

## Whole School E-Safety Progression Document

| Term  | Learning Objectives  | Key Vocabulary   | Year 3 Content  | Home Links  |
|---|--|--|---|---|
| Autumn Term 1   | <p>Recognise the ways in which digital devices can be distracting.</p> <p>Identify how they feel when others are distracted by their devices.</p> <p>Identify ideal device-free moments for themselves and others.</p> | <p>Attention</p> <p>Distraction</p> <p>Concentration</p>                   | <p>Media Balance and Well-being</p> <p><i>Device free moments</i></p> <p>Why is it important to have device free moments in our lives?</p>  | <p>Family Activity</p> <p>Setting rules about digital devices in the home</p> |
| <b>Lower School Parent Workshop – Safer Digital Usage</b> |  |  |   |   |
| Autumn Term 2   | <p>Compare and contrast how they are connected to different people and places, in person and on the internet.</p> <p>Demonstrate an understanding of how people can connect on the internet</p>                        | Community  | <p>Relationships and Community</p> <p><i>Who is in your on-line community?</i></p> <p>How are we all part of an on-line community?</p>      |   |
| Spring Term 1   | <p>Recognise the kind of information that is private.</p> <p>Understand that they should never give out private information online.</p>  | <p>Online</p> <p>Private</p>   | <p>Privacy and Security</p> <p><i>That's Private!</i></p> <p>What kinds of information should I keep to myself when I use the internet?</p> |   |
| <b>Whole School Safer Internet Day Feb 2024</b>           |  |  |   |   |
| Spring Term 2   | <p>Understand what online meanness can look like and how it can make people feel.</p> <p>Identify ways to respond to mean words online.</p>  | Online   | <p>Cyber bullying</p> <p><i>Putting a STOP to on-line meanness</i></p> <p>What should you do if someone is mean online?</p>                 |   |
| Summer Term 1   | <p>Learn that the information they share online leaves a digital footprint.</p> <p>Explore what information is okay to be shared online</p>  | <p>Digital Footprint</p> <p>Private Information</p> <p>Permanent Trail</p> | <p>Digital Footprint and Identity</p> <p><i>Digital Trails</i></p> <p>What information is okay to have in your digital footprint?</p>       |   |
| Summer Term 2   | <p>. Explain how giving credit is a sign of respect to someone's work.</p> <p>Learn how to give credit in their schoolwork for using someone's work.</p>   | <p>Respect</p> <p>Credit</p>   | <p>News and Media Literacy</p> <p><i>Let's give credit</i></p> <p>How can you give credit for other people's work?</p>                      |   |

## Whole School E-Safety Progression Document

| Term  | Learning Objectives  | Key Vocabulary   | Year 4 Content  | Home Links |
|---|--|--|---|------------|
| Autumn Term 1   | Examine both online and in person responsibilities.<br><br>Describe the Rings of Responsibilities as a way to think about how our behaviour affects ourselves and others.<br><br>Identify key examples of online responsibilities to others.               | Community<br><br>Digital Citizen<br><br>Responsibility       | Media Balance and Well-being<br><i>Your Rings of Responsibility</i><br><br>How do digital citizens take responsibility for themselves, their communities and their world? |            |
| <b>Lower School Parent Workshop – Safer Digital Usage</b> |  |  |   |            |
| Autumn Term 2   | Define what a community is both in-person and online.<br><br>Explain how having norms helps people in a community achieve their goals.<br><br>Create and pledge to adhere to shared norms for being in an online community.                                | Community<br><br>Digital Citizen<br><br>Norm<br><br>Pledge   | Relationships and Communication<br><i>Our Digital Citizenship Pledge</i><br><br>What makes a strong online community?   |            |
| Spring Term 1   | Define the term password and describe its purpose.<br><br>Understand why a strong password is important.<br><br>Practise creating a strong and memorable password.   | Password<br><br>Phrase<br><br>Symbol<br><br>Username         | Privacy and Security<br><i>Password Power Up</i><br><br>How can a strong password help protect your privacy?  |            |
| <b>Whole School Safer Internet Day Feb 2024</b>           |  |  |   |            |
| Spring Term 2   | Understand that it's important to think about the words we use, because everyone interprets things differently.<br><br>Identify ways to respond to mean words online.<br><br>Decide what kind of statements are okay to use online and those that are not. | Empathy<br><br>Interpret                                     | Cyberbullying<br><i>The Power of Words</i><br><br>What should you do when someone uses mean or hurtful language on the internet?  |            |
| Summer Term 1   | Consider how posting selfies may make someone lead to assumptions.<br><br>Identify ways they can post online to best reflect who they are.   | Assumption<br><br>Identity<br><br>Selfie                     | Digital Footprint and Identify<br><i>This is Me</i><br><br>How does what I post online affect my identity?  |            |
| Summer Term 2   | Recognise that photos and videos can be altered digitally.<br><br>Identify different reasons why someone might alter or change a photo/video.<br><br>Analyse altered photos and determine why.   | Advertising<br><br>Alter<br><br>Persuade<br>Photo retouching | News and Media Literacy<br><i>Is Seeing Believing?</i><br><br>Why do people alter digital videos and photos?  |            |

## Whole School E-Safety Progression Document

| Term  | Learning Objectives  | Key Vocabulary   | Year 5 Content  | Home Links |
|---|--|--|---|------------|
| Autumn<br>Term 1  | Evaluate how different media choices are made.<br><br>Begin to develop their own definition of a healthy media balance.  | Media<br><br>Media Balance<br><br>Media Choices                                      | Media Balance and Wellbeing<br><i>My Media Choices</i><br><br>What makes a healthy media choice?  |            |
| <b>Upper School Parent Workshop – Safer Digital Usage</b> |  |  |   |            |
| Autumn<br>Term 2  | Define 'social interaction'.<br><br>Describe the positives and negatives of social interaction in online games.  | Digital Media<br><br>Griefing<br><br>Social Interaction                              | Relationships and Communication<br><i>Keeping Games Fun and Friendly</i><br><br>How can I help myself and others be positive and have fun while playing online games. |            |
| Spring<br>Term 1  | Identify the reason why people share information about themselves online.<br><br>Explain the difference between private and personal information.<br><br>Know why it is risky to share private information online. | Hardwired<br><br>Personal Information<br><br>Private Information                     | Privacy and Security<br><i>Private and Personal Information</i><br><br>What information is it okay for you to share online?   |            |
| <b>Whole School Safer Internet Day Feb 2024</b>           |  |  |   |            |
| Spring<br>Term 2  | Recognise what cyberbullying is.<br><br>Understand ways to be an 'upstander'.  | Digital Citizen<br><br>Cyberbullying<br><br>Upstander                                | Cyberbullying<br><i>Be a Super Digital Citizen</i><br><br>How can we be upstanders when we see cyberbullying?   |            |
| Summer<br>Term 1  | Identify ways they are – and are not – in control of their digital footprint.<br><br>Understand what responsibilities they have for the digital footprints of themselves and others.                               | Responsibility<br><br>Digital Footprint<br><br>Inference                             | Digital Footprint and Identity<br><i>Our online tracks</i><br><br>How does our online activity affect the digital footprints of ourselves and others?                 |            |
| Summer<br>Term 2  | Define 'copyright' and explain how it applies to creative work.<br><br>Describe their rights and responsibilities as creators.<br><br>Apply copyright principles to real-life scenarios.                           | Attribute<br><br>Copyright<br><br>Intellectual Property<br><br>Plagiarism<br>Licence | News and Media Literacy<br><i>A creator's Rights and Responsibilities</i><br><br>What rights and responsibilities do you have as a creator?                           |            |

## Whole School E-Safety Progression Document

| Term  | Learning Objectives  | Key Vocabulary  | Year 6 Content  | Home Links |
|---|--|---|---|------------|
| Autumn<br>Term 1  | Reflect on how balanced they are in their daily lives.<br><br>Consider what 'media balance' means and how it applies to them.  | Balance<br><br>Media<br><br>Media Balance                         | Media Balance and Well-being<br><i>Finding my media balance</i><br><br>What does media balance mean for me?                       |            |
| <b>Upper School Parent Workshop – Safer Digital Usage</b> |  |   |   |            |
| Autumn<br>Term 2  | Compare and contrast different kinds of on-line friendships.<br><br>Describe the benefits and risks of on-line only friendships.<br><br>Describe how to respond to an on-line-only friend if the friend asks something that makes them feel uncomfortable.     | Benefit<br><br>Private Information<br><br>Risk                    | Relationships and Communication<br><i>Digital Friendships</i><br><br>How do you keep online friendships safe?                     |            |
| Spring<br>Term 1  | Explain how clickbait uses the curiosity gap to get your attention.<br><br>Use strategies to avoid clickbait.  | Advertising<br><br>Clickbait<br><br>Headline<br><br>Curiosity Gap | Privacy and Security<br><i>You Won't Believe This!</i><br><br>What is clickbait and how to avoid it.                              |            |
| <b>Whole School Safer Internet Day Feb 2024</b>           |  |   |   |            |
| Spring<br>Term 2  | Recognise similarities and differences between in-person bullying, cyber-bullying and being mean.<br><br>Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.   | Bystander<br>Cyberbullying<br>Empathy<br>Target<br>Upstander      | Cyberbullying<br><i>Is it cyberbullying?</i><br><br>What is cyberbullying and what can you do to stop it?                         |            |
| Summer<br>Term 1  | Define 'gender stereotypes' and describe how they can be present online/<br><br>Describe how gender stereotypes can lead to unfairness or bias.  | Avatar<br><br>Bias<br><br>Gender Stereotypes                      | Digital Footprint and Identity<br><i>Beyond Gender Stereotypes</i><br><br>How do gender stereotypes shape our experiences online? |            |
| Summer<br>Term 2  | Understand the purposes of different parts of an online news page.<br><br>Identify the parts and structure of an online news article.<br><br>Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements. | News<br><br>Article<br><br>Advertisement                          | News and Media Literacy<br><i>Reading News Online</i><br><br>What are the important parts of an online news article?              |            |