-CEOP Thinkuknow: <https://www.thinkuknow.co.uk/parents/>

Netware by NSPCC and O2: <https://www.net-aware.org.uk>

Parent Info by NCA-CEOP and Parent Zone: <http://parentinfo.org>

Parent Zone: <http://parentzone.org.uk/>

Share Aware by NSPCC and O2: <https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/share-aware>

UK Safer Internet Centre: <http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers>

Vodafone Digital Parenting resources: <http://www.vodafoneigitalparenting.co.uk>

Common Sense Media <https://www.commonsensemedia.org/>