

Great Binfields E-Safety Curriculum – Long Term Plan **Autumn**, **Spring**, **Summer**.

Year 4	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying Covered in Jigsaw	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	I can explain how my online identity can be different to my offline identity.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	I can describe how to find out information about others by searching online.	I can recognise when someone is upset, hurt or angry online.	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.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I can describe strategies for keeping personal information private, depending on context.	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 describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	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 ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	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).	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.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

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	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	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.		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).	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 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.	
					I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.		I know what the digital age of consent is and the impact this has on online services asking for consent.	
					I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.			

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					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.			
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