

Project Evolve Supplementary Sessions KS1

	Curriculum Descriptor	Privacy and Security	Health, Well being and Lifestyle	Managing Online Information	Online Bullying
Year 1 Year 2	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.	Teach Computing Unit 5 (Year 1) Teach Computing Unit 4 (Year 2)	Teach computing Unit 1 (Year 1) Teach computing Unit 1 (Year 2)	<ul style="list-style-type: none"> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 	<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can talk about how anyone experiencing bullying can get help.

	Curriculum Descriptor	Self-Image and Identity	Online Relationships	Online Reputation	Copyright and Ownership
Year 1 Year 2	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.	Teach Computing Unit 2 (Year 2)	<ul style="list-style-type: none"> 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). I can explain who I should ask before sharing things about myself or others online. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online 	<ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others 	Teach Computing Unit 4 (Year 1) Teach Computing Unit 5 (Year 2)

Project Evolve Supplementary Sessions LKS2

	Curriculum Descriptor	Self-Image and Identity	Managing Online information	Online Bullying	Privacy and Security
Year 3 Year 4	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Teach Computing Year 4 (Unit 5)		<ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important I can give examples of how bullying behaviour could appear online and how someone can get support. 	<ul style="list-style-type: none"> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		Teach Computing Year 3 (Unit 2) Teach Computing Year 3 (Unit 5)		

	Curriculum Descriptor	Online Relationships	Online Reputation	Health, Well-being and Lifestyle	Copyright and Ownership	Online Bullying
Year 3 Year 4	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<ul style="list-style-type: none"> I can explain ways that some of the information about anyone online could have been created, copied or shared by others. 	<ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things, in both a positive and negative way. 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. 		<ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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).
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		<ul style="list-style-type: none"> I can describe how to find out information about others by searching online. 		Teach Computing Year 3 (Unit 2) Teach Computing Year 3 (Unit 5) Teach Computing Year 4 (Unit 2) Teach Computing Year 4 (Unit 5)	

Project Evolve Supplementary Sessions UKS2

	Curriculum Descriptor	Self-Image and Identity	Managing Online information	Online Bullying	Privacy and Security
Year 5 Year 6	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Teach Computing Year 5 (Unit 2)		<ul style="list-style-type: none"> I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 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 explain how someone would report online bullying in different contexts. 	
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		Teach Computing Year 5 (Unit 2) Teach Computing Year 6 (Unit 1)		Teach Computing Year 6 (Unit 5)

	Curriculum Descriptor	Online Relationships	Online Reputation	Health, Well-being and Lifestyle	Copyright and Ownership
Year 5 Year 6	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Teach Computing Year 5 (Unit 2) Teach Computing Year 6 (Unit 2)	Teach Computing Year 5 (Unit 2) Teach Computing Year 6 (Unit 1)	<ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). 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. 	
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			<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 recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing. 	Teach Computing Year 5 (Unit 1) Teach Computing Year 5 (Unit 5) Teach Computing Year 6 (Unit 2)