

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

Year 6	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	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.	I can explain how sharing something online may have an impact either positively or negatively	I can explain the ways in which anyone can develop a positive online reputation.	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 search engines work and how results are selected and ranked.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	I can demonstrate the use of search tools to find and access online content which can be reused by others.
	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can explain how someone would report online bullying in different contexts.	I can explain how to use search technologies effectively.	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	I can explain what to do if a password is shared, lost or stolen.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.

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	I can explain the importance of asking until I get the help needed.	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.			I can describe how some online information can be opinion and can offer examples.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	
		I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.			I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	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 can describe simple ways to increase privacy on apps and services that provide privacy settings.	
					I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g.		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	

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					advertising and 'ad targeting' and targeting for fake news).	(e.g. scams, phishing).	
					I understand the concept of persuasive design and how it can be used to influences peoples' choices.	I know that online services have terms and conditions that govern their use.	
					I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.		
					I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.		
					I can describe the difference between online		

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					misinformation and dis-information			
					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 or disinformation).			
					I can identify, flag and report inappropriate content.			