

Links between our curriculum and the Education for a Connected World (EfaCW) objectives



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating 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, respecting, giving and denying consent 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 of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. 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.

Links to our PSHE Curriculum

Self-image and identity

Years 1 & 2

- What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?

Years 3 & 4

- How does my own and others’ online identity affect my decisions about communicating online?

Years 5 & 6

- What are the principles for my contact and conduct online, including when I am anonymous?

Online relationships

Years 1 & 2

- What are some examples of online content or contact which might mean I feel unsafe, worried or upset?

Years 3 & 4

- How might people with similar likes and interests benefit from being online, and what risks might there be?
- Can I explain the difference between “liking” and “trusting” someone online?
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?

Years 5 & 6

- What are the principles for my contact and conduct online, including when I am anonymous?
- How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?

Online bullying

From the Anti-bullying section of the PD Framework:

Years 5 & 6

- How do people use technology & social media to bully others and how can I help others to prevent and manage this?

Cyberbullying is also included in Years 3 & 4.

Health, well-being and lifestyle

Years 1 & 2

- What sort of rules can help to keep us safer and healthier when using technology?

Years 3 & 4

- How might my use of technology change as I get older, and how can I make healthier and safer decisions?
- Why is it important to manage the time we spend using technology and/or online?
- How might the things I see and do online affect how I feel and how healthy I am, and how can I get support or report concerns when I need to?
- Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?

Years 5 & 6

- How can online content impact on me positively or negatively?
- What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?

Links to our Computing Curriculum

Year 1

Technology around us

Health, well-being and lifestyle

- 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

Copyright and ownership

- I know that the work I create belongs to me
- I can name my work so that others know it belongs to me

Digital Painting

Digital Writing

Privacy and security

- I can give reasons why I should only share information with people I choose to and can trust. (Y1)

Grouping Data

Copyright and ownership

- I know that work I create belongs to me (Y1)
- I can name my work so that others know it belongs to me (Y1)

Moving a Robot

Introduction to Animation

Year 2

Information Technology Around Us

Health, well-being, and lifestyle

- 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

Digital Photography

- To identify that some images are not real (fake)

Making Music

Copyright and ownership

- I know that work I create belongs to me.

Pictograms

Self image and identity

- 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
- 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

Health, wellbeing and lifestyle

- 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

Privacy and security

- 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
- 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)

Robot Algorithms

Intro to Quizzes

Year 3

Connecting Computers

Animation

Managing online information

- I can use key phrases in search engines.
- I can use search technologies effectively.

Copyright and ownership

- 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.
- 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.
- I can give examples of content that is permitted to be reused.
- I can demonstrate the use of search tools to find and access online content which can be reused by others.

Desktop Publishing

Managing online information

- I can use key phrases in search engines
- I can use search technologies effectively

Copyright and ownership

- 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 demonstrate the use of search tools to find and access online content which can be reused by others

Branching Databases

Sequence in Music

Events and Actions

Year 4

The Internet

Managing online information

- 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 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.
- I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers).
- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

Audio Editing

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems (Y3)
- I can give examples of what those problems might be (Y3)
- 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 (Y4)
- I can give some simple examples (Y4)

Photo Editing

Self-image and identity

- I can describe ways in which people might make themselves look different online

Data Logging

Repetition in Shapes

Repetition in Games

Year 5

Sharing Information

- I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.
- I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results)

Vector Drawing

- Copyright and ownership

Video Editing

- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour
- Managing online information
- Online relationships

- Online reputation
- Self-image and identity

Flat-file Databases

Selection in Physical Computing

Selection in Quizzes

Year 6

Communication

- I can describe and assess the benefits and the potential risks of sharing information online.
- 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

3D Modelling

- Lesson 1 and Lesson 3 – Privacy and Security (Y4) – I can describe strategies for keeping my personal information private, depending on context

Web Page Creation

Online relationships

- I can use the internet with adult support to communicate with people I know. (EY-7)

Managing information online

- I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)

Copyright and ownership

- 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.
- 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.
- 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.
- 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.
- I can explain the principles of fair use and apply this to case studies. (11-14)

Spreadsheets

Managing information online

- 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 use different search technologies
- I can evaluate digital content and can explain how I make choices from search results

Variables in Games

Sensing