

Digital Citizenship



Self Image & Identity

- I know, that I can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.



Online Relationships

- We talk about ways in which the internet can be used to communicate.
- We talk about how I (might) use technology to communicate with people I know.



Health, Well-being & Lifestyle

- I can follow the rules that to keep safe and healthy when using devices at home or in school (screen time etc.)



Privacy & Security

- I can identify simple examples of my personal information (e.g. name, address, birthday, age).



Copyright & Ownership

- I know that work I create belongs to me.

Digital Citizenship



Self Image & Identity

- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.
- If something makes me feel sad, worried or uncomfortable I can say when and how to speak to an adult I can trust to get help.



Managing Online Information

- I can give simple examples of how to find information using digital technologies e.g. Kiddle, Google, Siri
- I know that there are a range of things online e.g. things which are real or make believe.



Online Relationships

- I can give examples of when I should ask permission to do something online and explain why this is important.
- I can explain why it is important to be considerate and kind to people online and to respect their choices.



Health, Well-being & Lifestyle

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



Online Reputation

- I know 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.



Privacy & Security

- I can explain that passwords are used to protect information and accounts.
- I know more detailed examples of information that is personal to someone.
- I can explain why it is important to ask an adult before sharing any personal information online.



Online Bullying

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



Copyright & Ownership

- I understand that work created by others does not belong to me even if I save a copy.

Digital Citizenship



Self Image & Identity

- I can explain how other people may look and act differently online and offline.
- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.



Managing Online Information

- 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).



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 who I should ask before sharing things about myself or others online.



Health, Well-being & 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.



Online Reputation

- I can explain how information put online about someone can last for a long time.
- I can describe how anyone's online information could be seen by others.



Privacy & Security

- 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'.



Online Bullying

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



Copyright & Ownership

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.

Digital Citizenship



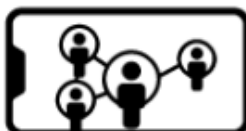
Self Image & Identity

- I can explain what is meant by the term 'identity'.
- I can explain how people can represent themselves in different ways online.



Managing Online Information

- I can demonstrate how to use key phrases in search engines to gather accurate information online.
- I can explain the difference between 'belief', 'opinion' and 'fact' online and how and where they might be shared.



Online Relationships

- 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 the importance of giving and gaining permission before sharing things online.



Health, Well-being & Lifestyle

- 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.



Online Reputation

- 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.



Privacy & Security

- 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 describe how connected devices can collect and share anyone's information with others.



Online Bullying

- I can describe appropriate ways to behave towards other people online and why this is important.
- I can give examples of how bullying behaviour could appear online and how someone can get support.



Copyright & Ownership

- 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.

Digital Citizenship



Self Image & Identity

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



Managing Online Information

- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- I can analyse information to judge the accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.



Online Relationships

- 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.



Health, Well-being & Lifestyle

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



Online Reputation

- I can describe how to find out information about others by searching online.
- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.



Privacy & Security

- I can describe strategies for keeping personal information private, depending on context.
- 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.



Online Bullying

- I can recognise when someone is upset, hurt or angry online.
- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).



Copyright & 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 of content which I must not use without permission from the owner, e.g. videos, music, images.

Digital Citizenship



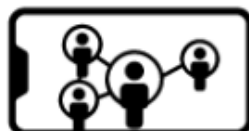
Self Image & Identity

- I can explain how identity online can be copied, modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.



Managing Online Information

- 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 identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads



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.



Health, Well-being & 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.



Online Reputation

- 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 search for information about an individual online and summarise the information found.



Privacy & Security

- I can explain what a strong password is and demonstrate how to create one.
- 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.



Online Bullying

- I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult



Copyright & Ownership

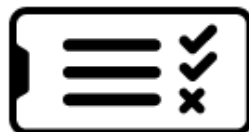
- I can assess and justify when it is acceptable to use the work of others
- I can give examples of content that is permitted to be reused and know how this content can be found online.

Digital Citizenship



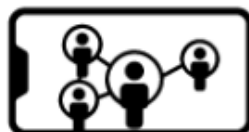
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