

Uplands Computing Progression of Skills 2021-2022

ONLINE SAFETY

National Curriculum Objectives

- **Co2/1.4** Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- **Co2/1.5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- **Co2/1.7** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Prior Learning (Year 2)

- **Co2/1.5** recognise common uses of information technology beyond school
- **Co2/1.6** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

Vocabulary

- Online -images
- Offline -pictures
- Communicate -videos
- Safe/Unsafe -inappropriate
- Consent
- Share
- Permission
- Feelings/Emotions
- Trust
- Friends
- Negative/Positive emotions
- Face to face
- Respect/Disrespectful
- Emoji
- Gif
- Meme
- acronyms
- Online Group
- Social Media
- Report
- Issues
- Consequences
- Boundaries

Apps & Links

- Project Evolve
- Jigsaw

Progression of Skills Online Relationships

Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
<p>-I know 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.)</p> <p>-I know what the word consent means and give examples of when permission would be needed.</p> <p>- I know different ways to ask for, give, or deny permission online and know who can help me if I am not sure.</p> <p>-I know why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>-I know how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>- I know why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>-I know that when communicating online some people use a different 'language' to when they are speaking face to face.</p> <p>- I understand what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>-I know 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.</p> <p>- I understand that I should be careful when sharing some information about myself and about other people online.</p> <p>-I understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.</p> <p>-I understand that when people talk online, it is different to communicating face to face and that</p>	<p>- I know and can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms.)</p> <p>- I understand and can explain what is meant by respect.</p>	<p>- I understand that communication online does not have to be text-based.</p> <p>-I know that a variety of communication methods have been developed specific to online communication eg gifs, memes.</p> <p>- I understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.</p> <p>- I know that not everyone I communicate with online is pleasant and may not have my best intentions at heart.</p> <p>- I know and understand 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).</p> <p>- I know how to report problems online and can name a number of reporting routes that I could use or suggest to someone else.</p>	<p>- I understand the concept of consequence online and give examples.</p> <p>- I understand that reactions to events online can determine the consequences.</p> <p>-I know that sharing online can be positive as well as negative and be able to give examples of both.</p> <p>- I understand what 'boundaries' are, including online.</p> <p>-I understand the concepts of respect and self-respect and give examples of how this can be shown online.</p> <p>- I understand how to respect others' boundaries online, particularly regarding sharing information about them.</p> <p>- I understand that sharing online can be positive as well as negative and be able to give examples of both.</p> <p>- I understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.</p>

	<p>sometimes people act differently online</p> <ul style="list-style-type: none"> -I understand that sometimes people say or write things online which are not meant as it seems - I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos 		-	<ul style="list-style-type: none"> - I know what an 'inappropriate' picture might be and give examples. -I understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared.
Skills:	Skills:	Skills:	Skills:	Skills:
<ul style="list-style-type: none"> -I can describe how you might send a message to someone you know using technology. -I can list ways people might use technology to talk to: a pen pal in another school, someone in a game (suitable for their age) an agreed adult (eg getting help with a game or interest) with adult help/supervision. -I can name some of the risks in doing this -I can give examples of when they might need to ask for help if something happens online without their consent.-I can give examples of where to find support and who they might ask if they are unsure. - I can explain who I should ask before sharing things about myself or others online. 	<ul style="list-style-type: none"> -I can name places online that are for sharing interests. -I can discuss what it means to communicate online. - I can describe ways people who have similar likes and interests can get together online. - I can explain what it means to 'know' someone. -I can give different examples of how well I know people eg friends, family, teachers. -I can explain the differences between 'knowing' someone online compared to offline. - I can explain what is meant by trusting someone online. -I can give examples of what 'liking' someone online means and how it can be done -I can explain the difference between trusting and liking someone online. 	<ul style="list-style-type: none"> - I can describe what it feels like to be safe online. -I can list a number of things I can do to make sure I have a positive and safe experience online. -I can give examples of when I have used or may have to use these in my online life. - I can give examples of how online behaviour is either respectful or disrespectful. -I can describe how it is possible to be respectful online. -I can describe how to recognise healthy and unhealthy online behaviours. - 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. 	<ul style="list-style-type: none"> - I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs.) - I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. - I can describe what is meant by harm. - 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 give examples of the online (or offline) communities to which I belong. -I can describe some of the positive things I do in these communities and can explain 	<ul style="list-style-type: none"> - 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. - 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.

<p>I can give examples of when to ask for, give or deny permission when online or when using technology.</p> <ul style="list-style-type: none"> - I can discuss the feelings associated with being asked to do something positive and something which concerns them. -I can identify when to say 'no' and that I have the right to say 'no' online and when to seek advice. -I can empathise, understanding how someone might feel if permission is not sought or if content is shared against someone's wishes. -I can discuss next steps and the importance of requesting and giving permission before sharing. - I can discuss the online world is full of things we might not like to see. - I can understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend. -I can identify when to seek advice from a trusted adult before clicking online. 	<ul style="list-style-type: none"> - I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. -I can explain what trust means and why it is so important, including online. - I can describe how it might feel if I/someone else has their feelings hurt by something someone says online. -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. 		<p>how my behaviour impacts on others.</p> <ul style="list-style-type: none"> -I can describe how online communities collaborate and the benefit of doing this. - I can describe what I can do to support others online, both friends and people I know less well. - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. 	
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