



Computing 'Children Build Skills' Overview: Keeping Safe Online

Self-Image and Identity - https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/	
Y1	<ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed, or upset. I know what to do 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.
Y2	<ul style="list-style-type: none"> I can give examples of issues online that might make me feel sad, worried, uncomfortable, or frightened; I can give examples of how I might get help. I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online.
Y3	<ul style="list-style-type: none"> I 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).
Y4	<ul style="list-style-type: none"> 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.
Y5	<ul style="list-style-type: none"> I can explain how identity online can be copied, modified, or altered. I can demonstrate responsible choices about my online identity, depending on context.
Y6	<ul style="list-style-type: none"> I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe issues online that might make me, or others feel sad, worried, uncomfortable, or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.
Online Relationships - https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/	
Y1	<ul style="list-style-type: none"> I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online.
Y2	<ul style="list-style-type: none"> I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well.
Y3	<ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.
Y4	<ul style="list-style-type: none"> 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. I can explain some risks of communicating online with others I don't know well. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable, or worried. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.
Y5	<ul style="list-style-type: none"> 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 make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively.

Y6	<ul style="list-style-type: none"> I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online I understand that some people may “groom” others in order to manipulate and control them. I can demonstrate ways of reporting problems online for both myself and my friends.
Online Reputation - https://projectevolve.co.uk/toolkit/resources/strand/online-reputation/	
Y1	<ul style="list-style-type: none"> I can describe what information I should not put online without asking a trusted adult first. I can recognise that information can stay online and could be copied.
Y2	<ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.
Y3	<ul style="list-style-type: none"> 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.
Y4	<ul style="list-style-type: none"> 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.
Y5	<ul style="list-style-type: none"> I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.
Y6	<ul style="list-style-type: none"> I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation.
Online Bullying - https://projectevolve.co.uk/toolkit/resources/strand/online-bullying/	
Y1	<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples.
Y2	<ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online.
Y3	<ul style="list-style-type: none"> 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.
Y4	<ul style="list-style-type: none"> 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).
Y5	<ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).
Y6	<ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying.
Health, Well-Being and Lifestyle - https://projectevolve.co.uk/toolkit/resources/strand/health-well-being-and-lifestyle/	
Y1	<ul style="list-style-type: none"> I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules.
Y2	<ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.
Y3	<ul style="list-style-type: none"> 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).
Y4	<ul style="list-style-type: none"> 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. I can explain how internet use can be monitored.
Y5	<ul style="list-style-type: none"> I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips, or advice to promote healthy sleep with regards to technology.

Y6	<ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet, and exercise). • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
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