

Computing - ESafety Curriculum Map

	Reception	Year 1	Year 2
NC objectives	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ul style="list-style-type: none"> 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 material on the internet or other online technologies 	<ul style="list-style-type: none"> 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 material on the internet or other online technologies
Self-image and identify	<ul style="list-style-type: none"> 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. I can explain how this could be either in real life or online. 	<ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. 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. 	<ul style="list-style-type: none"> I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. 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.
Online Relationships	<ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. 	<ul style="list-style-type: none"> I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online. 	<ul style="list-style-type: none"> I can use the internet to communicate with people I don't know well (email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well.
Online reputation	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet. 	<ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. 	<ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.
Online bullying	<ul style="list-style-type: none"> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. 	<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.

Managing online information	<ul style="list-style-type: none"> I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engine, voice activated searching). 	<ul style="list-style-type: none"> I can use the internet to find things out. I can use simple keywords in search engines 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. 	<ul style="list-style-type: none"> I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true.
Health, Well-being and lifestyle	<ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. 	<ul style="list-style-type: none"> I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules. 	<ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.
Privacy and security	<ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. 	<ul style="list-style-type: none"> 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). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. 	<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Copyright and ownership	<ul style="list-style-type: none"> I know that work I create belongs to me. • I can name my work so that others know it belongs to me. 	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name on content) 	<ul style="list-style-type: none"> I can describe why other people's work belongs to them I can recognise that content on the internet may belong to other people.

	Year 3	Year 4	Year 5	Year 6
NC Objectives	<ul style="list-style-type: none"> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self image and identify</p>	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). 	<ul style="list-style-type: none"> • I can explain how my online identity can be different to the identity I present in 'real life' • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context 	<ul style="list-style-type: none"> • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need.
--	---	---	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online relationships</p>	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. 	<ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments. • I can give examples of how to be respectful to others online. 	<ul style="list-style-type: none"> • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 	<ul style="list-style-type: none"> • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online reputation</p>	<ul style="list-style-type: none"> • I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online. 	<ul style="list-style-type: none"> • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others. 	<ul style="list-style-type: none"> • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual. 	<ul style="list-style-type: none"> • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation.

<p style="text-align: center;">Online bullying</p>	<ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them. 	<ul style="list-style-type: none"> • I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). 	<ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying.
--	--	--	---	---

Managing online information

- I can use key phrases in search engines.
- I can explain what autocomplete is and how to choose the best suggestion.
- I can explain how the internet can be used to sell and buy things
- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.

- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.
- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).
- 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.
- I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.
- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

- I can use different search technologies.
- I can evaluate digital content and can explain how I make choices from search results.
- I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.
- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being skeptical'.
- I can give examples of when and why it is important to be 'skeptical'. I can explain what is meant by a 'hoax'.
- I can explain why I need to think carefully before I forward anything online.
- I can explain why some information I find online may not be honest, accurate or legal.
- I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).

- I can use search technologies effectively.
- I can explain how search engines work and how results are selected and ranked.
- I can demonstrate the strategies I would apply to be discerning in evaluating digital content.
- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').
- I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
- I can identify, flag and report inappropriate content.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health, Well-being and lifestyle</p>	<ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). 	<ul style="list-style-type: none"> I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. 	<ul style="list-style-type: none"> I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology 	<ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Privacy and security</p>	<ul style="list-style-type: none"> 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. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. 	<ul style="list-style-type: none"> I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends I can suggest reasons why they might do this I can explain how internet use can be monitored. 	<ul style="list-style-type: none"> I can create and use strong and secure passwords. 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. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. 	<ul style="list-style-type: none"> I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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)

Copyright and ownership	<ul style="list-style-type: none">• I can explain why copying someone else's work from the internet without permission can cause problems.• I can give examples of what those problems might be	<ul style="list-style-type: none">• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.• I can give some simple examples.	<ul style="list-style-type: none">• I can assess and justify when it is acceptable to use the work of others.• I can give examples of content that is permitted to be reused.	<ul style="list-style-type: none">• I can demonstrate the use of search tools to find and access online content which can be reused by others.• I can demonstrate how to make references to and acknowledge sources I have used from the internet
--------------------------------	--	--	--	--