



Digital Futures

2026-27



'Social media is a huge part of everyday life for most young people, offering them 24/7 connectivity, creativity and access to endless information...there are many positives to social media, but it also presents new and unique pressures and risks.'

The Children's Society and Young Minds - 2018





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2026/27 GSP Digital Futures



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**ALL SCENARIOS ARE DERIVED FROM INCIDENTS THAT HAVE TAKEN PLACE IN GSP PRIMARY
SCHOOLS BETWEEN 2022—2026**

Scenario Cards—Quick Links:



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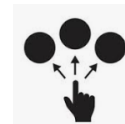
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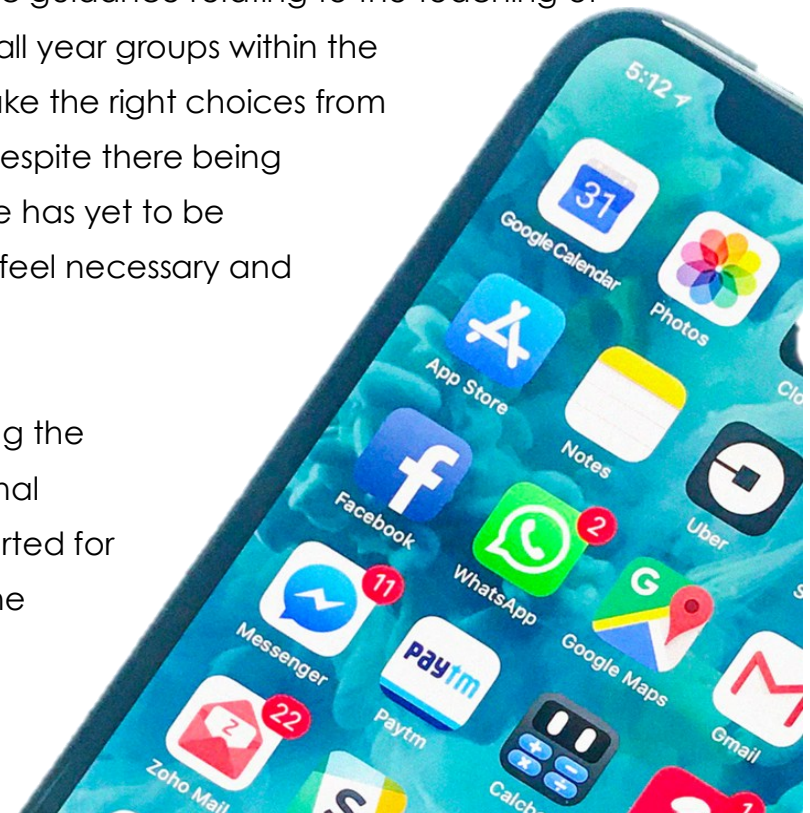
GENERIC

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Foreword

There is now clear evidence around the negative impact modern technology, the internet and social media can have on children if not used wisely. Misuse or unwise use not only puts our children at significant risk of harm from others but also provides our young people with an easy opportunity to be perpetrators themselves. As a group of 38 Gloucester primary schools, we aim to produce specific guidance relating to the teaching of cyber safety and the impact on physical and emotional well-being for all year groups within the primary school because we recognise that teaching our children to make the right choices from an early age is essential if we want to help protect them in the future. Despite there being recognition of the issues at a local and national level, work of this nature has yet to be undertaken and so schools are left to teach as little or as much as they feel necessary and this risks leaving our children poorly prepared for life on the internet.

Over the last few years, schools within Gloucestershire had been noticing the negative impact of technology on their children's learning and emotional well-being as well as having increased numbers of incidents being reported for them to deal with which were the result of misuse of technology or online behaviour.



Foreword

This also coincided with the police sharing with local headteachers and Designated Safeguarding Leads their concerns around the rise in incidents exacerbated or facilitated by children's online activity.

This was further supported by the publishing of two significant reports from the Royal Society of Public Health Report and The Children's Society, whose findings supported our anecdotal evidence with research findings: 38% of young people reported that social media has a negative impact on how they feel about themselves compared to 23% who reported it has a positive impact. This was exacerbated for girls with 46% stating that social media had a negative impact on their self-esteem. In their survey, they found that 44% of children and young people spent more than three hours a day on social media and that one in ten children reported using social media overnight (between midnight and 6am) everyday.

Researchers also found that there was a perceived lack of consequences for those who engaged in bullying behaviour online. A panel of headteachers, senior leaders and leads from stakeholder groups met to look at how we could address the issues we were facing across both primary and secondary schools. After some low-level interventions by the three schools represented, the GSP decided that there was a need for clear guidance on how schools should aim to improve their pupils online activity in order to safeguard them.

Nationally this was also being recognized by the DfE in putting the onus on schools for tackling pupils' online behaviour out of school.

Andrea Mills

Headteacher Harewood Junior School,

and Chair of GSP Steering Group for CPD, Leadership, and Action Research.

Introduction

The 2026-27 Digital Futures curriculum document has been created by the Gloucester Schools Partnership (GSP).

The Digital Futures working group has built upon the UK Council for Child Internet Safety's (UKCCIS) (updated 2020) framework document *Education for a Connected World* (ECW):

'The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.' (UKCCIS, 2018, pg2)

The eight core strands of *Education for a Connected World* sit at the heart of Digital Futures, they are: Self-image and Identity; Online Relationships; Online Reputation; Online Bullying; Managing Online Information; Health, Wellbeing and Lifestyle; Privacy and Security; and Copyright and Ownership.

Digital Futures has arranged the core strands and outcomes of *Education for a Connected World* into year groups, suitable for the primary phases. This document was created collaboratively to provide a wide range of ideas and resources which complement the teaching and learning of these outcomes.

Digital Futures has been designed as a planning support document which can be used to complement and broaden the Online Safety and PSHE curriculum your school already delivers, it is not intended as a fully resourced scheme of work, rather a suite of resources and materials to enable you to respond to the individual needs of your children.

Suggested activities for each strand are organised into:

'Digital Bites' - brief, targeted activities to be used reactively and for short burst learning and knowledge retrieval. Each activity has guideline timings to give an indication of its duration.

'Future Lessons' - suggestions and links to full length session plans and content. Please note, Project Evolve has free, full lesson plans and activities for all strands and objectives at: <https://projectevolve.co.uk/>

Digital Futures: Vision Statement

*Teaching children how to enjoy **positive**, **safe**, and **healthy** relationships with social media and technology in a digital age.*

Teaching and Learning



Online-safety and the 2014 National Curriculum

Purpose of study: A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims: The national curriculum for computing aims to ensure that all pupils: can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems; are responsible, competent, confident and creative users of information and communication technology.

Key Stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- **use technology purposefully to create, organise, store, manipulate and retrieve digital content;***
- **recognise common uses of information technology beyond school;***
- **use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.***

Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- **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; ***
- **use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; ***
- **select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; ***
- **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ***

* Demarks focus within Digital Futures

Using Digital Futures to Support Teaching and Learning

This document has been designed as a planning support framework. Its purpose is to support and broaden the Online Safety curriculum which you already teach in school, adding elements of PSHE and incorporating a new focus of mental health in a digital world.

Objectives have been grouped closely together where they are linked.

A line between objectives suggests a different session.

Links to other strand objectives within the year group objectives.

Digital Futures		
Online Relationships		
 <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>		
Objectives	Links	Ideas and resources
I can recognise some ways in which the internet can be used to communicate.	I can talk about how I can use the internet to find things out. (Managing Online Information)	Digital Skills (15 mins) Identify people you know, such as family members, neighbours, friends, etc. Expand further to people who don't live nearby, such as grandparents, cousins, or family in other countries etc. How do we / adults communicate over these distances? (In person, writing a letter, video-chat, speaking over the phone, text, email, Skype, Facebook, WhatsApp, etc.)
I can give examples of how I (might) use technology to communicate with people I know.	I can identify devices I could use to access information on the internet. (Managing Online Information) I can give simple examples of how to find information (e.g. search engine, voice activated searching). (Managing Online Information) I can identify ways that I can put information on the internet. (Online Reputation)	Digital Skills (15 mins) Display icons on the board and talk about the ones the children know to recall their understanding. Give icons / images of the various ways of communication and ask children to sort between online and offline. Once sorted, ask children to tick the ones they use, and discuss who they communicate with using the ticked methods (e.g. I sent my grandma a picture on my birthday on the phone).
<p>EYF Early Learning Goals: UKS1 CAL (2) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. UK (P4C) - Know some similarities and differences between things in the past and now, drawing on their experience and what has been written down.</p>		
EYFS		

Strand description

Possible teaching ideas and resources

Hyperlinks to additional resources

The framework is divided in to year groups, with eight core strands which develop throughout the primary age range. The objectives for each strand have suggested ideas and activities to help you achieve them. Where closely linked, objectives have been grouped together. A gap between objectives suggests a different session.

There are no generic children, classes or schools. As such, you will need to pick and choose from the ideas and resources and select the ones which best meet the needs of your children.

Digital Futures: Key Strands



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

(UKCCIS, 2018, pg3)



Digital Futures: Making Connections

Digital Futures Strand (Computing)	PHSCE Strand	Curriculum Links	KCSiE 2021 Links
Self-image and Identity	Relationships and Sex Education Body Image Mental Health	Literacy Science PE	Contact Conduct
Online Relationships	Body Image Relationships and Sex Education Mental Health	Literacy Science PE	Contact Conduct Content
Online Reputation	Mental Health Body Image	Literacy Science	Conduct
Online Bullying	Equalities/Anti-bullying Week Keeping Myself Safe	Literacy RE	Contact Conduct
Managing Online Information	Citizenship	British Values Literacy RE	Content Commerce
Health, Well-being and Lifestyle	Financial Capability Body Image Mental Health Bedtime Routines	Literacy PE Numeracy Science	
Privacy and Security	Mental Health Keeping Myself Safe	Literacy Science	Conduct Commerce
Copyright and Ownership	Citizenship	Literacy Art	Content

Digital Futures: Ongoing feedback

Digital Futures is an innovative document: firstly it is at the forefront of Online-Safety education; secondly, it is the first document of its type which the GSP has produced.

With the project now into its fourth year, it is vital that we understand how Digital Futures is being used in GSP schools—this is crucial in order to enable us to keep the document relevant, up to date, purposeful, and ultimately beneficial in helping improve outcomes for children.

We would be most grateful if you could help us continue to improve and develop Digital Futures by answering an extremely short survey.

All surveys are submitted anonymously and data will only be used collectively to analyse the impact of the project.

Thank you.



Feedback Form



Digital Futures: EYFS

Self-Image and Identity



This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Objectives	Links	Ideas and resources
<p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can explain how this could be either in real life or online.</p> <p>EYFS Early Learning Goals Links:</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>PSED (Self-regulation) - Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p>	<p>I can describe the people I can trust and can share this with; I can explain why I can trust them. (Privacy and Security)</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (Privacy and Security)</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. (Health, well-being and lifestyle)</p> <p>I can give some simple examples. (Health, well-being and lifestyle)</p>	<p>Future Lessons</p> <p>Discuss feelings and what each of them are, giving 'faces' for each. Read and share 'The Colour Monster'.</p> <p>Give scenarios such as 'You have spilt water down your front while washing your hands and 'everyone looks at you when you come back into class,' and ask children to give a face on how they would react. Discuss how different children give different faces for the same things and we all respond differently. More scenarios can be found here: https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Unit%202%3A%20Feeling%20Good%2C%20Feeling%20Sad.pdf</p> <p>Expand to discussion of scenarios when you would want to say 'No', or 'Stop,' for example, 'Your friends are playing a pushing game and someone is being pushed between a group of others', or 'Your friends think its funny to call one of the children a name and encourage you to join in as well', or 'Your friends have taken something from someone who wants it back, but they are throwing it quickly to keep it from them'. What would you do?</p> <p>Question the children about whether or not the same rules apply if over the phone, or if talking via Zoom, Facetime etc online.</p> <p>Emotions Board Game https://www.twinkl.co.uk/resource/t-t-253148-emotions-board-game -Emoji Emoticons (requires Twinkl login)</p>

Online Relationships

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
Objectives	Links	Ideas and resources
<p>I can recognise some ways in which the internet can be used to communicate.</p>	<p>I can talk about how I can use the internet to find things out. (Managing Online Information)</p>	<p>Digital Bites (15 mins)</p> <p>Identify people you know, such as family members, neighbours, friends, etc. Expand further to people who don't live nearby, such as grandparents, cousins, or family in other countries etc.</p> <p>How do we / adults communicate over these distances? (In person, writing a letter, walkie-talkie, speaking over the phone, text, e-mail, Skype, Facebook, WhatsApp, Kik, FaceTime, etc.)</p>
<p>I can give examples of how I (might) use technology to communicate with people I know.</p> <p>EYFS Early Learning Goals Links: C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>UW (P&C) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>I can identify devices I could use to access information on the internet. (Managing Online Information)</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching). (Managing Online Information)</p> <p>I can identify ways that I can put information on the internet. (Online Reputation)</p>	<p>Digital Bites (15 mins)</p> <p>Display icons on the board and talk about the ones the children know to elicit their understanding.</p> <p>Give icons / images of the various ways of communication and ask children to sort between online and offline.</p> <p>Once sorted, ask children to tick the ones they use, and discuss who they communicate with using the ticked methods (e.g. I sent my grandma a picture on my birthday on the phone).</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can identify ways that I can put information on the internet.</p> <p>EYFS Early Learning Goals Links:</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can talk about how I can use the internet to find things out. (Managing Online Information)</p> <p>I can identify devices I could use to access information on the internet. (Managing Online Information)</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching). (Managing Online Information)</p> <p>I can recognise some ways in which the internet can be used to communicate. (Online Relationships)</p> <p>I can give examples of how I (might) use technology to communicate with people I know. (Online Relationships)</p>	<p>Future Lessons</p> <p>Discuss what the Internet is, and elicit children's understanding (they may be familiar with particular websites, watch videos on YouTube or CBeebies).</p> <p>Ask children to reflect back on the communication they use via the Internet and explain that anything they send using these methods is using the Internet (link back to online vs offline). Print thumbs up / down cards for 'use' and 'not use.'</p> <p>Share some images with the class and ask them to put a thumbs up or down beside the image if they use it. Explain..</p> <p>Ask children if they were in the middle of a forest or the top of a mountain, would they still be able to send an e-mail or picture message. Why not? Explain that is because the Internet is not available everywhere and they wouldn't be connected there, but when they are connected, it is via the Internet that they share.</p> <p>Play a choice game - on the classroom walls put up large images of a range of communication devices e.g. a smartphone, a laptop, a tablet, a PC, a PlayStation, an X-Box, also have images of other forms of transport e.g. a lorry, an aeroplane, a train. Children to move around the room to say which they would use. Scenarios - 'how would you send a photograph to Grandma?' 'how would you play a game with your cousin?' 'How would you order some shopping?' 'how would you take a selfie?' 'how would you send a message?'. Discuss why they have made that choice. Which ones are instant and which ones would take longer?</p>

Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
Objectives	Links	Ideas and resources
<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p>EYFS Early Learning Goals Links:</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>PSED (Self-regulation) - Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p> <p>PSED (Managing Self) - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>I can give examples of how I (might) use technology to communicate with people I know. (Online Relationships)</p>	<p>Digital bites (10 mins)</p> <p>Show the damaged apple concept - have two apples, throw one on the floor repeatedly whilst saying unkind words/phrases then say kind things to the other, then cut the apples in half to show how the words damage on the inside. Explain how it is exactly the same online.</p> <p>Future Lessons</p> <p>Share an image with the class of a pet, with comments underneath (both kind and unkind). Discuss how the comments would make someone feel if it was said about their pet. Discuss how the tone of our voices help us to understand how the other person is feeling. With texts/email etc. What happens if we can't hear their voice?</p> <p>How should we communicate online - is this different to how we communicate in person? Explore how being positive is the message we want to send.</p> <p>Share a few more images with comments and give children the 'like' and 'dislike' icons to hold up when the comments are positive (like - saying these things is encouraged and will make someone happy) or negative (dislike - we shouldn't say these things because it will make someone feel sad).</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can identify devices I could use to access information on the internet.</p> <p>I can talk about how to use the internet as a way of finding information.</p> <p>EYFS Early Learning Goals Links:</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can recognise some ways in which the internet can be used to communicate. (Online Relationships)</p> <p>I can give examples of how I (might) use technology to communicate with people I know. (Online Relationships)</p> <p>I can identify ways that I can put information on the internet. (Online Reputation)</p>	<p>Future Lessons</p> <p>Define what 'information' is in the children's' lives. Look at your school website and find the address and contact details together. What other information is there (breakfast club hours, term dates, staff names and pictures, etc.)?</p> <p>What other information can we find together? As a class discuss things you would like to find out (could be related to your topic). Type in the questions the children come up with onto a safe search engine and discuss what we find.</p> <p>How else can we find answers to these questions? Does anyone have a smart device at home (Alexa, Siri, etc.)? How can we search with these devices? (Use your voice to ask a question out loud. If you have a tablet with Alexa/siri on, use it to see if you come up with the same results as typing in a search engine.</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p> <p>EYFS Early Learning Goals Links:</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>PSED (Self-regulation) - Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p> <p>PSED (Managing Self) - Explain the reasons for rules, know right from wrong and try to</p>	<p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Self-image and Identity)</p> <p>I can explain how this could be either in real life or online. (Self-image and Identity)</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them. (Privacy and Security)</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (Privacy and Security)</p>	<p>Future Lessons</p> <p>Discuss rules in school (Golden Rules or other) do these rules still apply when we are using the internet? Why do we need rules? Circle time activity - Where else do we follow rules? Provide scenarios to discuss e.g. sports, crossing the road, going to the dentist, reading, sleeping, computer/tablet.</p> <p>Use the Smartie the Penguin PowerPoint and other resources to learn about staying safe when using the internet. https://www.childnet.com/resources/smartie-the-penguin (for EYFS) Jessie and friends https://www.youtube.com/watch?v=Yt0us2O3_Jk about staying safe.</p> <p>Read/watch the story 'Chicken Clicking' by Jacqueline Wiseman and discuss the meaning. https://www.youtube.com/watch?v=sMaptWPBzMs (staff proxy required)</p> <p>Discuss how we lead a healthy lifestyle and link to the healthy eating plate and fill in a divided circle that includes things we do that are healthy in life (e.g., eating, sleeping, keeping clean, playing outside, talking to your family/friends). Pose questions 'Is it healthy to play on technology and ignore your family all weekend?' 'Is it healthy to stay up late playing on your tablet?' 'Is it healthy to miss lunch because you are too busy playing on your games?'</p> <p>Discuss games with the children e.g. tag, stick in the mud. Could they create their own games with rules?</p> <p>Identify clubs that children go to - create whole class pictogram of clubs that children attend - i.e. Beavers/Rainbows, football, rugby, dance etc. Explore these as 'healthy alternatives' to screen time. Show how the pictogram can be created using drawing or computer program..</p>

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>EYFS Early Learning Goals Links:</p> <p>PSED (Self-regulation) - Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p> <p>C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Self-image and Identity)</p> <p>I can explain how this could be either in real life or online. (Self-image and Identity)</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. (Health Well-being and Lifestyle)</p> <p>I can give some simple examples. (Health Well-being and Lifestyle)</p>	<p>Future Lessons</p> <p>Complete 'All about me resources' or look around the classroom to help children identify what personal information is, e.g.; birthday balloons, look at peg / tray labels, etc.</p> <p>What else is something personal to you / your family?</p> <p>Read the Story - Elmer, or Barry the Fish with Fingers and the Hairy Scary Monster, or Giraffes Can't Dance. Discuss how we all have things in common but we are all unique.</p> <p>On Google Maps identify locality.</p> <p>Digital bites (10 mins)</p> <p><i>Philosophy 4 Children Question</i> - What is trust?</p> <p>Identify doctors, police, teachers etc. - role play these people and ask children to identify them. Create home corner to facilitate their own role playing. Web link - https://www.tes.com/teaching-resources/blog/people-who-help-us-collection (Requires TES login)</p> <p>Digital bites (10 mins)</p> <p><i>Circle time discussion</i> - Who do I trust and why? (Provide scenarios - i.e. if I fell over at school, if I got lost in a supermarket, if I saw something on TV that I didn't like, if I saw something on my tablet, if I'm scared of the dark. Draw around their hand and on each finger, draw who they trust/ who helps them if they need help.</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>I know that work I create belongs to me.</p> <p>EYFS Early Learning Goals Links: C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can recognise some ways in which the internet can be used to communicate. (Online Relationships)</p> <p>I can give examples of how I (might) use technology to communicate with people I know. (Online Relationships)</p> <p>I can identify ways that I can put information on the internet. (Online Reputation)</p>	<p>Digital Bites (10 mins)</p> <p>Discuss ownership of items such as cars and houses etc.</p> <p>How do we show that we own something? E.g. Naming work, putting labels in clothing, on pegs, lunch boxes and drawers, etc.</p> <p>Explore consequences of our actions - emotions and follow up actions.</p>
<p>I can name my work so that others know it belongs to me.</p> <p>EYFS Early Learning Goals Links: C&L (S) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can recognise some ways in which the internet can be used to communicate. (Online Relationships)</p> <p>I can give examples of how I (might) use technology to communicate with people I know. (Online Relationships)</p> <p>I can identify ways that I can put information on the internet. (Online Reputation)</p>	<p>Digital bites (10 mins)</p> <p><i>Philosophy 4 Children questions-</i></p> <p>Can you take things that don't belong to you because you want them?</p> <p>How would it feel if something was taken from you?</p> <p>Are the consequences different if you are at home or at school?; a grown up or a child?</p>

Digital Futures: Year 1

Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	
Objectives	Links	Ideas and resources
<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p>	<p>I can explain why it is important to be considerate and kind to people online. (Online Relationships)</p> <p>I can describe how to behave online in ways that do not upset others and can give examples. (Online Bullying)</p>	<p>Digital Bites (10 mins)</p> <p>Role play a playground scenario - two children are playing a game, other children want to join in but are not allowed - one feels sad, one feels angry (that's not fair), one feels too scared to ask if they can join in. Discuss how each child feels and explain that it is exactly the same online.</p> <p>Digital Bites (20 mins)</p> <p>Discuss feelings - have you ever felt sad, embarrassed, upset - discuss how it is fine to have all of these feelings but how to deal with them will be individual to each of us. Discuss what children are doing online - what apps/games are they using - give children post it notes to draw logos on then stick on a tablet template. Have you ever felt sad online in these apps? Are they all age appropriate? Explain that sometimes, people online may cause these feelings to</p>
<p>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.</p>	<p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Managing Online Information)</p>	<p>Digital Bites (10 mins)</p> <p>Circle time discussion - which adults would we trust if something happened to us? Art activity - draw three people you would trust and share with the class. Introduce the jar of big and little worries (a big labelled transparent jar). Explain that the jar is for all their worries. Show them where the paper slips are for them to write their worries on. Explain that if they put their name on the slip an adult will talk to them about what worries henpeck Speak out stay safe assembly: https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>Jessie and Friends-Episode 2-Sharing pictures: https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p>

Year 1

Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Objectives	Links	Ideas and resources
<p>I can use the internet with adult support to communicate with people I know.</p>	<p>I can use the internet to find things out. (Managing Online Information)</p> <p>I can use simple keywords in search engines. (Managing Online Information)</p>	<p>Digital Bites (15 mins)</p> <p>Use your vocabulary bank from a previous unit of work. Give the children 3 words from the vocabulary list to put into Google. As the children should already understand the meaning of those words. Discuss, did the internet give you the correct meaning to that word? Can we use it to find out more?</p> <p>Future Lessons</p> <p>Email a teacher from a different class e.g. during transition time pupils and teacher will exchange information about the coming year.</p> <p>Create a pen pal link with a child who was previously in the class.</p> <p>Children to take a photo with the class iPads and share them on the interactive whiteboards. Use talk partners to discuss the photos taken.</p>
<p>I can explain why it is important to be considerate and kind to people online.</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples. (Online Bullying)</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset. (Self-Image and Identity)</p> <p>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. (Self-Image and Identity)</p>	<p>Digital Bites (15 mins)</p> <p>Use Smartie The Penguin to talk about when you should ask an adult for help. https://www.childnet.com/resources/smartie-the-penguin for year 1.</p> <p>Future Lessons</p> <p>Have a circle time about online pictures—are the rules different? Can we be unkind just because the people are not in the room with us? Model with a barrier game. Use your TA and model saying unkind words about her picture while she is on the other side of the barrier. Then ask her how she feels. Children to play the game in talk partners and discuss how it made them feel. Explain that this is similar to negative online communication, and that words can have the same effect.</p> <p>Post it note activity - write positive comments on people's backs—child reads them, how do they feel?</p> <p>Digital Bites (15 mins)</p> <p>Create a list of online activities—when would you need permission? e.g playing a game, watching Netflix, speaking to a friend on Zoom etc. Discuss and guide children's responses as appropriate.,</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can recognise that information can stay online and could be copied.</p>	<p>I can explain why work I create using technology belongs to me. (Copyright and Ownership)</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). (Copyright and Ownership)</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content). (Copyright and Ownership)</p>	<p>Digital Bites (20 mins)</p> <p>Using your school website, look at images from previous years work/photos. Discuss with the children the fact that this information is stored online for everyone to access and that anyone can copy it, or claim it as theirs.</p> <p>Show children an image (Copied from the internet) saying that this is where you went on holiday. Talk about the picture, embellishing details. Accidentally leave the search engine open on the whiteboard/screen where you copied the image from. If children see it, talk about it and admit to having copied it. If not, discuss with them how you copied it.</p>
<p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain why work I create using technology belongs to me. (Copyright and Ownership)</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). (Copyright and Ownership)</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content). (Copyright and Ownership)</p>	<p>Digital Bites (20 mins)</p> <p>Circle time - discuss 'Stranger Danger' and ask children who they are able to talk to in order to identify trusted adults. Expand discussion to how we wouldn't talk to a stranger and tell them where you lived. Explain how it is the same online and there are some things that you wouldn't put on the Internet to be seen by people you don't know. Establish a list of key personal information: name, school, home address etc. that must never be shared with anyone else online.</p>

Online Bullying



This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Objectives	Links	Ideas and resources
<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>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. (Self-Image and Identity)</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset. (Self-Image and Identity)</p> <p>I can explain why it is important to be considerate and kind to people online. (Online Relationships)</p>	<p>Digital Bites (20 mins)</p> <p>Circle time session. How would we feel if? Use scenario cards for things that might happen on the playground and around school. What would we feel? Who could we speak to about our worries? Then use scenario cards (p100) which give examples of online situations. What would we feel? Who could we speak to?</p> <p>Future Lessons</p> <p>Be SMART with a heart - Create a class poster to cover how we can be kind and respectful to others online. We can make the internet a better place by...</p> <p>Create a class comic book sketch (3-5 cells) explaining how behaving badly online can make others feel.</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>I can use the internet with adult support to communicate with people I know. (Online Relationships)</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online. (Privacy and Security)</p>	<p>Digital Bites (15 mins)</p> <p>What can we do when we see something upsetting on the Internet in school? (e.g. turn tablets over or switch off / close the screen, click on the cross or Hector the Protector, then tell a teacher).</p> <p>If we see something we don't like, how would it make us feel? Have any children experienced times when they couldn't get to sleep because they were worried about something? Explain how it is important for us to share our worries to stay healthy.</p> <p>Explore why we tell a trusted adult - how can they help? Emphasise that this is always the first and most important step .</p> <p>Read A Smartie the Penguin story (https://www.childnet.com/resources/smartie-the-penguin/) and use the discussion questions to help Smartie make good choices.</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p>	<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). (Privacy and Security)</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online. (Privacy and Security)</p> <p>I can explain how passwords can be used to protect information and devices. (Privacy and Security)</p> <p>I can describe how to behave online in ways that do not upset others and can give examples. (Online Bullying)</p>	<p>Digital Bites (20 mins)</p> <p>Talk about where we have rules or instructions to follow to stay safe (e.g. Class Golden Rules, crossing the road safely, not climbing on the kitchen counters, wearing a helmet when you ride a bike, etc.)</p> <p>Explain how there are similar rules for using the Internet (can link to SMART). https://www.childnet.com/resources/be-smart-online</p> <p>Create a set of rules as a class about what we can do / should not do online to make it a safe and happy place.</p> <p>Discuss how it makes us feel when people follow these rules, vs when they don't follow these rules.</p> <p>Digital Bites—passwords (20 mins)</p> <p>Using this link, discuss what is a password? Why do we have them? Lots of children will talk about knowing their parents passwords. Discuss this—do they link this is a good idea or not? Would you share your password with a stranger?</p> <p>Your password is like a toothbrush—you shouldn't share it and you should change it often!</p> <p>Super Strong Passwords (Teacher Notes and Pupil Resources).pdf (ccea.org.uk)</p>

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p>	<p>I can explain rules to keep us safe when we are using technology both in and beyond the home. (Health, Well-being and Lifestyle)</p> <p>I can give examples of some of these rules. (Health, Well-being and Lifestyle)</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Managing Online Information)</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home. (Health, Well-being and Lifestyle)</p>	<p>Digital Bites (20 mins)</p> <p>Divide a flipchart page in half. One side head with 'We are all' and on the other half 'I am'. On the one half list things that are the same for the class, e.g. We are all in Class 1, and what is different about us, e.g. We have different hair / eye colour, different numbers on our houses, different surnames, etc. Explain this is personal information, as something unique to ourselves.</p> <p>Link back to the Internet, and review the class list of 'I am', discussing what you would / wouldn't share with a stranger. Explore how as above, an adult would need to be asked before inviting a friend round for a sleepover, and that we wouldn't give our address over the Internet because then strangers will know where we live.</p>
<p>I can explain how passwords can be used to protect information and devices.</p>		<p>Digital Bites (20 mins)</p> <p>Tour the school and identify places/areas that are locked. Link to passwords on the computer. Show children the home screen of laptop/computer that is password protected.</p> <p>Using other devices i.e. tablets/laptops explain how the lock screen is used.</p> <p>Visit: BBC Bitesize - How to take care of your personal information.</p> <p>https://www.bbc.co.uk/bitesize/topics/zby9mp3/articles/zwbg7ty</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>I can recognise that information can stay online and could be copied. (Online Reputation)</p> <p>I can describe what information I should not put online without asking a trusted adult first. (Online Reputation)</p>	<p>Digital Bites (20 mins)</p> <p>Share a song by a well-known artist and sing along to it. Do a class poll and ask children to stand up if this song belongs to them, or stay seated if it belongs to someone else (the person who wrote the song).</p> <p>Class share and talk about things they have created, such as pictures / songs and music / games / programs. Discuss how they own these things, so they belong to them and not others. How do we know this work belongs to us? It is in our drawer, it has our name on it. Explain this is the same for any Microsoft documents, Scratch Jnr projects etc.</p> <p>Future Lessons (extension of the above)</p> <p>Give children a sheet with screen-grabbed pictures of named work from children in the class, ask them to identify which is theirs.</p>

Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	
Objectives	Links	Ideas and resources
<p>I can explain how other people may look and act differently online and offline.</p>	<p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. (Managing Online Information)</p> <p>I can explain why some information I find online may not be true. (Managing Online Information)</p>	<p>Digital Bites (15-20 min) Video and discussion</p> <p>Play and discuss the CEOP Lee and Kim video— https://hawthorn-tree-school.primarysite.media/media/lee-and-kim-ks1</p> <p>Future Lessons</p> <p>Read 'Chicken Clicking' by Jeanne Willis and Tony Ross discuss how the fox changes his appearance.</p> <p>https://www.childnet.com/resources/digiduck-stories/</p> <p>https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/</p> <p>After reading the digiducks stories explore the following ideas: someone has made Proud.pig look silly. How did they do this? Why?</p> <p>Use barrier game - child to sit behind the barrier to describe what they are wearing (Dress up clothes) reveal themselves to be wearing different items.</p> <p>Use Puppet Pals, YAKiT Kids, Talkr, iFunFace, Purple Mash Mash Cam or other equivalent 'talking' apps to change the appearance of inanimate object or</p>
<p>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.</p>	<p>I can give examples of bullying behaviour and how it could look online. (Online Bullying)</p>	<p>Digital Bites (10 min)</p> <p>Discuss feelings and what each of them are, giving 'faces' for each and ask children to provide real life examples.</p> <p>Future Lessons</p> <p>Share 'Be kind online' and 'tell an adult' https://www.netsafeutah.org/kids/kids_videos.html Discuss if anything like this has happened to them? How did it feel? What did you do? Have you ever been unkind online? Does it matter? Anything scary? Create whole class steps about what they should do.</p>

Online Relationships

	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	
Objectives	Links	Ideas and resources
<p>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</p> <p>I can explain who I should ask before sharing things about myself or others online.</p>	<p>I can use keywords in search engines. (Managing Online Information)</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). (Managing Online Information)</p>	<p>Digital Bites (10-15mins)</p> <p>Introduce the activity by talking about the kinds of things we can post online and reinforcing that once posted things can stay online forever! Ask the learners to think about what kind of things they think about before they post. What do we want to share? Who do we want to share it with? Where will we post it? Discuss permission and complications and consequences if things are posted without permission. Discuss and clearly identify who trusted adults are.</p> <p>Future Lessons</p> <p>As a class or in groups, explore the following websites to see who can help you if something happens online without your consent—https://www.childline.org.uk and https://www.bbc.co.uk/cbeebies/grownups/six-tips-teaching-children-technology</p> <p>The 'Think U Know' website has helpful advice around how to ask for help and who can help. Explore this as a class—which adults do you know that you trust and could help you if you didn't know what to do? https://www.ceopeducation.co.uk</p>
<p>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.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>I can explain who can help me if I feel under pressure to agree to something I am unsure about</p>	<p>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). (Managing Online Information)</p> <p>I can use keywords in search engines. (Managing Online Information)</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). (Managing Online Information)</p>	<p>Digital Bites (10-15mins)</p> <p>Discussion—have we clicked on weblinks by mistake, e.g. Youtube adverts? What are the dangers of clicking without asking a trusted adult? Who might we ask? What should we do if we come across material that worries us?</p> <p>Future Lessons</p> <p>Discuss pop ups. What are they? What are they trying to achieve? Discuss what could happen if they click on them - hack computer, lose money, steal information. Has this happened to anyone before?</p> <p>Create their own pop up advert to show understanding of persuasion.</p>

Online Relationships

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
Objectives	Links	Ideas and resources
<p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p>		<p>Digital Bites (10 -15mins)</p> <p>Introduce the activity by talking about the kinds of things we can post online and reinforcing that once posted things can stay online forever!</p> <p>Ask the learners to think about what kind of things they think about before they post. What do we want to share? Who do we want to share it with? Where will we post it?</p> <p>Discuss permission and complications and consequences if things are posted without permission. Discuss and clearly identify who trusted adults are.</p>
<p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>		<p>Digital Bites (10 -15mins)</p> <p>Discussion—have we clicked on weblinks by mistake, e.g. Youtube adverts? What are the dangers of clicking without asking a trusted adult? Who might we ask? What should we do if we come across material that worries us?</p> <p>Future Lessons</p> <p>Discuss pop ups. What are they? What are they trying to achieve? Discuss what could happen if they click on them - hack computer, lose money, steal information. Has this happened to anyone before?</p> <p>Create their own pop up advert to show understanding of persuasion.</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can explain how information put online about me can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain and give examples of what is meant by 'private' and 'keeping things private'. (Privacy and Security)</p>	<p>Digital Bites (15-20mins)</p> <p>Make a kind comment about another member of staff. How long will it last? (The end of the day when I forget). Now write on a post-it note the same comment. How long does that last? (Until I clear out my cupboard). Now send an email with the same comment. How long would it last? (Until the email is deleted - rubbish bin - of both sender and receiver).</p> <p>Future Lessons</p> <p>Who would you talk to if you were worried about something in the real world? Create a list based on children's responses. Who would you speak to if you were worried about something online? Create a list. Children create a poster 'If I was worried about something online I would...'</p> <p>Discuss solutions of what to do if information was shared when it shouldn't have been.</p>

Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
Objectives	Links	Ideas and resources
<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help..</p> <p>.</p>	<p>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. (Self-image and Identity)</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'. (Privacy and Security)</p> <p>I know who to talk to if I think someone has made a mistake about putting something online. (Online Reputation)</p>	<p>Digital Bites (15-20mins)</p> <p>Give children a picture of a child looking sad. Explain that they are being bullied - together come up with a list of adjectives for how the child is feeling.</p> <p>Discuss with children, is there a difference between being bullied at school and being bullied online? When and why might someone be bullied at school? When and why might someone be bullied online?</p> <p>Circle time - if you had a problem with a friend, who could you speak to? If you were being bullied at school who could you speak to? If you were being bullied online who could you speak to?</p> <p>Future Lessons</p> <p>Read Digiduck's BIG decision online - tells the story of friendship and responsibility online. https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision</p> <p>(Also see 'Self -image & Identity' strand) https://www.childnet.com/resources/digiduck-stories/</p> <p>Create online bullying posters outlining who to speak to - Keep, don't delete.</p> <p>Invite NSPCC rep in to school - Speak out</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>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).</p> <p>I can use simple keywords in search engines.</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p>	<p>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). (Online Relationships)</p> <p>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). (Managing Online Information)</p>	<p>Digital Bites (10-15 mins)</p> <p>With an internet browser open, ask children what the different buttons and icons mean. Together all look at your school website. How do we move to a new page, how can we go back to the page we have come from. Explore school website together before possibly looking at other websites independently (e.g. Lego, CBBC, etc.).</p> <p>Future Lessons</p> <p>Explain to children that we are going to play website Bingo! Introduce Google, or any other safe search engine, e.g. https://swiggle.org.uk/ - https://www.kiddle.co/ demonstrate how to search your school website and choose it from a list of options.</p> <p>On the whiteboard, give the children websites (CBBC, Lego etc.) to search and locate - first team to get to the website's homepage wins a point. Together look at how using a search engine can help you find things you are looking for or do not know how to do - search for a recipe for Chocolate Chip Cookies - start by searching keyword 'chocolate' - does this give you what you want? Next try keywords 'chocolate chip' does this give us the result we need? Now keywords 'Chocolate Chip Cookies' - now do we get the result we need?</p> <p>Explain that when we are using a search engine we need to use the right words to get the right result. Create a list of tasks that search engines could help us with and the key words we would use to find it</p> <p>The above game can also be played using 'voice search' if this is enabled in your school. Discuss how speaking to a search engine may be easier than typing (spelling) - how might it be harder? (Misunderstands you - gives you the wrong thing?) Demonstrate this if the service is available to you.</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can explain how other people may look and act differently online and offline. (Self-image and Identity)</p>	<p>Digital Bites (10 mins)</p> <p>Distinguish between what is imaginary and what is real.</p> <p>Link to class book - what events are imaginary and what could have happened. E.g. Where the wild things are - True: Sent to the room, given dinner, fell asleep. Imaginary: didn't wear different clothes, didn't meet characters in the forest etc.</p> <p>Future Lessons</p> <p>Show children a fake description/recount/blog. Discuss who has witnessed this event/animal etc. Lead onto it being imaginary. Why would someone publish something that isn't true? How did it make you feel? See fake blog at http://www.thedogisland.com/ Also see scenario card p.101]</p> <p>https://sites.google.com/view/appleant/home</p> <p>Apple ant website—fake website to look at. Good site to use—children really believe it to be true.</p> <p>Children create their own fake page on Word or Texttease.</p>

Health, Well-being and Lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Objectives	Links	Ideas and resources
<p>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</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p>	<p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). (Privacy and Security)</p>	<p>Digital Bites (15-20 mins)</p> <p>Discuss what technology the children use at home. When do they use this technology? Who is with them?</p> <p>Future Lessons</p> <p>Find pictures of technology we use at home and at school.</p> <p>One group to list uses of technology in school and another group to list uses of technology at home. Or whole class sorting activity.</p> <p>Who is responsible for our usage at home (ourselves, parents and carers) and who is responsible for our usage at school (ourselves and teachers)?</p> <p>Highlight similarities and differences between the two settings using different colours.</p> <p>Link to British Values - Rule of Law. Why do we have rules? What rules do we have? Why is it important to have rules for using technologies? Use the list of risks to link to - be careful to use age appropriateness risks. (See scenario card p.95)</p> <p>Create a set of rules for school and home. Display at school and send a copy home.</p>

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p>	<p>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 (Health, Well-being and Lifestyle)</p> <p>I can say how those rules/guides can help anyone accessing online technologies. (Health, Well-being and Lifestyle)</p>	<p>Digital Bites (15-20mins)</p> <p>Children to write something about themselves which is private e.g. date of birth, address etc. Put these into a box with a lock (preferably a combination lock) to symbolise our information being private and this is why we lock it with a password. A child could unlock the box to show that if we do not protect our information with a secure password, then anybody can get to it. If the padlock is not locked then anybody can see what's in the box.</p> <p>What accounts do you have that have passwords? (E.g. DoodleMaths, Mathletics, Espresso etc.) Why do we have passwords? You would lock the front door so why not lock other personal details?</p> <p>Future Lessons Discuss the consequences of not using passwords. What could happen to their accounts/details? Link to someone spending all of their game money on outfits for their avatars. Create an information poster or memorable poem about keeping passwords protected and explain the reasons why.</p>
<p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridge, toys and televisions)</p>	<p>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). (Online Relationships)</p>	<p>Digital Bites (20 mins)</p> <p>Identify technology in the classroom. How is it used? Does every room in the school have the same technology? Is it used the same? Take groups of children to look at different rooms in the school.</p> <p>Future Lessons</p> <p>What is the internet? How does it link devices? Give children a generic floor plan of a house and children record what technology is in each room. Compare to a friend's. Why could be they different?</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p>I can describe and explain some rules for keeping my information private. (Privacy and Security)</p> <p>I can describe how online information about me could be seen by others. (Privacy and Security)</p> <p>I can explain how information put online about me can last for a long time. (Online Reputation)</p> <p>I know who to talk to if I think someone has made a mistake about putting something online. (Online Reputation)</p>	<p>Digital Bites (15mins)</p> <p>Choose an appropriate, popular song on Youtube, show the video. Afterwards, copy the link then go to https://www.freemp3cloud.com/ and start downloading—is this correct? Am I allowed to do this? Does this song now belong to me? No! Emphasise that this is breaking the law, and the belongs to the person who wrote it—even if it is available on Youtube for the public to view.</p> <p>Class share and talk about things they have created, such as pictures / songs and music / games / programs. Discuss how they own these things, so those items belong to others. Why is it important that we acknowledge that these things do belong to other people? (See scenario card p.97)</p> <p>Future Lessons</p> <p>How do we know this work belongs to others? It is in their drawer, it has their name on it.</p> <p>Link to writing names on the children's work. How do we know who wrote it? Is it right to steal it? Discuss how the work online is someone's work and we can't just copy what we find.</p> <p>See Barefoot Computing 'Who does this belong to? Do the right thing.' (free sign-up required)</p> <p>https://www.barefootcomputing.org/resources/who-does-this-belong-to</p>

Digital Futures: Year 3

Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		
Objectives	Links	Ideas and resources	
<p>I can explain what is meant by the term 'identity'.</p> <p>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.</p>	<p>I can search for information about myself online. (Online Reputation)</p> <p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p> <p>I can search for information about myself online. (Online Reputation)</p>	<p>Digital Bites (15 mins)</p> <p>Discuss what identity is, what makes us all different - this could lead onto a discussion about gender and stereotypes, what are they and how does media impact our views on this. and stereotypes, what are they and how does media impact our views on this. Play 20 questions to guess identity of a mystery person (e.g., another teacher or celebrity). Complete game saying 'yes' or 'no'. Discuss that questions asked make up our identities.</p> <p>Digital Bites (15 mins)</p> <p>Discuss differences and similarities - play bingo (children choose 6 things about themselves e.g. I have a brother, I own a dog, I like pizza, teacher to call out differences and similarities, discuss which ones the children have in common and which ones are different.) This can be done on whiteboards.</p> <p>Future Lessons Create a factfile/ profile of themselves e.g. name, things they like/ dislike, favourite subject, a picture. Identify what makes them, them e.g. family, aspirations, hobbies, appearance.</p>	
<p>I can explain how people can represent themselves in different ways online</p>	<p>I can search for information about myself online. (Online Reputation)</p> <p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p> <p>I can search for information about myself online. (Online Reputation)</p>	<p>Digital Bites (15 mins) Debate whether you should use your own name and if not, when should we use our real name? E.g. on games we use usernames that are not our real name, does this make us a different person? Discuss what they should share about their identity. Give children a selection of categories such as address, phone number, passwords, likes and dislikes and ask the children to put their thumbs up or down if they think they should share or not share.</p> <p>Future Lessons Create their own avatars. They should be fun characters to play games with rather than to change their own identity and represent a different person. 3D Character Maker Game - Twinkl (no log-in required) OR https://www.adobe.com/express/create/avatar or give children an outline of a person. Discuss why people change their identities online e.g. because they don't like what they look like. Children to debate whether or not it is a good idea, what effects this has on the individual, and how this can make others feel?</p>	

Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Objectives	Links	Ideas and resources
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline	I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (Privacy and Security)	<p>Digital Bites (15 mins)</p> <p>Discuss the different relationships we have and how we might rate them on how well we know them and how much we trust them.</p> <p>Digital Bites (10 mins)</p> <p>Draw who's in their personal bubble, in their community/school bubble, in their online bubble? For example: personal bubble, family and close friends, community/school bubble, classmates, friends from clubs, wider contact bubble, people they don't often see but know who they are, online bubble, people don't really know them because they have never physically met them. Children could record on a target board/dartboard style worksheet.</p>
<p>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</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (Privacy and Security)	<p>Digital Bites (10 mins)</p> <p>Create a class definition of what trust means.</p> <p>Digital Bites (10 mins)</p> <p>Play trust games as a class, in pairs and small groups to explain/ role model what it means to build trust. Can you really trust somebody if you have never met them? Discuss how easy it would be to lose trust in a person if they did something they said they wouldn't. Discuss people they watch regularly online such as YouTubers, celebrities or gamers. What would you trust this person with? Your name, your address, your loved ones, your most valuable possessions?</p> <p>Continued overleaf...</p>

Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Objectives	Links	Ideas and resources
I can explain how someone's feelings can be hurt by what is said or written online.	I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)	Digital Bites (10 mins) Tell the crumpling up the paper story/bruised apple story - explain that once a comment is posted it cannot be undone/taken back; for example once a piece of paper has been screwed up into a ball it cannot be flattened back out, it cannot go back to the original state it was in. Act out a drama where one child is hiding behind a computer and says things he/she shouldn't, then this information is shared with others online. Discuss as a class how the child who said those things might feel if those comments are spread around, how might a child feel if the comments are about them?
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.	I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)	Digital Bites (15 mins) Class discussion—how would you feel if somebody shared your image without your permission. Digital Bites (10 mins) Have a selection of photographs printed out, have one child go around and hand out the photographs to different people in the class, then have them pass the image on again and again.
I can describe ways people who have similar likes and interests can get together online.	I can explain who someone can ask if they are unsure about putting something online. (Online Reputation)	Digital Bites (10 mins) Identify positive, age-appropriate interactions online. E.g. family sharing media, CBBC game, hobbies and research. Visit https://www.bbc.com/ownit/its-personal to explore videos, scenarios. Digital Bites (15 mins) Discuss 'Own It' keyboard as a tool for making smart, sensible choices before sending messages. Play getting to know you game. Children have to find others in the room who meet criteria. Link to how you find people online that like the same thing as you. E.g. games, movies, music.

Online Reputation



This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Objectives	Links	Ideas and resources
<p>I can explain who someone can ask if they are unsure about putting something online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything</p>	<p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (Privacy and Security)</p> <p>I can describe ways people who have similar likes and interests can get together online. (Online Relationships)</p>	<p>Digital Bites (15 mins)</p> <p>Discuss who the children can talk to if they are unsure about something they are putting online. E.g. teachers, parents, carers. Where else can they go to if they do not want to talk to their parents or teachers?</p> <p>Future Lessons</p> <p>Create a poster for stopping and thinking before you post. Children could create an acronym to help remember what to do.</p> <p>Take a personal details quiz: children to test their knowledge on what they should and shouldn't do on the internet and what they should and shouldn't share.</p>
<p>I can explain how to search for information about others online</p>		<p>Digital Bites (15 mins)</p> <p>Search celebrities/name - who has put this information online? What information have they found?</p> <p>Future Lessons</p> <p>Create a Digital footprint [footprint image and children add words to middle] image (this could be done on a paint/graphic program) and talk about what they have shared so far: YouTube videos, images and texts. Emphasise how once this information is shared they cannot get it back. It is not like giving someone something and asking for it back. What information would they be happy to share if they knew it would stick to them?</p>

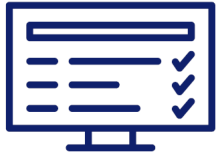
Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
Objectives	Links	Ideas and resources
<p>I can describe appropriate ways to behave towards other people online and why this is important.</p>	<p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online. (Online relationships)</p>	<p>Digital Bites (15 mins)</p> <p>Discuss S.T.O.P - Several Times On Purpose. Bullying online is the same as bullying in person, the only difference is the bully can hide their identity, why can this be more dangerous?</p> <p>Discuss how people can bully online e.g. constant hurtful comments, sharing stories/images. How can this make others feel?</p>
<p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p>	<p>Digital Bites (15 mins)</p> <p>Make a set of rules/responsibilities about how we should behave online and ask children to sign it. Link to Acceptable Usage Policy.</p> <p>Digital Bites (15 mins)</p> <p>Debate whether these rules should extend beyond the classroom and with interactions beyond their peers.</p> <p>Digital Bites (15 mins)</p> <p>Talk about whether these rules should differ from day to day classroom rules. Discuss whether your parents have any responsibilities about how you behave online and your technology usage.</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p>	<p>I can search for information about myself online. (Online Reputation).</p> <p>I can describe how connected devices can collect and share my information with others. (Privacy and Security)</p>	<p>Digital Bites (15 mins)</p> <p>Give children a set of extended questions or phrases and children have to break into keywords to find the correct answers.</p> <p>Digital Bites (20 mins)</p> <p>Use a list of keywords and letters to list the top autocomplete results e.g. the most searched thing about England or the most famous person called David. Explain it is quite often the most popular search rather than the information they need.</p>
<p>I can explain how the internet can be used to sell and buy things.</p>	<p>I can describe how connected devices can collect and share my information with others. (Privacy and Security)</p>	<p>Digital Bites (10 mins)</p> <p>Discuss why people buy and sell things on the internet. Why is it becoming more and more popular?</p> <p>Future Lessons</p> <p>Create an advert for selling something online. What do they need to think about when creating an advert? What would make them want to buy something? Research buying some things for a school topic or new play equipment.</p>
<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact', and can give examples of how and where they might be shared online,</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p>	<p>I can explain how my and other people's feelings can be hurt by what is said or written online. (Online relationships)</p>	<p>Digital Bites (10 mins)</p> <p>Identify what an opinion, a fact and a belief are, what is the difference between them?</p> <p>Give children a picture to record a fact, opinion and belief about the picture. (10 mins)</p> <p>Future Lessons</p> <p>Give children a selection of web pages using inference and deduction skills to identify the reliability of the page. How can you tell that they are fact, opinion or belief?</p>

Managing Online Information



This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.

Objectives	Links	Ideas and resources
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can explain how to search for information about others online (Online relationships)	<p>Digital Bites (15 mins)</p> <p>What does sad mean? Uncomfortable? A 'funny feeling' in our tummy? What makes us feel like this online.</p> <p>Digital Bites (15 mins)</p> <p>What / who is / are our trusted adults? Create a list.</p> <p>Digital Bites (15 mins)</p> <p>Give scenarios e.g. a scary picture, what would we do?</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>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</p>	<p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (Privacy and Security)</p>	<p>Digital Bites (15 mins)</p> <p>Discuss the different feelings we have when using technology e.g. frustration, curiosity, enjoyment, worry. Explain these are a mixture of good feelings and bad feelings.</p> <p>Digital Bites (15 mins)</p> <p>Identify the effects of prolonged use of technology has on our body using a body map. e.g. eye strains, headaches, blurred vision, bad posture and backaches, sleep deprivation, social isolation and low moods.</p> <p>Future Lessons</p> <p>Create a class survey: How many devices do you own?, What do you do on the devices? Which do you use daily? Where do you use them? How many times do you use them in a day? How long on average do you use them each time? How long on average do you use them each day and do your parents set a limit? Class consensus on the average use. Teacher to play devil's advocate on situations where it would be easier to use technology for extended periods.</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>I can recognise I need to be careful before I share anything about myself or others online. (Online Reputation)</p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (Privacy and Security)</p>	<p>Digital Bites (15 mins)</p> <p>Discussion—what are age ratings? Where have we seen them? What do they mean or represent? Why might they be in place?</p> <p>Introduce children to PEGI ratings: https://pegi.info/</p>

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p>	<p>I know who I should ask if I am not sure if I should put something online. (Online reputation)</p> <p>I can recognise I need to be careful before I share anything about myself or others online. (Online reputation)</p>	<p>Digital Bites (15 mins)</p> <p>Children to show parents pictures of apps and games and test knowledge. Create a discussion between parents and children about being honest about what they have access to and what they should do if they are unsure. Quiz children on the different age restrictions for social media and talk about why these restrictions are important.</p> <p>Digital Bites (15 mins)</p> <p>What information would you tell a stranger in the street? Would you tell them your name? Age? Date of birth? Address? Why/why not? Would you tell people online this information? Why/why not?</p>
<p>I can describe simple strategies for creating and keeping passwords private.</p>	<p>I can recognise I need to be careful before I share anything about myself or others online. (Online reputation)</p>	<p>Digital Bites (20 mins)</p> <p>Discuss how important it is to have a password to protect ourselves. Talk about it being like locking our houses to protect our belongings. https://www.bbc.co.uk/newsround/24837924 - explains importance of secure passwords. Demonstrate this with the website howsecureismypassword.net. Show how quickly certain passwords can be hacked, and how to make passwords stronger.</p> <p>Give children a selection of coloured cards, animal cards and place cards to create a strong password. Children could try to guess another child's password. What makes our passwords strong?</p>
<p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can explain what autocomplete is and how to choose the best suggestion. (Managing Online Information)</p>	<p>Digital Bites (15 mins)</p> <p>Children to list and find pictures of their electronic devices and draw arrows between them to show connectivity.</p> <p>Digital Bites (15 mins)</p> <p>Talk about how they can access the same apps, games and websites on different devices and the devices have memories that store their passwords, usernames, likes and dislikes and people they are connected with.</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>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.</p>	<p>I can describe how connected devices can collect and share my information with others. (Privacy and Security)</p>	<p>Digital Bites (15 mins)</p> <p>Discuss how we feel about children copying our work in class; is taking somebody's work off the internet any different to copying in class? Why is it wrong to copy work in the classroom? Is it the same as taking somebody's work off of the internet? How would you feel if somebody took your work?</p> <p>Digital Bites (15 mins)</p> <p>Ask the children to draw a picture of the same thing e.g. a football. The teacher mixes up the pictures and chooses the "best" one and says that's the one she drew. How does the person feel? How could they prove it is theirs?</p>

Digital Futures: Year 4

Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		
Objectives	Links	Ideas and resources	
<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. (Online Relationships)</p>	<p>Digital Bites (5-10 mins)</p> <p>Discussion about how what is said online portrays themselves. Do profiles/ images/statuses/words tell the whole story? E.g. Jenny has had a really bad day but sends a selfie of herself looking happy #bestdayever!</p> <p>Future Lessons:</p> <p>Start with an elicitation of what your class use in terms of technology and the internet. E.g. Do they use social media? Gaming? Mobile phones? If the children in your class are not using social media, relate these activities to the online world that they are part of.</p> <p>Children to complete more than one social media "Profile"/mindmap for a character that the whole class is familiar with e.g. Horrid Henry. Create a truthful realistic profile and then one that is not so realistic/truthful for example; could choose a fake photo from printed/saved photos and write fake info, an avatar and real/false info, their real photo and fake info, could represent the character in a truthful but limited way e.g. photoshopped photo and/or facts that they might wish to share e.g. interested in football but leaving out other (possibly less desirable) info. Use link for templates and for some mock-up profile pages: https://www.twinkl.co.uk/resource/t-c-7600-all-about-me-social-media-profile-writing-template (Requires Twinkl login)</p> <p>(Some links on page below don't work, search for ifaketext) https://www.fractuslearning.com/get-creative-fake-texts-tweets-facebook-pages/</p>	

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Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		
Objectives	Links	Ideas and resources	
<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. (Online Relationships)</p>	<p>Digital Bites (10 mins)</p> <p>Spot the "fake profile" - can they? How would they know? (This could be the ones they've created based on a character or could be ones printed.)</p> <p>Fake profile quiz activity: https://www.bbc.co.uk/bitesize/articles/z7srf82</p> <p>Digital Bites (10 mins)</p> <p>Children to be given scenarios/conversation strips based on responding to different situations - children to respond how they would face-to-face and then how they would online.</p> <p>Future Lessons:</p> <p>Ask the children: Online identity vs real identity - what's the same/different? Why might people alter their identity online? (e.g. to boost confidence/ to appear "popular" etc). Children to create a poster/table that shows their morals/values/ personality offline and their morals/values/personality for online - are there any differences? Should there be?</p> <p>Class discussion: How would you feel if someone had been speaking to you for a long time and you found out they had lied about something? How would someone feel if you did that to them? How would you feel if someone was friends with you based on something you've lied about? Would you rather someone be friends with you (the real you) or the fake you? Would you lie to someone about your appearance/interests/etc in real life? If not, why would you online? Discussion about the links between relationships online and those in real life - should there be a difference in the way we portray ourselves?</p>	

Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Objectives	Links	Ideas and resources
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	<p>I can describe how others can find out information about me by looking online. (Online Reputation)</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others. (Online Reputation)</p>	<p>Digital Bites (15 mins)</p> <p>Ask the children: Who uses the internet to speak to other people? What do you use to do this? Class mindmap. Where (not online) do you speak to other people? Class mindmap. What's the same and what's different? What makes it fun? How can we make sure we're safe?</p> <p>Future Lessons</p> <p>Ask children to think of times in life they sometimes feel a little unsafe, how does it make them feel and what can we do to address this to make the experience as safe as possible.</p> <p>Go over some possible scenarios of online situations where children might feel unsafe. Discuss these as a class and get children to complete a table based on how it makes them feel and what they can do to make it safer.</p>
<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts</p>		<p>Future Lessons</p> <p>Define respect—what does this look like offline? What does it look like online? Similarities? Differences?</p> <p>Digital values session: being respectful in the online world:</p> <p>https://www.unodc.org/e4j/en/primary/e4j-tools-and-materials/lesson-plan_lets-be-respectful-online.html</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can describe how to find out information about others by searching online.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). (Online Relationships)</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. (Online Relationships)</p> <p>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. (Online Relationships)</p>	<p>Future Lessons</p> <p>Show an image/status/profile snippet of a child from a social media account (or their parent's) wearing school uniform/wearing football kit/stood next to their front door/street name/possibly with their family members/opening presents (expensive?)/ status about going on holiday. (links to lots of personal info available and risks about others being able to find where they live/go to school/ possible burglary etc). To also include controversial/opinionated statuses/likes/ shares etc (to open discussion about what this makes you think of them as a person - rude/ judgmental / lazy etc (future employers/schools/friends/family etc will see this - what will they think about this person?). Discuss notion of a digital footprint.</p> <p>Children to annotate and mindmap all of the info they now know about this person. What perception do you have about this person? What could this now mean? What would the implications be potentially?</p> <p>Children to research information about individuals potentially linked to a current topic, emphasise that the internet can be used for searching for anyone— famous or not!</p>
<p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>		<p>Digital Bites (15 mins)</p> <p>Image of person (member of staff?) pre edited/edit in front of children to show how easy this is to manipulate. If possible, link this so the social media that is popular with children in your class e.g. a screenshot of a Snapchat. Model copying this into an email/some other form of communication along with a message which could be sent on.</p> <p>Wikipedia example—do children know that Wikipedia is edited and changed by a huge amount of different people?</p>

Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
Objectives	Links	Ideas and resources
<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can describe how to find out information about others by searching online. (Online Reputation)</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. (Online Reputation)</p>	<p>Digital Bites (10-15 mins)</p> <p>Discussion: Nobody will know if you bully someone online - True or false? Schools won't do anything about it if you bully someone online because it hasn't happened at school - True or False? Make links to the school's acceptable use policy and what this says - remind children they have signed it.</p> <p>Digital Bites (10-15 mins)</p> <p>Discussion: What can you do if you do feel you are being bullied online? (Refer to AUP, behaviour policy, SMART rules or equivalent in schools - need to tell a trusted adult and to report it but not delete it.)</p> <p>Future Lessons</p> <p>What is bullying? (Stress the importance of this definition as being repeated, ongoing, purposeful, physical/emotional/verbal etc.) What happens if you bully someone in school?</p> <p>Video clip https://www.bbc.co.uk/newsround/26136189</p> <p>- Newsround special bullying happening via a smart phone.</p> <p>Create a definition of cyberbullying and how this affects children at all times of the day potentially - what is the impact of this?</p> <p>Children to discuss statements (common misconceptions) in pairs e.g. I can say what I want online because I'm not talking to them face to face / my friends know that whatever I say is just "banter" or I'm only joking etc - sometimes/always/never true?</p> <p>Some good cyberbullying scenario cards here: https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguideprimarybully.pdf</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>I can describe how to find out information about others by searching online. (Online Reputation)</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. (Online Reputation)</p>	<p>Digital Bites (5-10 mins)</p> <p>Play two truths and a lie. Children give two things that are true about themselves and one that is a lie. Rest of class are to identify the lie. How easy was it to identify the lie?</p> <p>Future Lessons</p> <p>Sort examples of statements under headings on sugar paper into 'opinions', 'beliefs' and 'facts' - children to decide whether table or Venn diagram most useful - why? Discuss how they can overlap. Create success criteria for information to be a fact. (Could this be displayed in class to help when searching for information?)</p>
<p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>I can describe how to find out information about others by searching online. (Online Reputation)</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. (Online Reputation)</p>	<p>Digital Bites (10-20 mins)</p> <p>Make a list of places children can find info from online. Challenge children to think deeper than just "Google" - provide children with a list of info you want them to find - where would they look? E.g. Mr X's first name, when's Tim's birthday?, how to get onto a higher level for a game, recipe, info for lessons, etc. Discuss: how do we know what we have reads is true? Ensure children are familiar with https://swiggle.org.uk/ and https://www.kiddle.co/ as child-friendly search engines.</p> <p>Future Lessons</p> <p>Challenge children to research effectively to find info about the tree octopus from this professional looking (fake) website: https://zapatopi.net/treeoctopus/ Do any of the children challenge this concept or look at another source to question the reliability? What does this teach you? (Recap reliability rules, check again, don't believe everything!)</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>		<p>Digital Bites (10 mins)</p> <p>Discussion: If I asked you to give me money would you? What about if I sent you a letter? What about if I sent you an email? What if I said that I would give you something, would that change your response? Guide to in-app purchases; log-in required: https://www.twinkl.co.uk/resource/ks2-in-app-purchases-powerpoint-t-i-132</p> <p>Future Lessons</p> <p>Show children examples of letters/emails/pop ups that are advertising something or asking for card details. What effect does it have when it is addressed directly to you? In colour? Etc.</p>
<p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments. (Online Relationships)</p>	<p>Digital Bites (10 mins)</p> <p>Share fake news story on Interactive board. E.g. 'The Queen is planning on visiting our school.' Ensure the story has typos/ factually inaccurate information. Discuss: why do people publish fake news? How can we identify possible fake news?</p> <p>Future Lessons</p> <p>Fake news - what is it and how do you spot it? Click on link for Newsround page and show two videos: https://www.bbc.co.uk/newsround/38906931 (useful information too).</p> <p>Set children in groups the challenge of creating some fake news to convincingly tell their partner class/class in the year above or below. Discuss how to "convince" them through lots of them agreeing. Afterwards discuss - did they believe you? Does that make it real? Children to go into that class later on and explain why they did this and how to spot it.</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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.</p>	<p>I can explain how internet use can be monitored. (Privacy and Security)</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'. (Self Image and Identity)</p>	<p>Digital Bites (10 mins)</p> <p>Look at the video and discuss the issues, facts and information on the 'internet Matters' site—https://www.internetmatters.org/issues/screen-time/</p> <p>Future Lessons: Give children a weekly timetable for them to complete when they use the internet and what they tend to use. Self review - is this too much? How could you limit this? (If there are any non-users of the internet in your class, ask them to share what they do in their free time). Give children statistics about the negative effects of overuse of the internet for children (and for adults).</p> <p>Give children a target amount of time to be spending online - children to create a new timetable for themselves (and their families) to fill in some of the excess time they would have previously spent online with other fun activities. Click this link and scroll down for ready made charts (family schedule/screen time/boredom busting activities) : https://www.pricelessparenting.com/chart-for-kids</p> <p>Create a poster/presentation/leaflet about why it's important to limit screen time.</p> <p>Links below relate to different ways to support well-being online:</p> <ul style="list-style-type: none"> • Five ways to well being—NHS: http://healthpoweredkids.org/lessons/decreasing-screen-time/ • Rosen suggests a limit of 40 minutes then an hour's break for under 10s. https://www.techadvisor.co.uk/feature/digital-home/how-much-screen-time-for-kids-3520917 • http://home.bt.com/tech-gadgets/internet/tablet-smartphone-screen-time-advice-parents-kids-11364191314228 • https://www.internetmatters.org/advice/6-10/

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments. (Online Relationships)</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'. (Self Image and Identity)</p> <p>I can explain that others online can pretend to be me or other people, including my friends. (Privacy and Security)</p>	<p>Digital Bites (10-15 mins)</p> <p>PowerPoint presentation available on link - view a "face space" profile as a class. Discuss the info that they have posted online. Is this safe? What personal information can you view? How could we improve this? Together, edit the info listed on it to make it a safer profile with no personal info on show:</p> <p>https://www.tes.com/teaching-resource/social-media-and-staying-safe-online-11088500 (requires a free login)</p> <p>Future Lessons</p> <p>Discussion: When you're messaging with a friend, how can you tell it's them, even though you can't see them? Sometimes people pretend to be other people online as a prank. Other times, they impersonate someone in order to steal personal information. When you're on the internet, strangers could ask to connect with you. It's up to you to decide whether you want to connect with that person, and what or how to reply.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Is their profile picture suspicious? • Does their displayed name match their username? • Do they have a biography? • How long has the account been active? <p>How can we keep our personal information safe? Create class display/working wall/image for website. See list of risks as a reference - be careful with age appropriateness.</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>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.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision. (Privacy and Security)</p>	<p>Digital Bites (10 mins)</p> <p>Share image of someone else's work (a child's?). Explain that you had sold it for £10. Then display question—What is wrong we me claiming this as mine? Discuss plagiarism and copyright.</p> <p>Digital Bites (10 mins)</p> <p>Watch the video clip 'Copyright and Plagiarism' - https://www.youtube.com/watch?v=ngKGGGqFKtI (Youtube— staff proxy required) and discuss how copying someone else's words is theft. Have they ever copied something e.g. research/homework? When do you have the right to use somebody's work?</p> <p>Future Lessons</p> <p>Model how to rephrase information into 'your own words' and how to simply write where they obtained that information. Children could then complete a research / writing task demonstrating skills of crediting others.</p>

Digital Futures: Year 5

Online Relationships

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
Objectives	Links	Ideas and resources
<p>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.</p>	<p>I can explain how identity online can be copied, modified or altered. (Self Image and Identity)</p> <p>I can demonstrate responsible choices about my online identity, depending on context. (Self Image and Identity)</p>	<p>Digital Bites (10 mins)</p> <p>As a class define the following terms, and discuss what they look like both off and online: family, friends, contacts, strangers, people who may wish me harm (these terms are not mutually exclusive).</p> <p>Future Lessons</p> <p>Fully resourced online safety game by LgFI (Digital Explorers: An Online Safety Quest) https://lgfi.net/safeguarding/online-safety/digital-explorers/</p>
<p>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).</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>		<p>Digital Bites (15 mins)</p> <p>Ask the children groups they belong to (class, football club, brownies, family etc.). Get the children to role play supporting each other if a member of their community who is having difficulties. Are there any online groups the children are part of? Would the support be any different if a friend was having difficulties online?</p> <p>Future Lessons</p> <p>Bring in a few items which link to recognised community groups e.g. football kit, Brownie uniform, musical instrument. Ask children to name the groups that the users of the items belong to. Discuss what the term community means.</p> <p>Ask the children to mindmap different community groups that they may be part of e.g. family, school, faith groups, clubs.</p> <p>Extend to asking children which online communities exist / they are part of.</p> <p>Challenge children to come up with a list of shared rules that communities have. The children may come up with offline rules first, discuss how this is transferable to online communities.</p>

Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Objectives	Links	Ideas and resources
I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	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. (Online Relationships)	Digital Bites (5 mins) Ask children to list all of the different ways of communicating via messages apps other than text. (emojis, memes, GIFs etc.) What issues might arise from using these methods of communication?
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. (Online Bullying)	Digital Bites (10 mins) Ask the children who they could go to for help if they are having problems in different places. Start easy with places like home and school. Progress to places such as at a friend's house, at a club, in a park without your parents nearby. Do the children understand what a trusted adult is? Ask them to consider if a 15 year old sibling should be considered a trusted adult? Future Lessons Fully resourced online safety game by LgFI (Digital Explorers: An Online Safety Quest) https://lgfi.net/safeguarding/online-safety/digital-explorers/

Self-Image and Identity



	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		
Objectives	Links	Ideas and resources	
<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>	<p>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. (Online relationships)</p> <p>I can search for information about an individual online and create a summary report of the information I find. (Online Reputation)</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual. (Online Reputation)</p>	<p>Digital Bites (10 mins)</p> <p>Discuss what is meant by the term 'identity' - watch and discuss Dove 'reverse selfie video' https://www.youtube.com/watch?v=iYhCn0jf46U</p> <p>Digital Bites (10 mins)</p> <p>In groups, discuss what you would be willing to share with only yourself, your family, your friends, your class, anyone e.g. birthday, telephone number, favourite colour.</p> <p>Future Lessons</p> <p>Fully resourced lesson plan: https://www.childnet.com/resources/trust-me</p> <p>Future Lessons</p> <p>Give the children an anonymous photograph and ask them to create a profile / identity for that picture.</p> <p>Using the same picture, split the children into two groups. One group to create a profile that is positive, the other group to create a profile that portrays that person in a negative light.</p> <p>Give the children different profiles for the same people and ask which they would like to be friends with and why. Discuss why somebody might present themselves differently online to how they are in real life e.g. peer pressure, bullying, someone who may wish to cause harm.</p>	

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can search for information about an individual online and summarise the information found.</p> <p>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.</p>	<p>I can explain how identity online can be copied, modified or altered. (Self-image and Identity)</p> <p>I can demonstrate responsible choices about my online identity, depending on context. (Self-image and Identity)</p>	<p>Digital Bites (15 mins)</p> <p>Debate whether past actions on social media should influence people's opinions of that person in later life e.g. people losing jobs due to posts made many years earlier.</p> <p>Newsround article about a teenager losing a job because of Tweets she had written when younger:</p> <p>https://www.bbc.co.uk/newsround/22080312</p> <p>This should be used to open up discussion about past actions.</p> <p>Future Lessons</p> <p>Ask the children to navigate a number of websites to find conflicting information about a famous person comparing paper and online resources.</p> <p>Challenge the children to create a summary report about a celebrity using all the information they can find online.</p> <p>(N.B. see Y5 'Self Image and Identity' strand for further ideas)</p> <p>Future Lessons</p> <p>Discuss how judgements can be formed about people based on how they present themselves online. Barclays Life Skills Lesson- 'Building a positive online reputation' (https://barclayslifeskills.com/help-others/lessons/building-a-positive-online-reputation). Explore how to present a positive imagine of yourself online.</p>

Online Bullying



This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Objectives	Links	Ideas and resources
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can demonstrate responsible choices about my online identity, depending on context. (Self Image and Identity)	<p>Digital Bites (5-10 mins)</p> <p>Ask the children to define what 'bullying' is. How does this look offline? Draw similarities with online activity.</p> <p>Digital Bites (10 mins)</p> <p>Ask students to describe the Key Vocabulary terms cyberbullying and target. Then provide the definitions. Draw a Venn diagram on the board. Label one side "Bullying" and the other side "Cyberbullying. Explain that there are similarities and differences between in-person bullying and cyberbullying. Let students know that both can be very hurtful to the target, but that they should be aware of the differences between the two as they learn how to deal with cyberbullying.</p> <p>Continued overleaf...</p>

Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>		
Objectives	Links	Ideas and resources	
<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can explain how to block abusive users.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>I can demonstrate responsible choices about my online identity, depending on context. (Self Image and Identity)</p> <p>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. (Online Relationships)</p>	<p>Digital Bites (10 mins)</p> <p>Ask the children to mind map what to do / where to go / who to speak to if themselves or someone else is being bullied. Discuss agencies such as NSPCC, Childline and display contact details in classroom.</p> <p>(Childline 0800 1111)</p> <p>Digital Bites (15mins)</p> <p>Share screen shots / videos of some common social media platforms and where the 'block' functions are located. Some guidance (for parents) here:</p> <p>https://www.internetmatters.org/parental-controls</p>	

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p>	<p>I can search for information about an individual online and create a summary report of the information I find. (Online Reputation)</p>	<p>Digital Bites (10 mins)</p> <p>Ask children to brainstorm how they would find out information (draw them into thinking about situations to consider using voice activated devices, not just phones/ computers).</p> <p>Ask the children how many 'answers' they get from questions written in a search engine compared to from a voice activated device. What are the limitations of this?</p>
<p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p>	<p>I can search for information about an individual online and create a summary report of the information I find. (Online Reputation)</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual. (Online Reputation)</p>	<p>Digital Bites (10 mins)</p> <p>Children to complete a 'matching activity' where they're in pairs they match the following words to a list of corresponding definitions: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p>

Managing Online Information

	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.	
Objectives	Links	Ideas and resources
<p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue</p>	<p>I can explain how I would report online bullying on the apps and platforms that I use. (Online Bullying)</p> <p>I can create and use strong and secure passwords. (Privacy and Security)</p>	<p>Digital Bites (10 mins)</p> <p>Mindmap the reasons why information online may not be honest, accurate or legal (be specific and use the terms mis-information and dis-information, skeptical and hoax)</p> <p>Future Lessons</p> <p>Ask the children to research the animal 'pacific northwest tree octopus'. Lots will go to the website https://zapatopi.net/treeoctopus/</p> <p>Discuss whether the animal is real or fake; how did they know?</p> <p>Pose a question to the children e.g. What is the population of UK?</p> <p>Ask the children how they would find out the answer to a question like this. Inform the children that there are more search engines other than Google. Give children time to explore and research what other search engines exist, and how they differ from Google. Discuss the outcomes.</p> <p>Show the children https://www.bbc.co.uk/bitesize/articles/zt9thyc#z38w7yc (evaluating digital content, BBC)</p> <p>Give the children a list of websites to evaluate the authenticity of including some fake websites such as:</p> <p>https://www.allaboutexplorers.com/</p>

Health, Well-being and Lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Objectives	Links	Ideas and resources
<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p>	<p>I can explain how to block abusive users. (Online Bullying)</p> <p>I can explain how I would report online bullying on the apps and platforms that I use. (Online Bullying)</p> <p>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). (Online Bullying)</p>	<p>Digital Bites (10 mins)</p> <p>Challenge the children to research the effect of blue light and general technology use prior to bedtime. Collate the list and display for the children to see.</p> <p>Digital Bites (15 mins)</p> <p>Children to draw up a 'healthy bedtime routine' contract for themselves. Ideally, parents / carers would be invited into school to draw this up with their child and sign jointly. (https://www.ghll.org.uk/resources/counting-sleep/).</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
Objectives	Links	Ideas and resources
<p>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.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>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). (Online Bullying)</p>	<p>Digital Bites (15 mins)</p> <p>Consider what a 'tech free' day / week would like like for each child. How would this make the children feel? Why?</p> <p>Future Lessons</p> <p>Invite the school nurse, or another relevant health professional, into school to discuss these issues with the children.</p> <p>Children can be encouraged to use a technology use diary to measure usage both before and after implementing their 'healthy bedtime routine' contract.</p>

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can explain what a strong password is and demonstrate how to create one</p>	<p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. (Managing Online Information)</p>	<p>Digital Bites (5 mins)</p> <p>Ask the children which accounts they use that need a password - make a list of these together.</p> <p>Digital Bites (10 mins)</p> <p>Ask the children why somebody might want to know their password. In pairs, role play situations where one child is trying to convince another child to give them their passwords.</p> <p>Digital Bites (10 mins)</p> <p>Make the password and 'key to the front door of a house' analogy.</p> <p>Mindmap what harm somebody could cause you if they had access to their password.</p> <p>Future Lessons</p> <p>Ask the children what makes a strong password. Show the children the cartoon image 'correct horse battery staple'.</p> <p>Challenge the children to create a strong password.</p> <p>Children to test the strength of their password using a website such as:</p> <p>www.password-checker.online-domain-tools.com</p>

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Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can evaluate digital content and can explain how I make choices from search results. (Managing Online Information)</p> <p>I can explain why some information I find online may not be honest, accurate or legal. (managing Online Information)</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. (managing Online Information)</p>	<p>Digital Bites (10 mins)</p> <p>Do the children understand what location based services are? Explain.</p> <p>Debate whether location based services / geolocation is a good thing or not - children to list the pros and cons as part of the debate.</p> <p>Future Lessons</p> <p>Ask the children to mindmap all the apps they use - this could link to a maths data collection activity.</p> <p>Look at the 'terms and conditions' of some of the apps children use - discuss the impact these terms have on the individual user. Discuss with the children which of the terms and conditions they are happy with / surprised at / unhappy about.</p> <p>From the list of identified apps, discuss with the children which ones have in-app purchases. What does this mean? Be explicit with the children that this involves an exchange of 'real money'. Explain why children should seek permission from a trusted adult before purchasing.</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>I can create and use strong and secure passwords. (Privacy and Security)</p>	<p>Digital Bites (10 mins)</p> <p>Discuss the idea of consent regarding posting photographs or other images of friends and family online. How would it make you feel if someone posted a photograph of you online without your consent?</p> <p>Digital Bites (5 mins)</p> <p>Show children pictures from Google images that contain watermarks. Do the children know what the watermark / copyright signs mean? Explain that these images cannot be copied or reused without the original owner's permission.</p> <p>Future Lessons</p> <p>Give the children a range of pictures, including celebrities from Google images, people known to them from Facebook etc. Discuss who owns these photographs? How could these photographs be used by others?</p> <p>Look at the 'terms and conditions' of some of the social media sites - discuss the impact these terms have on the individual user.</p> <p>Discuss the idea of consent regarding posting photographs or other images of friends and family online. How would it make you feel if someone posted a photograph of you online without your consent?</p> <p>Hand out some photocopied children's work with a different child's name on it. Ask the children how it makes them feel if their work is presented as someone else's? As a class define the term plagiarism.</p>

Digital Futures: Year 6

Self-Image and Identity

	<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	
Objectives	Links	Ideas and resources
<p>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.</p>	<p>I can demonstrate ways of reporting problems online for both myself and my friends. (Online Relationships)</p> <p>I can explain how and why some people may present 'opinions' as 'facts'. (Managing Online Information)</p>	<p>Digital Bites (15 mins) Show an image of a recent gender portrayal (male or female) in the media and ask children their thoughts - exploring and drawing the relevance or non-relevance of gender to ability and achievement: link 'run like a girl' activity. Get volunteers from the class to do the following: run like a girl, throw like a girl, kick like a girl. Play the 'Like a Girl' video series and discuss ('Always' - Link: https://www.always.co.uk/en-gb/about-us/our-epic-battle-like-a-girl)</p> <p>Digital Bites (15 mins) Ask children to draw a beautician, builder, police officer, ballet dancer - what similarities and differences are there? Can the children explain their choices? Show children pictures of male beauticians etc. - how do they feel looking at these?</p> <p>Think of evidence to challenge stereotypical statements such as 'girls cannot play rugby, or football' - 'Sport England' campaign, #ThisGirlCan - Link: https://www.dandad.org/en/d-ad-this-girl-can-case-study-insights/?gclid=EAlalQobChMlr6ee3ciK3glVCrftCh0Y8wSIEAAYASAAEglCHfD_BwE</p> <p>Assumptions on gender roles—useful video that support the initial task: https://www.youtube.com/watch?v=G3Aweo-74kY</p> <p>Digital Bites (15 mins) Discuss a current celebrity or personality who might challenge a gender stereotype in their behavior or actions: gender typical roles. Disney films are a good example of traditional male and female stereotyping - Consider exploring how these have changed over time (traditional and contemporary roles for male and female characters. Billy Elliott, by Universal Studios, is another possible famous film example, for discussions. <i>How is their gender being portrayed? What does this make you feel about them? How do people react?</i></p> <p>Please refer latest government guidance (May 2024) around RSHE and gender: click here.</p>

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Objectives	Links	Ideas and resources
<p>I can explain why I should keep asking until I get the help I need.</p> <p>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.</p>	<p>I can demonstrate how I would support others (including those who are having difficulties) online. (Online Relationships)</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends. (Online Relationships)</p>	<p>Digital Bites (15 mins)</p> <p>Can you trust everything you see online? Can you trust everyone you meet online?</p> <p>Refer children to the CEOP website to show how they can make a report online. Look at this website for things they can report https://www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP-YP/</p> <p>Share and discuss www.reportharmfulcontent.com: a website to report harmful content online – links to guidance on how to report to social media service first.</p> <p>Children to stand in a circle and put forward certain things they have seen online that have made them feel uncomfortable or worried.</p> <p>Digital Bites (15 mins)</p> <p>https://www.bbc.com/ownit/curations/need-answers</p> <p>https://www.bbc.com/ownit/dont-panic/help-and-advice</p> <p>Futures Lessons</p> <p>Childnet 'trust me' full suite of resources.</p> <p>https://www.childnet.com/resources/trust-me</p>

Online Relationships

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
Objectives	Links	Ideas and resources
<p>I can explain how sharing something online may have an impact either positively or negatively.</p>	<p>I can demonstrate ways of reporting problems online for both myself and my friends. (Online Relationships)</p> <p>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. (Self Image and Identity)</p>	<p>Digital Bites (15 mins)</p> <p>Give pupils different online scenarios (e.g. sharing a funny photo, sharing someone's secret, posting kind comments, sharing fake news). Ask them to sort each scenario into Positive Impact, Negative Impact or Depends, explaining their reasoning. different from online social groups? How? Why?</p>
<p>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.</p>	<p>I can demonstrate ways of reporting problems online for both myself and my friends. (Online Relationships)</p> <p>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. (Self Image and Identity)</p>	<p>Digital Bites (10 mins)</p> <p>Create examples of online messages and ask pupils to rewrite unkind or impulsive messages so they are kind and respectful.</p> <p>Include a role-play activity where pupils decide how they would respond if someone shared a photo without permission.</p>

Online Relationships

	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
Objectives	Links	Ideas and resources
<p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p>	<p>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. (Self Image and Identity)</p>	<p>Digital Bites</p> <p>Strictly's AJ Pritchard discovers how easy it can be for an image to go on unexpected adventures: https://www.bbc.com/ownit/its-personal/aj-pritchard-check-your-selfie</p> <p>Discussions: What about apps that delete images after a certain time? Can they still be saved? Are they really gone for good? Everyone uses filters and manipulates their own selfie images – it's just what happens online? Should we accept it? Is it OK? How can people make money from my image – I'm not famous? Can they use it without my permission? What if I say no? Should I trust my friends to keep my photos private? Would you share a photo of a friend? How would you feel if it happened to you?</p>
<p>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</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me. (Online Reputation)</p>	<p>Digital Bites—https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/ Use the NSPCC resources from Share Aware to discuss Lucy and Alex and what they share online. Would they ever walk around with a pair of their pants to show all their friends in school? Is it OK to share pictures of pants online? Why? Who might see them?</p> <p>Future lessons— https://learning.nspcc.org.uk/research-resources/schools/pants-teaching - full lesson plan available</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can explain the ways in which anyone can develop a positive online reputation.</p>	<p>I can explain how impulsive and rash communications online may cause problems (e. flaming, content produced in live streaming). (Online Relationships)</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings. (Privacy and Security)</p>	<p>Digital Bites (20 mins)</p> <p>Barclay's life skills video https://barclayslifeskills.com/tags/school/video/?p=1 Visit Barclays 'Is your online profile employer ready?' https://barclayslifeskills.com/i-want-to-use-my-online-presence-to-get-ahead/school/is-your-social-media-profile-employer-ready</p> <p>Additional videos—discuss their digital footprint and the long term consequence - https://www.bbc.co.uk/newsround/22080312 BBC 'Own it' - https://www.bbc.com/ownit/curations/your-online-identity</p> <p>Digital Bites (20 mins) - Scenario: someone has shared an inappropriate picture; what would you think about them? Remind children whatever they post online allows others to form judgements about them.</p> <p>'How could someone create a positive digital footprint for themselves in order to help protect their online reputation?' Get children to mindmap ideas as to how they might do this. Responses could be: don't post embarrassing photos or videos online, don't write unkind or hurtful comments and posts online, be kind to others, check privacy settings to make sure people can't see all your personal information.</p> <p>Future Lessons—Lesson available focusing on 'online reputation' with good discussion points.</p> <p>https://www.childnet.com/help-and-advice/online-reputation/</p>

Online Reputation

	<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	
Objectives	Links	Ideas and resources
<p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>I can explain how impulsive and rash communications online may cause problems (e. flaming, content produced in live streaming). (Online Relationships)</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings. (Privacy and Security)</p>	<p>Digital Bites (15 mins) - Ask the children to take this quiz to see what the internet actually knows about them. https://www.bbc.com/ownit/its-personal/digital-footprint-quiz</p> <p>Create a mind map of the ways we could protect our 'digital personality.'</p> <p>Give pupils cards with different online actions (e.g. posting holiday photos, leaving kind comments, sharing personal information, arguing online). Ask them to sort the cards into Positive, Negative or Depends, then discuss and justify their choices.</p> <p>Digital Bites (15 mins) - Exploring the concept of a 'digital footprint': https://www.bbc.com/ownit/its-personal/what-is-your-digital-footprint</p>

Online Bullying

	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
Objectives	Links	Ideas and resources
<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can explain why I should keep asking until I get the help I need. (Self Image and Identity)</p> <p>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. (Self Image and Identity)</p> <p>I can show I understand my responsibilities for the well-being of others in my online social group. (Online Relationships)</p>	<p>Digital Bites (15 mins) - How to report online bullying on different platforms: https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-social-networks/</p> <p>https://swgfl.org.uk/magazine/cyberbullying-what-you-need-to-know-about-reporting-online-bullying-and-harassment/</p> <p>Go here for direct links on how to report bullying to in the app / game across multiple platforms: https://reportharmfulcontent.com/report/</p> <p>Digital Bites (15 mins) - Debate: What are the danger signs when interacting with people online? Pupils discuss and sort given statements (some that constitute bullying and others that might not).</p> <p>Review your school 's behaviour / pupil acceptable use policy and discuss how this supports the prevention and management of cyberbullying and bullying in general.</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can use search technologies effectively.</p> <p>I can explain how to use search technologies effectively.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. (Health Wellbeing and Lifestyle)</p>	<p>Digital Bites (10 mins) - Review BBC 'Bitesize' content that explains how search engines work: https://www.bbc.com/bitesize/articles/ztbjq6f</p> <p>Google 'tips and tricks' for improving your search results—search 'Google tips and tricks'. Compare the success of results. How to be a Google Pro: https://www.youtube.com/watch?v=R0DQfwc72PM</p> <p>Future Lessons—Make a poster to explain this to a target audience (peers, younger/older pupils or parents). Create an online blog or vlog to share this with others. Write a non-chronological report about search engines.</p>
<p>I can describe how some online information can be opinion and can offer examples.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. (Health Wellbeing and Lifestyle)</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others. (Copyright and Ownership)</p>	<p>Digital Bites (20 mins) - Discuss the pros and cons of taking advice from websites. How can we tell if they are safe (Writer's expertise?) Are there times when face-to-face advice is better? Is it ever acceptable to take medical advice from a website? https://www.bbc.com/bitesize/articles/zt9thyc</p> <p>Digital Bites (10 mins) - Are all websites real? Just because it's online does that mean it's real? http://philmacoun.ca/lets-show-kids-real-websites-that-look-fake/</p> <p>Future Lessons Identify a given topical piece and research this across varied media platform or websites, then identify the variations in content delivery: visuals and language. Is the report fair and accurate - how do we know? Is the news fake? How is the platform funded? https://www.bbc.co.uk/newsround/38906931</p>

Managing Online Information

	<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	
Objectives	Links	Ideas and resources
<p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p>	<p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). (Privacy and Security)</p>	<p>Digital Bites (20 mins) - Explore the purpose of advertising and the impact of it on children — discussion based on a short film:</p> <p>https://www.youtube.com/watch?v=hGN1ZEABk_Y</p> <p>Tell the children when it comes to advertising there are questions the children can ask themselves to know if the content is safe 'Does this message look right? What's your first instinct? Do you notice any untrustworthy parts?</p> <p>Digital Bite (10 mins)</p> <p>Match the terms influence, manipulation and persuasion to real-life online examples, such as:</p> <ul style="list-style-type: none"> • A YouTuber promoting a product. • An advert encouraging you to buy something. • A scam email asking for personal information. • An influencer recommending a brand. <p>Digital Bite (10 mins) Spot the Persuasive Design</p> <p>Provide pupils with screenshots of websites, apps or games. In pairs, ask them to discuss:</p> <ul style="list-style-type: none"> • What is trying to persuade me? • Is it an advert or genuine content? • How is it encouraging me to click or buy? • Would I trust it? Why or why not?
<p>FULL LESSON PLANS AND RESOURCES FOR ALL OBJECTIVES ALSO AVAILABLE AT PROJECT EVOLVE https://projectevolve.co.uk/ & GOOGLE 'BE INTERNET LEGENDS'</p>		

Health, Well-being and Lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Objectives	Links	Ideas and resources
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can demonstrate the strategies I would apply to be discerning in evaluating digital content. (Managing Online Information)	<p>Digital Bites (20 mins) - Give children copies of the PEGI and BBFC logos without the ages on and see if they can put them in age order.</p> <p>Discuss why we have age ratings and why they are important - who decides on the rating? https://www.youtube.com/watch?v=W_Uvf8sq7PU&feature=youtu.be</p> <p>Ask children what the different BBFC film and PEGI game rating mean for each age - what content would you expect to see? Watch https://youtu.be/-q2o-iyqgZs - were they correct? Did they know that it was against the law to provide children under the age categories with these films?</p> <p>Explore age ratings and suitability for apps and games here:</p> <p>https://www.commonsensemedia.org/app-reviews</p> <p>Future Lessons—Free lesson plans and resources available https://www.cbbfc.co.uk/resources/free-pshe-primary-school-lesson-plans</p>

Health, Well-being and Lifestyle

	<p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>		
Objectives	Links	Ideas and resources	
<p>I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>	<p>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. (Self Image and Identity)</p>	<p>Digital Bites (20 mins)</p> <p>Do a conscience alley. Split the children into pros and cons, one naming all the positive things of technology on health and one thinking about the negative impacts. A person walks down the middle whilst children from the opposing arguments shout out either the pros or cons of technology on health.</p> <p>Make a pros and cons sheet for the impact of technology on health e.g. Fitbits, healthy eating apps vs lack of sleep, less activity.</p> <p>Digital Bites (10 mins) - Explore tips and guides here on screen time balance here: https://www.internetmatters.org/issues/screen-time/</p> <p>Imagine life without the Internet. Plan your day/weekend without access to any of your devices. What could you do instead? Create/play a 'Would you rather..?' quiz. https://www.bbc.com/ownit/take-control/take-control-tech-detox-quiz?collection=under-pressure</p> <p>Future Lessons—Get children to create a survey 'how often children spend using technology compared to other activities?' Children conduct surveys, collect results and analyse.</p> <p>Discuss with children what they think would be a reasonable amount of time to spend on a device per day. As a class, generate a target. Children to keep a diary of how long they spend using technology each day and reflect on how close they were to the target. In lesson, reflect on the week - why was it hard? What did you do instead? How did you know when to stop? https://www.bbc.com/ownit/the-basics/four-types-of-phone-fanatics?collection=phone-fomo</p>	

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I use different passwords for a range of online services</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me. (Online Reputation)</p> <p>I can describe some simple ways that help build a positive online reputation. (Online Reputation)</p>	<p>Digital Bites (20 mins)</p> <p>Reinforce what the risks are of having weak and limited passwords - check the strength of your password / how long would it take a computer to crack my code? https://howsecureismypassword.net/</p> <p>Inform the children about keeping their password safe. Give them statements and get children to discuss/ place themselves on an imaginary line from agree to disagree:</p> <ul style="list-style-type: none"> • You can share your password with your friends. • If you think someone else may know your password, change it immediately, • Use the same password for different websites. • Don't enter passwords when others can see what you are typing. • You can send your password by email to friends or family <p><u>Password Cracking Demo (10 mins)</u> – Use How Secure Is My Password? to compare example passwords and discuss why longer, more complex passwords are stronger. (Never ask pupils to enter their real passwords.)</p> <p><u>Phishing Detective (10–15 mins)</u> – Show pupils examples of fake emails or text messages. Ask them to identify clues that suggest they are scams, including:</p> <ul style="list-style-type: none"> • Spelling and grammar mistakes. • Urgent or threatening language. • Suspicious links or email addresses. • Requests for passwords or personal information.
<p>FULL LESSON PLANS AND RESOURCES FOR ALL OBJECTIVES ALSO AVAILABLE AT PROJECT EVOLVE https://projectevolve.co.uk/ & GOOGLE 'BE INTERNET LEGENDS'</p>		

Privacy and Security

	<p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	
Objectives	Links	Ideas and resources
<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p>	<p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). (Managing Online Information)</p> <p>I can identify, flag and report inappropriate content. (Managing Online Information)</p>	<p>Digital Bites (20 mins)</p> <p>Ask children: who knows where you are at the moment? Teachers, parents, friends? Do strangers know where you are? Why not? Some apps allow other people, even strangers to find out where you are. Discuss the importance of setting app permissions so that our private information is not shared.</p> <p>Which privacy and security settings are right for you? That's something to discuss with your parent or guardian. But remember, the most important security setting is in your brain – you make the key decisions about when, how much and with whom you share your personal information.</p> <p>Digital Bites (20 mins) - Explore the purpose of advertising and the impact of it on children — discussion based on a short film: https://www.youtube.com/watch?v=hGN1ZEABk_Y</p> <p>Tell the children when it comes to advertising there are questions the children can ask themselves to know if the content is safe 'Does this message look right? What's your first instinct? Do you notice any untrustworthy parts?</p> <p>Future Lessons How can people steal from you in the real world? How can people steal from you online? Watch these adverts and discuss what dangers there are online.</p> <p>https://youtu.be/RszVPiZbPeg, https://youtu.be/w2tW50CD6Aw , https://youtu.be/vPJ6irUDmHl</p> <p>Children research ways to keep money and information safe online - create an information PowerPoint, video, Adobe Spark video to educate others.</p>

Copyright and Ownership

	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
Objectives	Links	Ideas and resources
<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content. (Managing Online Information)</p>	<p>Digital Bites (15 mins)</p> <p>Ask children what copyright means - do they recognise the copyright symbol? Explain to children what copyright is. Print a copy of '10 copy write myths' from: https://www.copyrightservice.co.uk/copyright/copyright_myths Ask children if they think these are true or false - you may wish to ask them to stand on one side of the classroom or the other to create a visual effect.</p> <p>Digital Bites (10 mins)</p> <p>With the children look for an image using Google Images - e.g. Deep Space. How do we know if we can use this image? Introduce children to Pexels - a copyright free image search which does not need to be credited. Look at how they can be used https://www.pexels.com/photo-license/ How could this help them produce work which does not infringe copyright or ownership laws?</p> <p>Future Lessons</p> <p>Give children a topic to research, eg. Deep Space - in a short amount of time they need to find, copy and paste as many images as they can into a Word document or PowerPoint - but for every image they use they need to credit the website with the URL or copyright author name - run through an example together. Discuss why this is important.</p>

Digital Futures: Scenario Cards

Digital Futures: Scenario Cards



Managing Online Information



You have been sent a link to this website offering you free Robux. Should you trust this website? Why?

Managing Online Information



Lily: I don't believe him. It's probably a waste of time and a prank.

Saad: It's a risk I'm willing to take. I want free stuff. I'm going to wake up and sneak online without my parents knowing.

Jack: Meet me at midnight and I will be hosting a free giveaway!



Who would you side with and why?

Managing Online Information



A friend suggests you trade a rare pet when playing Adopt Me. They tell you they'll trade you two other rare pets for your one.



Should you make the trade? What could possibly go wrong? What could happen if you change your mind after the trade?

This seems like good deal doesn't it? Discuss...

Privacy and Security



You are playing Brookhaven and enjoying interacting with another player. You don't know who they are but they seem fun.

Later, you receive a friend request from the same user.

Should you accept the friend request?

This seems like good deal doesn't it? Discuss...

Privacy and Security



Can I borrow some of your equipment please? I just need it for a day and I will give you 25k Robux as a thank you when I return it.

This seems like good deal doesn't it? Discuss...

Privacy and Security



[] Expedition Cave Dive

74% 94



Liminal Voyager

85% 9



A Long Road - BETA

88% 1.8K



CLIMB []

90% 74



[CODE] 100 Days At Sea

97% 33.8K



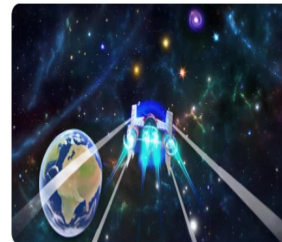
Dig to Escape

97% 5.4K



Aquatica Observatory

96% 112



Explore Space

91% 0



You want to find a new game to play, so go on Discover. You come across a new user created game, it has lots of likes and players. It looks fun, so you click on it.

You start exploring the game and come across something that looks a little weird, you find it confusing and now feel a bit worried.

What should you do? Discuss ...

Online Bullying



You have become friends with a new character you have never met before, they look cool and want to play.

At first, they were great fun but now every time you play they hit you over the head! You have asked them to stop, but they don't!

What should you do? Discuss ...

Digital Futures: Scenario Cards

Tik Tok

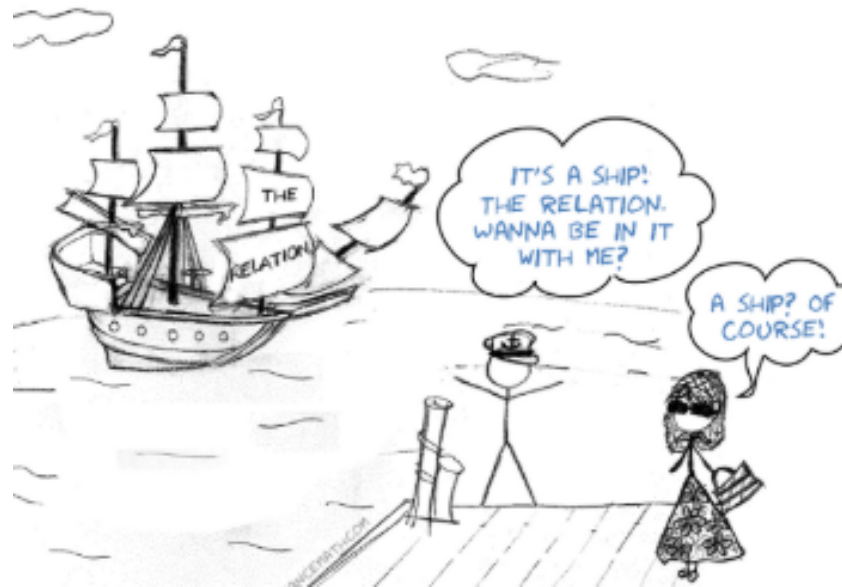


Privacy and Security



You are watching videos on Tik-Tok and you see some videos that say some bad things about your school or children that you know in your school. These seem to have been published by a child at your school. What do you do?

Privacy and Security



Your friend has been posting multiple videos 'shipping' together lots of different children in your year group.

What should you do?

Health and Wellbeing



You're worried about a girl in your class who has been trying lots of different beauty treatments that she has seen on Tik-Tok—she does not look well and is doing lots of damage to her face.

What should you say to her?

Privacy and Security



You think it will be fun to see who people in your class should be matched up with. You think it will be ok because you will only put their first name and won't mention the school.
What problems could this cause?

Online Reputation



You see some inappropriate things online that you want to share because you know it will get lots of views. However, you don't want to post it from your own account because you are worried what people will say. You decide to make a Tik-Tok account with a different username so they don't know it's you. Is this a good idea? What could go wrong?

Online Reputation



You are round a friend's place after school, playing in their back garden. Your friend wants to make a video and post it to Tik-Tok. You are both still in your school uniform. You decide that it would be fun and, as you would not be giving your full name and address, this would be fine.

What problems could this cause?

What safety measures should you take?

Managing Online Information



You are watching videos on Tik-Tok and you see a scary video.

What do you do?

Managing Online Information



Charlie: That's AI silly! It's not real.

Charlie: That's an AI voice too! AI is taking over the world!



Jaz: Have you seen the new animal they have discovered?

Jaz: But David Attenborough speaks about it. He wouldn't make it up!

Discuss the impact AI generated images, videos and voices are having on online media...

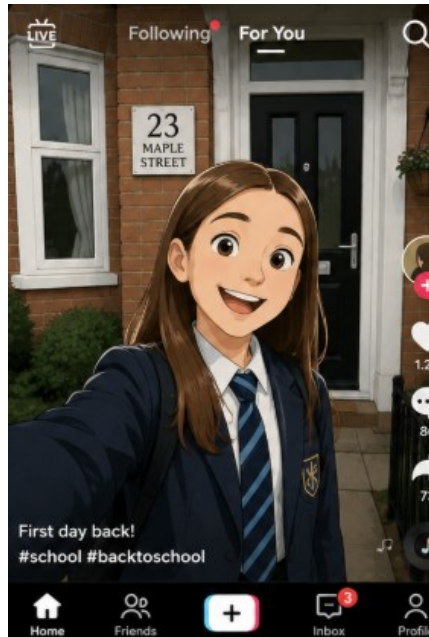
Online Relationships



You are watching Tik-Tok Live and the influencer asks for gifts, that cost money, in exchange for them doing something inappropriate.

What should you do?

Privacy & Security



You are making a TikTok video in your school uniform. While filming, your house number and street name can be seen in the background. You have already uploaded the video and some people have started commenting.

What do you do?

Online bullying



You film a funny video of your friend falling over during PE and post it on TikTok without asking them. The video gets lots of views, but your friend is upset. What do you do?

What do you do?

Digital Futures: Scenario Cards

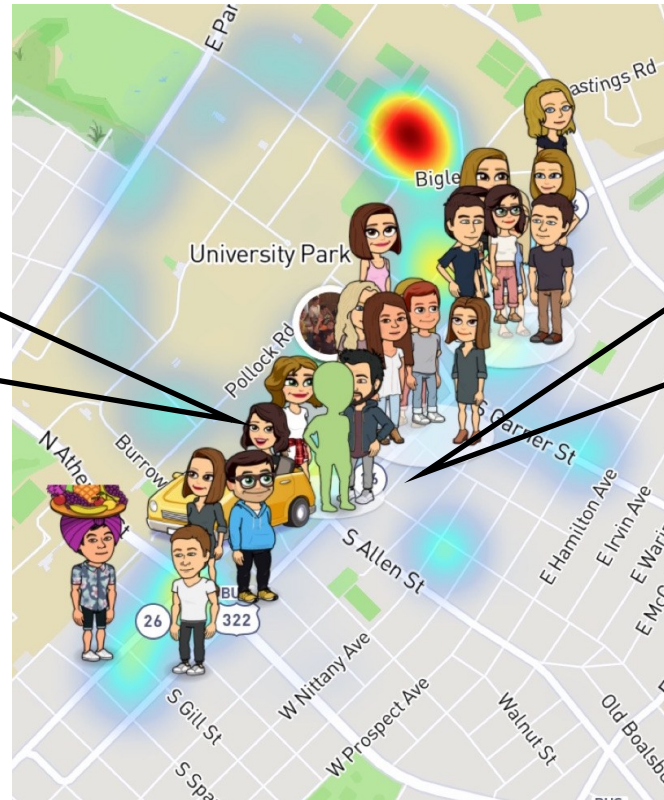
Snapchat



Managing Online Information

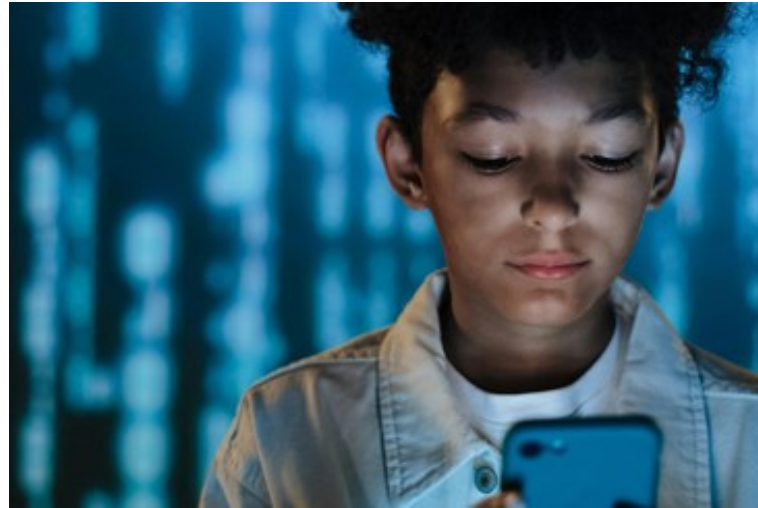


Olek: Look at all these people sharing stories on Snap Maps. Let's look at some.



Lisa: No, that's not a good idea. These people are strangers and their Snaps could be of anything.

Managing Online Information



Your friend says that they have been finding homework difficult, so they have been using SNAP AI on their Snapchat account, to help them with the answers. They say that they are just copying down what the app says, although sometimes they have to remove unpleasant words and images.

What advice would you give? Is this safe?

Health and Wellbeing



You have been texting your best friend about some difficult times you are going through at the moment. At first, she is supportive but then becomes increasingly unkind. She says 'Why don't you just kill yourself?' This really upsets you.

What should you do next?

Online Relationships



You have sent a photo of yourself to one of your friends on Snapchat. Your friend decided to take a screenshot of your picture and they are telling you they will put it on other social media platforms even when you don't want them to.

What would you do next?

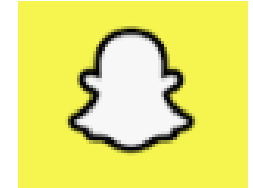
Online Relationships



One of your friends sends you a photo of them doing something inappropriate because they thought it would be funny. You decide to screenshot the picture and send it onto lots of your other friends to make them laugh too.

What could go wrong? Is this a good idea?

Online Relationships



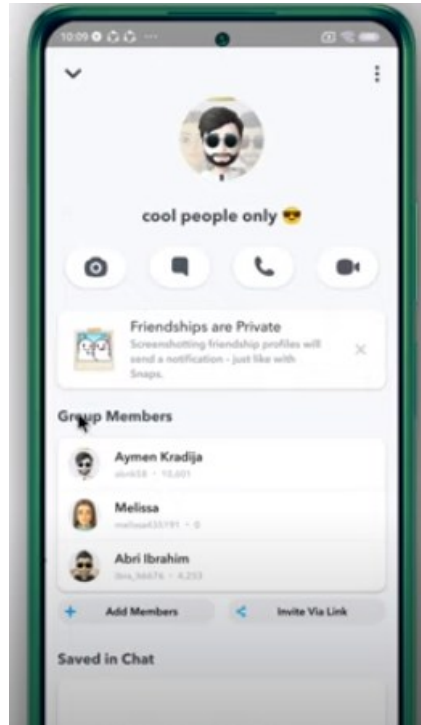
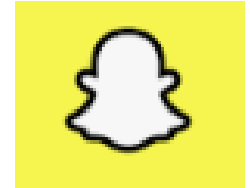
After school, my friend and I are hanging out in my room.

Some children in our class have sent us a Snapchat video—they are laughing and throwing things around in their bedroom.

There is some swearing and they are being really rude about some other kids in the class but it is ok because the video will disappear soon. They want us to send one back.

What should we do?

Online Relationships



I was invited to a Snapchat group with some friends in my class. It was fine for a while but last night it turned nasty and everyone was swearing and being rude over text, and then in a phone call.

What should I do? I don't want to be a 'snitch?'

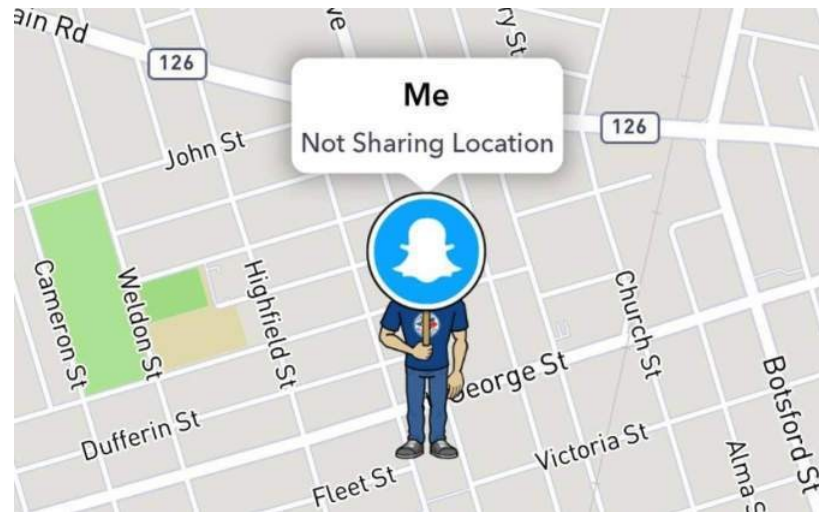
Privacy and Security



Melissa saw a girl in her class (Lucy) vaping so she posted about it on her Snapchat stories. Melissa thinks that Lucy should not be vaping as she always says she wants to be a professional footballer and cares about being fit and healthy.

Was Melissa right to post a video about Lucy's vaping? Discuss...

Privacy and Security



Joe is looking at Snapchat and notices his location is on. His location is being shared with his 'friends' on the app, but he doesn't know everyone on his friend list. Someone he added sends a message saying 'I can see you're at the shop, what are you doing there?'

How do you think Joe feels?

What could Joe do to stay safer on Snapchat?

Online Relationships



Joe is looking at Snapchat and notices his location is on. His location is being shared with his 'friends' on the app, but he doesn't know everyone on his friend list. Someone he added sends a message saying 'I can see you're at the shop, what are you doing there?'

How do you think Joe feels?

What could Joe do to stay safer on Snapchat?

Digital Futures: Scenario Cards

Minecraft



Managing Online Information



Louisa: Yeah, can't believe this is all you have done. You want to see what our world is like—I am going to invite others to show them how idiotic it is.

Sahid: Your world is rubbish, you need to make better buildings than this



Is this the way you speak to people online?

Discuss...

Managing Online Information



Another player asks if they can build a world with you. They want you to give them some of your equipment and tools that you've paid for. They said they will give you the money for them.

This seems like a good deal, is it? Would you give what you have bought away?

Discuss...

Privacy and Security



You are playing in your world and somebody has sent you a message to invite them to your world. You don't know who they are but they've said they know your parents and have named some of your friends.

Should you invite them to your world?

Discuss...

Privacy and Security



You are playing in your world and you need more minecoins to keep creating. You need to pay for extra tools and equipment. You notice your parents card details are saved.

Should you use the saved card details and buy more minecoins to carry on? **Discuss...**

Digital Futures: Scenario Cards

Youtube & Youtube Kids



Privacy and Security



James keeps making and posting videos of himself doing 'challenges' and lots of pranks. Sometimes he does it straight after school because he is wearing his school jumper and badge.

What advice would you give to James?

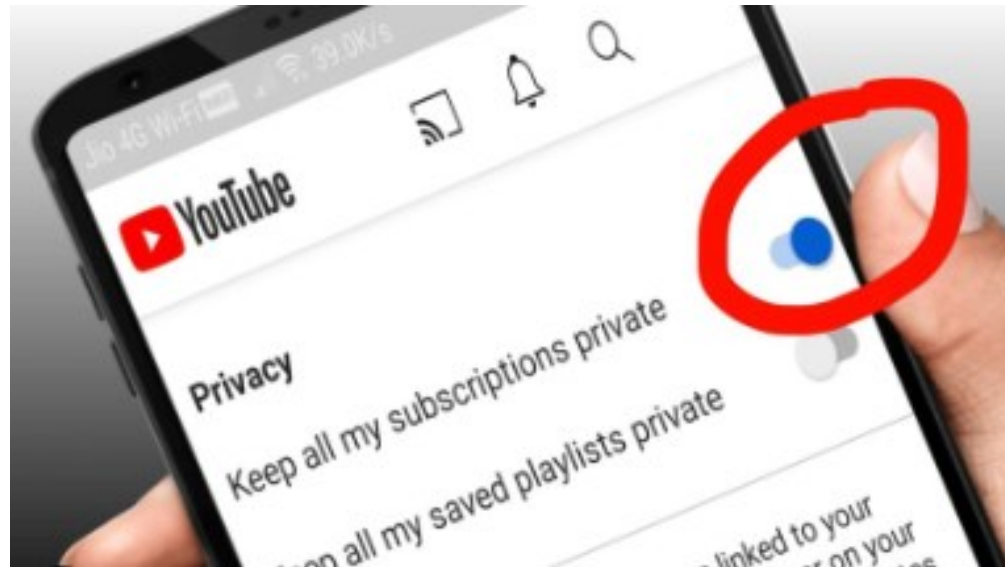
Managing online information



My friend keeps watching inappropriate videos on her laptop when I go to her house. She says it's fine because her mum lets her and that Youtube is 'mostly music videos and cute animals.' It makes me feel a bit awkward but I don't want to tell on her.

What should Ariana do?

Privacy and Security



My Youtube account can be seen by anyone—I don't care, I want views and traffic—one day I want to be a Youtuber and make money from ads.

Is this a problem? Discuss...

Managing Online Information



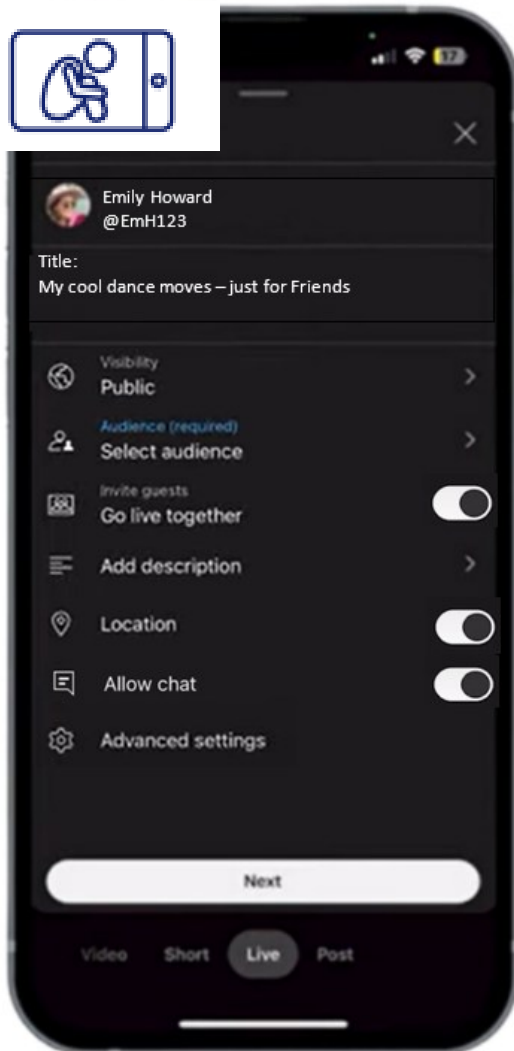
Jamila was watching a video of her favourite YouTuber. At the end of the video, content from different creator started to play.

Jamila carried on watching; the video started swearing and showing inappropriate pictures.

How do you think Jamila felt?

Can you give Jamila three pieces of advice she should do next?

Online Bullying



Emily loves dancing. She decided to create a YouTube Live video so her friends can see her new dance routine.

During the video she started to get a lot of very unkind messages in the chat from people she didn't know. They were calling her names and laughing at her.

What should Emily do next?

Look at her video settings, what does she needs to change?

Managing Online Information



Harry is a massive football fan. He was watching videos on YouTube when he saw this video:

Harry watched the video and excitedly ran to tell his dad the good news.

His dad didn't think it was real.

What could Harry do to check it out?

Harry does some more research and finds out that this is fake news. He decides to report the video. **What categories could Harry pick?**



Gloucester City FC sign Vini Jr, Bellingham and Mbappe
10.4K views 2 days ago



GLOS_CITY_TIGERS

Gloucester City are set to become the best team in England after signing top three players from Spanish giants Real Madrid ...

Report video

- ☐ Sexual content ?
- ☐ Violent or repulsive content ?
- ☐ Hateful or abusive content ?
- ☐ Harassment or bullying ?
- ☐ Harmful or dangerous acts ?
- ☐ Misinformation ?
- ☐ Child abuse ?
- ☐ Promotes terrorism ?
- ☐ Spam or misleading ?
- ☐ Legal issue ?



Managing Online Information



Whilst scrolling YouTube you see a video called "What they do now". The video claimed that famous actors like Tom Hanks is working in McDonalds; Dwayne "The Rock" Johnson has a job making teddy bears; Rihanna packs boxes for Amazon and Taylor Swift has quit singing and now works at pizza restaurant!

The video looks very real and they sound like their real voices but something feels wrong. You suspect this may have been created using Artificial Intelligence (AI).

What might be the dangers of AI and videos like this?

Online Bullying



Digital Futures



Freya is 11 years old. She enjoys watching makeup tutorials on her Socials. She decided to create her own makeup video.

This is a screen shot of some of the comments on her video.

What problems or dangers can you see in this chat thread?

How do you think Freya feels after reading these comments?

Why do you think @MysteryGirl and @JustSaying2011 are being so mean?

Do you think @FootballFan did the right thing?

Should Freya click on @Skyla77's link?



@Skyla77 20 hours ago

Follow this link for better videos http://grls_tutorial_makeup...



Reply



@MysteryGirl 2 days ago

@FootballFan looking for a g/f 🤔 😏 🗿 🤔



1



Reply



@FootballFan 2 days ago

Don't listen to these stupid people. They're just jealous!



Reply



@MysteryGirl 2 weeks ago

You'r so ugly. WYD on here chatting make up?



1



Reply



@JustSaying2011 1 month ago

WOOF! WOOF! 🐶 🐶 🐶 🐶 🐶 🐶



Reply

Health, Well-being and Lifestyle



Digital Futures



Lately, Logan has been watching a lot of YouTube shorts. He watches after school, after dinner, until bedtimes and spends a lot of time watching on weekends.

He's been finding it hard to concentrate on everyday tasks, like completing schoolwork or even watching a whole film with his family. He doesn't want to stop watching YouTube shorts altogether.

What could Logan do?

Online Bullying



Digital Futures



My older brother hides his tablet under his pillow and stays up late at night, scrolling through videos. He's tired all the time and has started getting grumpy with me and snapping at people around him.

Our parents don't know he's doing this and he told me it's fine and loads of his friends do it.

At school, he's not doing as well as he was and his assessment scores are getting worse.

What advice would you give me to help my brother?

Health, Well-being and Lifestyle



Digital Futures



George is 7 and has been learning how to search on the internet. He likes searching for Harry Potter pictures about magic and he is now being shown more images and videos of strange magic, even without asking and being directed to online magic shops. Some pictures are scaring him.

Why is he receiving unrequested images and links?

What problems or dangers can you identify with this?

What are the risks for George?

Health, Well-being and Lifestyle



Digital Futures



YouTube Kids

Jason is 11 years old and has been watching YouTube Kids for a long time and recently convinced his parents to enable to the comments section of his account.

He is now seeing comments from strangers and witnesses a lot of offensive language and unkind statement.

What problems or dangers can you identify with this?

What are the risks for Jason?

Should Jason get involved and comment, too?



Privacy and Security



YouTube Kids



Gabby is 10 years old and has started making content for a YouTube channel and she is receiving thousands of views and lots of fans are commenting on her posts.

This is a screen shot of her filming herself for the channel, and then uploading her content alone.

What problems or dangers can you identify with this? - Age?

What are the risks for Gabby?

Should you let a trusted adult know?

Health, Well-being and Lifestyle



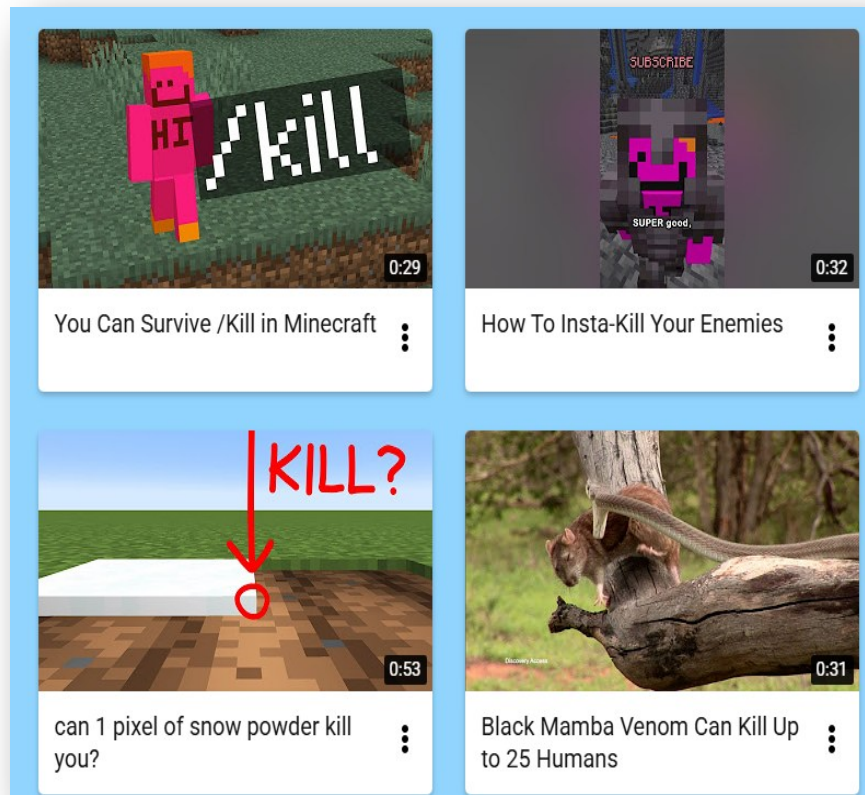
Digital Futures



YouTube Kids

Luke is 8 years old. He enjoys watching YouTube Kids, which is parents have set up for him.

This is a screen shot of some of the videos he has been searching up and watching.



What problems or dangers can you identify with this?

Are you surprised that you can see this content on YouTube Kids?

Would you let an adult know if you saw an 8-year-old friend watching content like this?

Do Luke's parents know he is watching content like this?

Do you think parental controls are on?

Is it possible to see inappropriate content on YouTube Kids?

Scenario Cards

Digital Futures: Scenario Cards

Whatsapp



Health, Well-being and Lifestyle

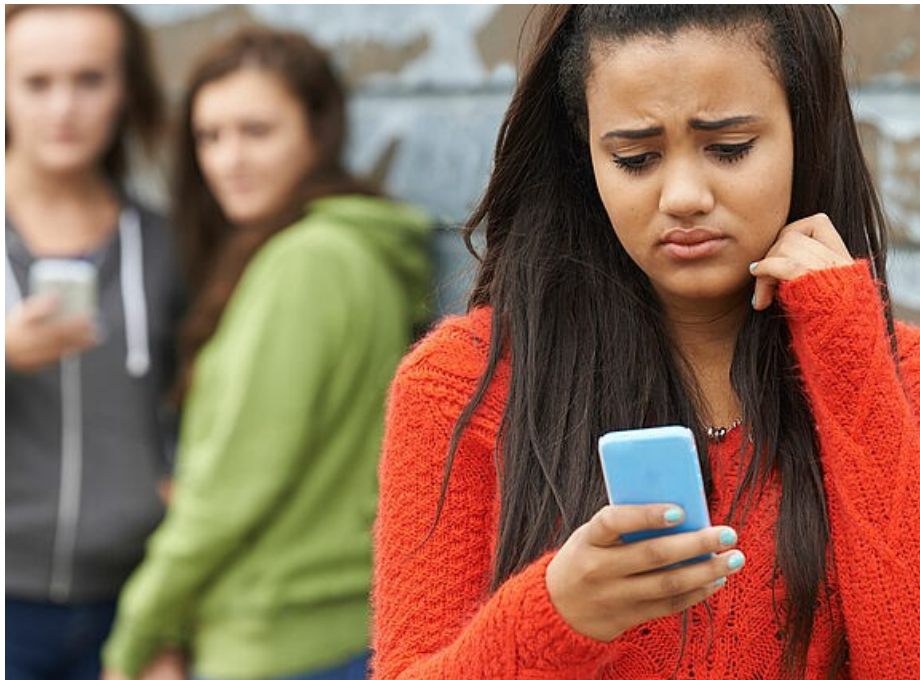


Tom: I have to turn my phone off by 8pm but all the best buying offers appear after 9pm

James: My parents don't care what time I message until as long as I get up in the morning

Amy: I'm worried because if I don't message until the end of the group chat, they will remove me

Online Relationships



People are being unkind about you in your football team WhatsApp group. You want to leave the group but are worried that you will miss out on information.

What should you do?

Online Relationships



You have been part of your class WhatsApp group since September. More recently, some members have been saying unkind things and then deleted your friends from the group.

What should you do?

Online Relationships



You and your friends have a WhatsApp group for your dance troop. Your best friend, Lola, has added her older sister, Zara, to the group. Zara has been sharing images that you don't like into the group. Lola begs you not to tell anyone but you decide to tell your parents as these images are inappropriate for your age group.

Lola calls you 'pathetic' and a 'snitch.' **What will you do next?**

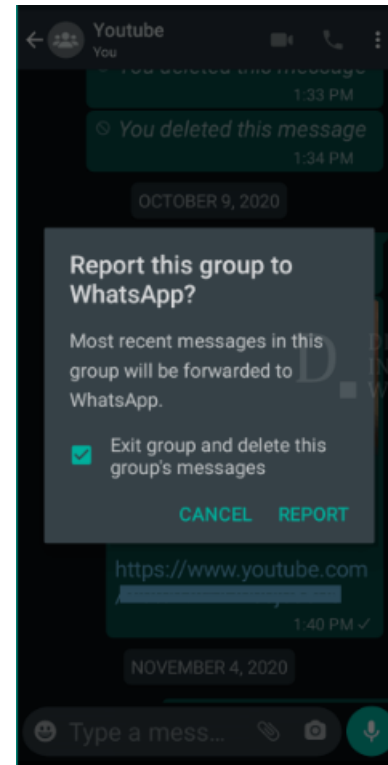
Online Reputation



Some people you know have been sharing edited images of you into a WhatsApp group. The images are unkind and make you feel self-conscious. Other children are 'liking' the images.

How do you feel? What should you do?

Online Bullying



You are feeling sad and frustrated by the content published into the group chat. You have tried telling an adult already, but the messages have worsened. You want to report the group.

Do you know how? Where can you get additional help?

Online Relationships



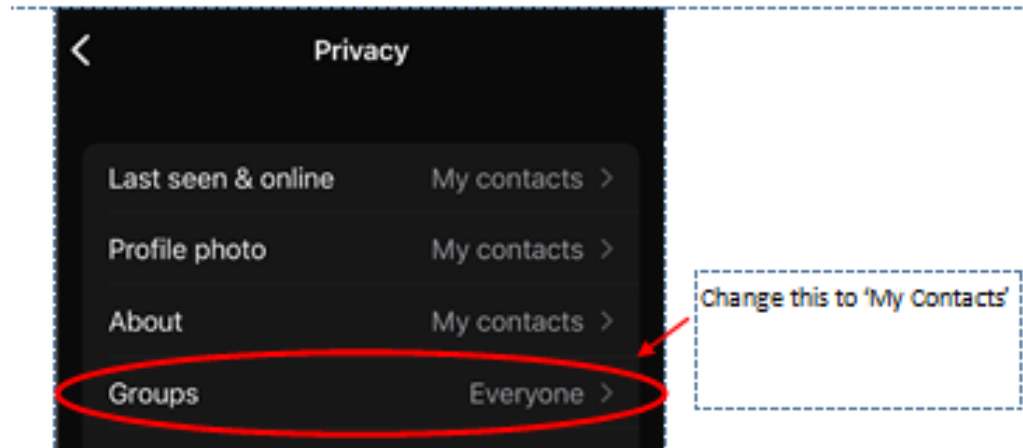
You join an online chat group. The members all state that they are your age but you have never met any of them.

What do you know? What do you wonder?

How can you keep yourself safe?

It turns out most of the members are adults. **What do you think now? Is it appropriate?**

Online Relationships



I keep being added to groups by people that I don't know. What should I do?

Did you know, you can change your privacy settings on WhatsApp. Go to the cog at the bottom. Click on privacy and set each category to my contacts only!

Online Reputation



Someone you know at school has created a WhatsApp group, impersonating a member of teaching staff, using their image as their profile picture. What should you do?

- A) Join the group—it doesn't matter, it's just a bit of fun
- B) Show the teacher or another trusted adult
- C) Join the group and invite as many people as you can to join it
- D) Something else

Online Relationships



Emily is messaging her friends on WhatsApp when she is invited to join a new group name "Don't tell Tilly about this group".

Should she ignore the invite and continue messaging her friends then tell a trusted adult?

Should she join the group and express her concerns about not including Tilly?

Should she join the group but tell Tilly about it?

Online Bullying



Someone in my class doesn't like me. They keep sending me horrible messages but by the time I try to show my parents they have deleted them. Nobody in my class believes me because I don't have proof.

What can I do?

Privacy & Security



I keep getting added to groups that I don't want to be in but I don't know how to stop it happening. It's really annoying and taking up so much of my time leaving them all the time. Is there something I can do to stop being added to groups I don't want to be in?

What can I do?

Digital Futures: Scenario Cards

Artificial Intelligence (AI)





Managing Online Information



▲ Foxes have learnt to wink. We think they do this because they look cuter so humans then give them more food.

A dog in the Cotswolds was fed up of chasing sheep all day so he decided to start reading the shepherd's books. The dog, called Albert, is now studying Science at Oxford University.

In America, a gorilla from San Diego Zoo was unable to be returned to the wild because he had spent his whole life around humans. Instead he was given a job as a security guard at the Shopping Mall. ►



Sarah was using a website to learn about how different animals are adapting to life with humans. However, her teacher had told her that she needs to be careful when researching online.

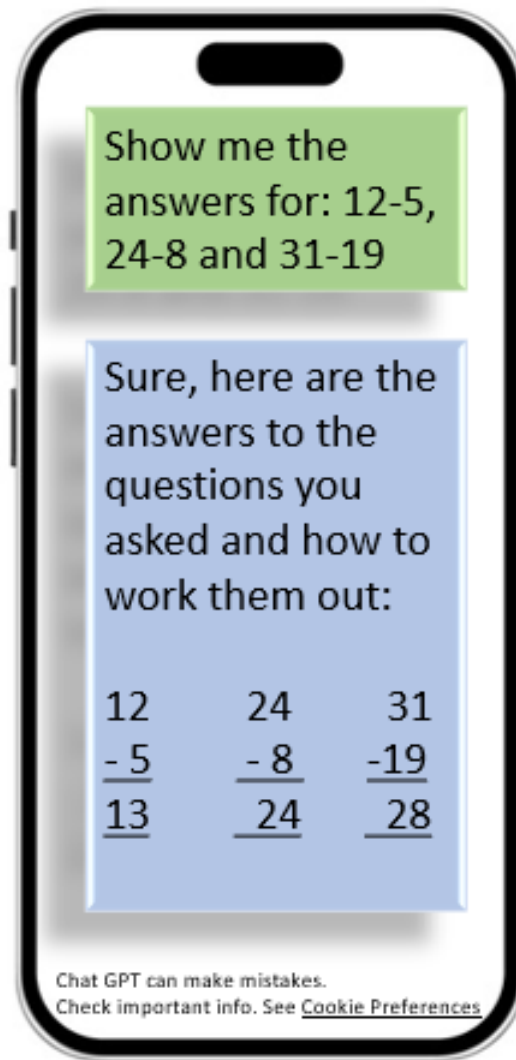
Because this website had real photographs, she thought this one would be good to use.

Do you agree with Sarah?

Do the stories seem true?

Do the pictures make them true?

Managing Online Information



Joshua had forgotten to do his maths homework. On the way to school, he quickly used AI on his mum's phone to work out the answers and copied it down onto his sheet. It was much quicker than working it all out himself. Joshua decided he was going to use AI every week from now on.

When his teacher marked it, Joshua got 0/3!

Why might it not be a good idea for Joshua to use AI?

What do you think Joshua should do differently next time?



Managing Online Information



A zoo in China wasn't getting enough visitors to their park. To try and attract more people they announced a new zebra exhibit.

However, because they did not have any real zebras they painted black and white stripes on their donkeys instead.

Other zoos in the country tried a similar trick and painted dogs in the markings of pandas.

It is unclear if they got more visitors come and see their attractions but they definitely got some publicity.

Do you think this news article is fake or fact?

What makes you think this? How could we fact check it?



Managing Online Information



For over 50 years, the juicy debate about whether pineapple should be on pizza has been bubbling away.

However the argument seems to have been settled AND expanded.

Pineapple, tomato, cheese and CHOCOLATE have recently come out on top of a survey around favourite pizza toppings!

This strange combination has won the taste buds of millions of people around the world and is now the number one pizza at Dominoes, Pizza Hut and Papa Johns.

Have you tried it yet? What do you think about chocolate on pizza?

Do you think this news article is fake or fact?

What makes you think this? How could we fact check it?



Online Reputation



James has been sent a Whatsapp video from his best friend Jake. It shows his class teacher wearing a swimsuit and singing in front of hundreds of people on stage. He thinks it must be fake but Jake is adamant that it is real..

What should James do?



Managing Online Information



AI Homework Helper - Online Free, No Sign-up - NoteGPT

Upload pictures or PDFs of your homework and get instant solutions for math, science, and more....

 NoteGPT · <https://notegpt.io>

Gauth - Best AI Homework Helper for All School Subjects

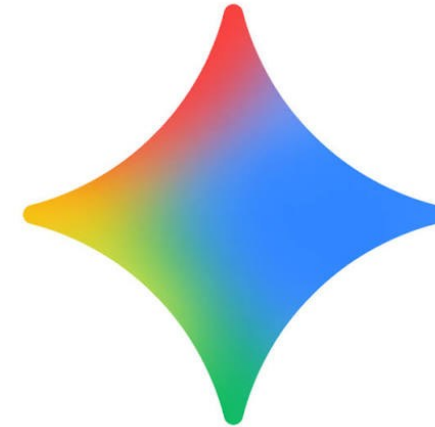
Gauth is the best AI homework helper for all subjects, offering free online homework help...

 Gauth · <https://www.gauthmath.com>

I am ready to act as your **personal AI homework helper and tutor**. To give you the best possible assistance, please share the specific question or problem you are working on.  Edubrain.ai

☀ How to Share Your Homework

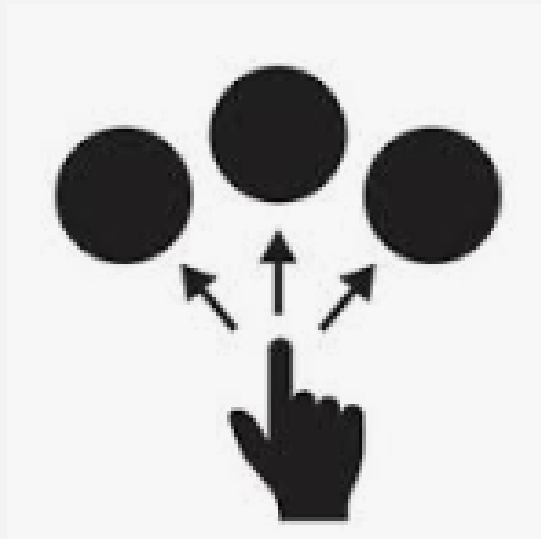
- **Paste the Text:** Copy and paste your question directly into our chat.
- **Describe a Concept:** Ask me to explain a confusing topic, like photosynthesis, calculus rules, or historical events.
- **Provide Multiple-Choice Options:** If it is a multiple-choice question, include all the options (A, B, C, D) so I can find the right one and explain why the others are wrong.  Edubrain.ai +3



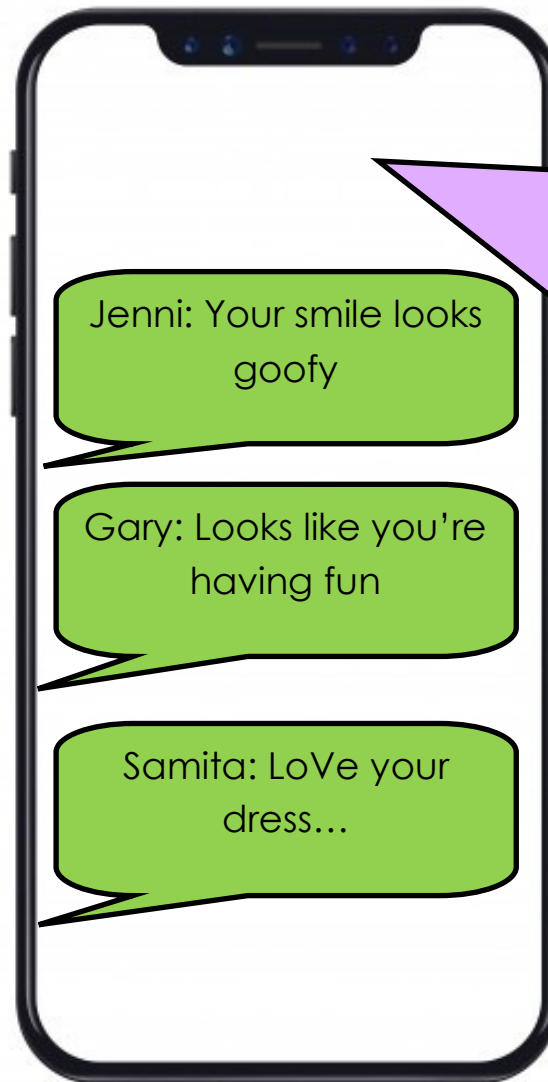
Should I use Google Gemini to help with my homework?

Digital Futures: Scenario Cards

Generic



Self-Image and Identity



Online Relationships



Tilly is playing an online game, she receives these messages via the game's chat.

Littlelad17: Do you want help getting on the next level?

HufflepuffXOXO: I'll show you where the treasure is hidden if you send me a picture?

P1X13dust: What did you think of what happened this afternoon?

Online Reputation



Sam has gone for his first job. His new boss has Googled him and found these pictures of him online. What does his boss think, will he get the job?

Online Bullying



Cheyenne's friends found a picture of her using a potty, aged 2. They have taken a photo on their phones and shared it online. Other people are now sharing the photo online and someone printed it out and put it in her drawer at school.

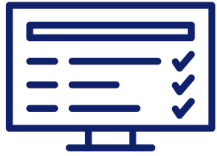
Sam: I deleted it straight away so now it's gone

Cathy: No, once it's online it stays there forever.

What should Cheyenne do about it?



Managing Online Information



Victoria: It has to be true because it's on Google and Wikipedia.

Chen: I'm not sure that all these animals are real.

Health, Well-being and Lifestyle



Jo: I have to put my phone / tablet away at 6pm

James: Haha, I don't have to go to bed until 10pm and I can use my tablet whenever I want.

Sarah: My mum checks on me at 9pm – but I just hide my phone until she's gone.

Privacy and Security



A group of children have finished a lesson about keeping personal information safe.

Tyler: I will share my password with you because you're my best friend.

Sasha: I won't share my password and I don't want to know yours.

Nat: There's no harm in sharing your password, it's not like I am going to do anything.

What could happen if Tyler does share his password?

Copy and Ownership



Frank downloaded a new film from the internet and is sharing it.

Toby: Can I have a copy of that, please?

Tess: You can't do that, it's illegal.

Frank: Who's going to find out? And my mum does it all the time.

Digital Futures: Coverage / Tracking



Coverage / Tracking Grid

	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, well-being and Lifestyle	Privacy and Security	Copyright and Ownership
EYFS								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

Digital Futures: useful website and
resource links

Online safety—useful websites & resources

Ask About Games - Parental support and advice about how to stay safe online and set parental controls

<https://www.askaboutgames.com/>

'Barefoot' – good scheme for 'unplugged' coding and programming - <https://www.barefootcomputing.org/resources/crazy-character-algorithms>

BBC Own It – Staying Safe. Sound advice for keeping your time online safe, secure and happy

<https://www.bbc.com/ownit/curations/staying-safe>

Be Internet Awesome - an interactive game where children explore the four worlds of "Interland" learning about sharing, privacy, kindness and fake news https://beinternetawesome.withgoogle.com/en_us/interland/ further resources, activities, lesson plans and assemblies can be found at https://beinternetlegends.withgoogle.com/en_ie

CBeebies— website with parenting tips and ways to stay safe online

<https://www.bbc.co.uk/cbeebies/parenting>

Childnet – online portal and support site for parents and children and their online world

<https://www.childnet.com/>

Childnet annual safety online calendar – key calendar dates of note linked to online safety and wellbeing

<https://www.childnet.com/resources/online-safety-calendar/>

Common Sense Media - provides independent reviews, age ratings, & other information about all types of media for children and their parents

<https://www.commonsensemedia.org/>

Computing at School – community to support teachers delivering Computing – CPD, resources and more

<https://www.computingatschool.org.uk/>



Online safety—useful websites & resources

Education for a Connected World - A framework to equip children and young people for digital life (Digital Futures is mapped to the document's strands)

<https://www.gov.uk/government/publications/education-for-a-connected-world>

Google 'Be Internet Legends' – Broad coverage of key issues, linked to from Digital Futures

https://beinternetlegends.withgoogle.com/en_uk/toolkit

Internet Matters – parents' site that gives advice on setting time limits, parental controls, general advice

<https://www.internetmatters.org/>

Keeping Children Safe in Education 2023 – Statutory DfE guidance for schools and college on safeguarding. (Online safety: part two / Annex C)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

London Grid for Learning - provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

<https://parentsafe.lgfl.net/>

National Online Safety – online safety resources (paid), weekly 'Wake up Wednesdays' - free newsletter guides on a variety of topics for parents

<https://nationalonlinesafety.com/guides>

NSPCC – guide to parental control, games and permissions

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

NSPCC Learning – information and teaching resources

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>

Online safety—useful websites & resources

Ollee – interactive mindfulness and wellbeing app for children to talk about their feelings

<https://app.olee.org.uk/#/>

Parent Zone – guides to key terms and software (e.g. Fortnite) – free sign-up required

<https://parentzone.org.uk/advice/parent-guides>

Project Evolve (SWGfL) – body of resources and materials for every strand on the 'Education for a Connected World' document

<https://projectevolve.co.uk/>

PSHE Association - 'cyber detective' lesson plans and resources

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans>

Report Harmful Content - Website to report harmful content online – links to guidance on how to report to social media service first

<https://reportharmfulcontent.com/>

Safer Internet – Awareness centre, hotline and helpline to promote the safe and responsible use of technology. Organise annual 'Safer Internet Day'

<https://www.saferinternet.org.uk/>

South-west Grid for Learning - Training, Reputation Management, Anonymous Reporting, Classroom Resources, Incident Management and more.

<https://swgfl.org.uk/online-safety/>

Safe to Net - A safeguarding assistant (app) that helps children become responsible and safe digital citizens.

<https://safetonet.com/>

Online safety—useful websites & resources

STEM—links to KS2 Digital literacy sessions.

<https://www.stem.org.uk/resources/collection/476494/ks2-digital-literacy>

Swiggle – child-friendly search engine

<https://swiggle.org.uk/>

Teaching online safety in schools - Guidance supporting schools to teach pupils how to stay safe online when studying new and existing subjects.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

'Teach Computing' curriculum – full Computing curriculum with content across KS1 – KS2, overlaps with DF content with strands drawn from original 'Education for a Connected World' doc

<https://teachcomputing.org//>

The Mix—The Mix is a UK-based charity that provides free, confidential support for young people under 25 via online, social and mobile

<https://www.themix.org.uk/>

Think U Know - Ceop education - Supporting you to deliver education and raise awareness of online child abuse and exploitation

www.thinkuknow.co.uk

Twinkl - Ready made classroom resources for E-safety and

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<https://reportharmfulcontent.com/>

Swiggle – child-friendly search engine

<https://swiggle.org.uk/>

Parents & Carers— parental controls...

<https://www.internetmatters.org/parental-controls/>

Parental controls guides

Get step-by-step guidance and instant help setting up parental controls for your family's devices. You can also [download our online safety guide](#).

 **FIND A GUIDE**

 226 Likes  Share

Search for a guide

Search by device, app or keyword

Filter by type

ENTERTAINMENT & SEARCH ENGINES SOCIAL MEDIA BROADBAND & MOBILE NETWORKS DEVICES GAMING

101 guides found

 Garmin smartwatch	 Disney Plus parental controls guide	 Apple Watch	 Samsung Galaxy Watch
 BBC iPlayer safety guide	 PlayStation Family parental controls	 ChatGPT parental controls	 macOS parental controls

- Detailed advice on all apps, platforms and games
- Gives guidance on how to set up parental controls
- Facility to search by app / game / platform title

Useful website and resource links

Parents & Carers— reporting users on games / apps

Reporting a User in-Game:



- 1) Tap the **Roblox logo menu** in the top left corner of the screen.
- 2) Click the **Flag/Report** button next to the abusive player's name.
- 3) Select the specific violation category (e.g., bullying, dating, scamming) and click **Submit**.

Reporting Chat Logs:

Click the **three dots** right next to a user's name within the in-game chat box window and choose **Report**.

Parents & Carers— reporting users on games / apps



Reporting a Video:

- 1) Press and hold down on the video playing on your screen.
- 2) Tap the **Report (Flag) icon** that pops up.

Reporting an Account:

- 1) Go directly to their profile.
- 2) Tap the **Arrow/Share icon** in the top right corner, select **Report**, and choose "Report Account".

Checking Report Outcomes:

Go to **Profile > Menu (≡) > Settings and privacy > Support > Safety Center > Report records** to check the platform's response history

Parents & Carers— reporting users on games / apps

Reporting a Profile:

- 1) Tap and hold down on the user's name to pull up their profile menu.
- 2) Tap **Manage Friendship**, then click **Report**.
- 3) Choose the reason (e.g., harassment, cyberbullying).



Reporting a Specific Snap or Story:

- 1) Press and hold down directly on the offensive photo, video, or Story slide.
- 2) Tap the **Flag Icon** that pops up at the bottom corner and complete the form.

Parents & Carers— reporting users on games / apps

Reporting in Bedrock/Java Edition:



1) Open the pause menu mid-game and click **Player Reporting**.

Selecting Evidence:

- 1) Select the specific text chat messages that violate community safety rules.
- 2) Choose the accurate context category, add any descriptive notes, and submit directly to the Xbox Enforcement / Mojang team.

In-Game Reporting Feature:

Players can access the immersive *Minecraft Safety* world designed to teach younger users how to flag harmful players natively.

Parents & Carers— reporting users on games / apps



Reporting a Video:



- 1) Click the **Three Dots (...)** located below the video player window.
- 2) Select **Report**, choose the violation type (e.g., hate speech, harassment), and provide timestamps if necessary.

Reporting Live Chat or Comments:

Tap the **Three Dots** right next to the specific comment or live stream chat line, and click **Report**.

Parents & Carers— reporting users on games / apps



Reporting a Contact:

- 1) Open the chat with the user.
- 2) Tap their **Profile Name** at the very top.
- 3) Scroll all the way down to the bottom of their profile page and select **Report [Name]**.

Safety Verification:

When you report a user, WhatsApp receives the last five messages sent to you by that person to verify terms-of-service violations. The user is not notified.

Digital Futures: Acknowledgments



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2026-27 edition Digital Futures Working Group

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UKCCIS Education for a Connected World which is available [here](#)



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