Term 1 - Self-image and identity and online relationships overview

The purpose of this document is to show the progression of learning through the Education for a Connected World themes as a child moves through the Year groups at Middleton. The weekly 'Keeping Safe' lesson will be based on the Connected World statements and resources but teachers may plan to reinforce the learning with appropriate learning in Computing and PSHE at the same time.

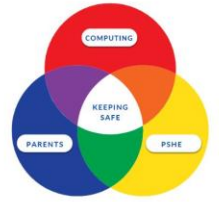| Year group	Connected World statement and lesson link	Computing curriculum resources (Purple Mash)	Link to resources	PHSE Association Thematic units	Other resources
EYFS	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Resource here				
EYFS	I can recognise some ways in which the internet can be used to communicate. Resource here				
EYFS	I can give examples of how I (might) use technology to communicate with people I know Resource here				

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1	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Resource here	Relate this to face-to-face communication. Use of Paint Projects (Ourselves section) to support children's communications of feelings	Paint projects	Keeping safe unit- how rules and age restrictions help us; keeping safe online	
1	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. Resource here	Discussion as part of topics including People who help us and Keeping Safe. Use of Purple Mash resources to stimulate discussion.	About Me topic Keeping safe topic		
1	I can give examples of when I should ask permission to do something online and explain why this is important. Resource here			Safe relationships unit- Recognising privacy; staying safe; seeking permission	
1	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Resource here				
1	I can explain why it is important to be considerate and kind to people online and to respect their choices. Resource here	Use of Purple Mash Blogs for two-way communication within the class.	2Blog User guidee		
1	I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Resource here				

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2	I can explain how other people may look and act differently online and offline. Resource here	Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on digital identity and digital footprint.	Computing unit of work 2.2		
2	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. Resource here	Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on the use of Email for and other online communication. This includes proper behaviours in online communication and who to turn to. Sources of Support poste	Sources of support poster		
2	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). Resource here	In the Year 2 computing scheme of work unit 2.2 (Online Safety) children share work within the school community using a Purple Mash Displayboard. They also use the 2Respond email simulations to learn about email. Use of a variety of Purple Mash tools for communication: 2Email and 2Respond (customizable email simulations)	Computing unit of work 2.2	Media literacy and digital resilience unit - The internet in everyday life; online content and information	
2	I can explain who I should ask before sharing things about myself or others online. Resource here	Use of 2Respond simulations to model appropriate responses to requests. Online Safety 2Responds could be adapted for youngest users or whole class activities 2Email and 2Respond actvities	2Email		
2	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. Resource here				
2	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. Resource here				
2	I can identify who can help me if something happens online without my consent. Resource here				
2	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. Resource here				
2	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online Resource here				

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3	I can explain what is meant by the term 'identity'. Resource here	Writing frame About Me Writing frame My identity	About me		
3	I can explain how people can represent themselves in different ways online Resource here	Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1). Reference to digital footprints – children focused on this in the Y2 Online Safety unit (2.2). Make use of resources used within this unit to recap: Digital footprint slideshow (see the lesson plan for how this is used). Digital Footprint Quiz Digital Footprint concept map Digital Footprint writing template	Digital footprint example Digital footprint quiz Digital footprint concept map Digital footprint writing template		
3	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. Resource here	Social Network debate Computing Scheme of Work Unit 3.5 (Email) Computing Scheme of Work Unit 3.2 (Online Safety) building upon online safety units from previous years to broaden and deepen understanding.	Social network debate Computing scheme of work Unit 3.5 (Email) Computing scheme of work Unit 3.2		
3	I can describe ways people who have similar likes and interests can get together online. Resource here				
3	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. Resource here	Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.	Meeting up with a gamer		
3	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. Resource here	Upsetting video writing frame – how to handle upsetting content.	Upsetting video writing frame		
3	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. Resource here	Being a Good Role Model – digital citizenship writing template.	Being a good role model		
3	I can explain how someone's feelings can be hurt by what is said or written online. Resource here	Making Choices writing frame	Making choices writing frame		
3	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. Resource here				

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4	I can explain how my online identity can be different to my offline identity. Resource here	Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1).	Online Safety Unit 4.2		
4	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Resource here	Children are introduced to the idea of a digital footprint in year 2 and reference is made to such aspects throughout the lessons. Digital Footprint 2Connect example – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button .			
4	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Resource here	Digital Footprint writing template. Digital Footprint Quiz In the year 4 Online Safety unit 4.2, children turn this understanding around in the study of online scams including phishing and malware demonstrating that assuming different identities can go both ways			
4	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) Resource here	Social Network debate Keeping Safe Online leaflet template Friendbook writing frame – discusses the issue of social network under-age and privacy settings.	Social Network debate Keeping Safe Online leaflet template Friendbook writing frame	Safe relationships unit - Responding to hurtful behaviour; managing confidentiality; recognising risks online	
4	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Resource here	Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online. Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.	Friendbook writing frame Meeting up with a gamer		
4	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. Resource here	Upsetting video writing frame – how to handle upsetting content. Using email safely slideshow Using email safely quiz 2Email 2Respond Online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation.	Upsetting video writing frame Using email safely slideshow Using email safely quiz 2Emal 2Respond simulations		

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5	I can explain how identity online can be copied, modified or altered. Resource here	Making sense of online communication – quiz In the Computing scheme of work unit 5.2 (online Safety) children will manipulate images in relation to this objective.	Online communications quiz Computing scheme of work Unit 5.2	Growing and changing unit - Personal identity; recognising individuality and different qualities; mental wellbeing	
5	I can demonstrate how to make responsible choices about having an online identity, depending on context. Resource here	Digital Citizenship leaflet template Dilemmas template Making sense of online communication - quiz	Digital citizenship leaflet template Dilemnas template Making sense of online communications quiz		
5	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). Resource here	A limited selection of emojis can be incorporated into text within 2Email. Unit 3.5 of the Computing Scheme of Work teaches email in depth including the use of emojis. Teachers can also use emojis within 'Work' when giving pupil feedback.	2Email		
5	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. Resource here	2Email 2Respond online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation.	2Email user guide		
5	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). Resource here	Creation of class and school blogs using 2Blog. 2Blog blogs can be set to allow public comments. These are always subject to teacher moderation before becoming live. Use of such blogs and discuss the surrounding issues.	2Blog User guide		
5	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. Resource here				
5	I can demonstrate how to support others (including those who are having difficulties) online. Resource here			Families and friendships unit - managing friendships and peer influence	

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6	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. Resource here	Writing frame My Identity Use of a variety of activities within Purple Mash representative of a full cross-section of society. Use Purple Mash as an example of online content that aims to give accurate representations of society. Examples include: Women in Science Famous People category Religious Education category	My identity Women in Science Famous People Religious Education		
6	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. Resource here	Computing Scheme of Work, unit 6.2 (Online Safety) lesson 1 is a lesson to recap online safety issues through creating a game. This aspect could be a focus for the game. Children could also make choose your own adventure type games using 2Create a Story to take a person on a path to getting support for a specific scenario. See the Computing Scheme of work unit 6.5 (Text Adventures) in which pupils make adventure games.	Computing scheme of work Unit 6.2 Computing scheme of work Unit 6.5	Safe relationships unit - Recognising and managing pressure; consent in different situation	
6	I can explain the importance of asking until I get the help needed. Resource here				
6	I can explain how sharing something online may have an impact either positively or negatively Resource here	Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2 Computing Scheme of Work, Unit 6.4 (Blogging).	Computing scheme of work Unit 6.2 Computing scheme of work Unit 6.4	Media literacy and digital resilience unit - Evaluating media sources; sharing things online	
6	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. Resource here	Digital Citizenship leaflet writing frame Friendbook writing frame – discusses the issue of social network under-age and privacy settings.	Friendbook writing frame		
6	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Resource here	Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.	Friendbook party writing frame		
6	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. Resource here	Image searching writing frame and video Online safety 2Respond – Impulsive Communication Linked writing frame – Capturing evidence Consent and Permission Quiz	Upsetting online images 2Respond – Impulsive communication Capturing evidence		