Education for a Connected World Policy and Progression of Skills

February 2023

Rights Respecting School

We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child. This policy links directly to the following articles of the UN Convention of the Rights of the child.

Children's rights and responsibilities:

Article 14
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right

Article 16
Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 19
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this

Intent

At Bewley Primary, our vision is to ensure our pupils understand how to stay safe and behave online.

We support one of the key aims of the government's Internet Safety Strategy of supporting children to stay safe and make a positive contribution online, as well as enabling teachers to develop effective strategies for understanding and handling online risks.

Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. We want Bewley Primary to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

We will provide a relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6 with the following aims:

- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.

- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.

- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.

- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.

- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.

Implementation

The Education for a Connected World framework describes the Digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages of their lives. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it. The framework is divided into eight strands which are explored in each year group and progressed upon.

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and 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 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 and ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. 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.

The Education for a Connected World framework outlines how we can ensure our pupils understand how to stay safe and behave online as part of existing curriculum requirements. It complements existing and forthcoming subjects including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing.

Curriculum context

From September 2020, Relationships Education will be compulsory for all primary aged pupils and Health Education will be compulsory in all state-funded schools in England. Through these new subjects, pupils will be taught about online safety and harms. This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives.

This will complement the computing curriculum, which covers the principles of online safety in both key stages, with progression in the content to reflect the different and

escalating risks that pupils face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

We have considered what we are already delivering through the curriculum, and have built in additional teaching as required, mainly through Project Evolve to ensure pupils are receiving a fully rounded education with regard to online safety, both in terms of how to stay safe but also how to behave online. This teaching is built into existing lessons across the curriculum, covered within specific online safety lessons and/or school wide approaches.

We also have a group of year 4, 5 and 6 pupils who represent the school as Digital Leaders. This group meet weekly to plan, prepare and deliver events, lessons and workshops throughout the year to all classes and parents. Additional to all pupils studying an online safety each half term within their computing lessons or PSHE, every year we also take part in National Safer Online Day in February. The Computing Leads alongside the Digital Leaders will plan additional online safety lessons and activities to take part in following a specific yearly theme. We also deliver other online safety events to coincide with Anti-bullying week, Children's mental health week, World health day, Universal children's day and Human rights day.

Impact

After the implementation of our robust computing and online safety curriculum, children at Bewley Primary will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

We measure the impact of our curriculum through the following methods:
- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject computing lead visits.
- Opportunities for dialogue between teachers.
- Photo evidence and images of the pupils' practical learning.
- Assessment of standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Monitoring of children's work from Teach Computing, Seesaw and Purple Mash.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy - Education for a connected world (Project Evolve)	Identify rules that help keep us safe and healthy in and beyond the home when using technology. 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.	**Self-Image and Identity:** 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 trust. **Online Relationships:** Use the internet with adult support to communicate with people I know. Explain why it is important to be considerate and kind to people online. **Online Reputation:** Recognise that information can stay online and couple be copied. Describe what information I should	**Self-Image and Identity:** Explain how other people's identity online can be different to their identity in real life. Describe ways in which people might make themselves look different online. Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and give examples of how I might get help. **Online Relationships:** Use the internet to communicate with people I don't know well. Give examples of how I might use technology to communicate with others I don't know well. **Online Reputation:** Explain how information put online about me	**Self-Image and Identity:** Explain what is meant by the term 'identity'. Explain how I can represent myself in different ways online. 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). **Online Relationships:** Describe ways people who have similar likes and interests can get together online. Give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak) Explain some risks of communicating online with other I don't know well. Explain how my and other people's feelings can be hurt	**Self-Image and Identity:** Explain how my online identity can be different to the identity I present in 'real life'. Describe the right decisions about how I interact with others and how others perceive me. **Online Relationships:** Describe strategies for safe and fun experiences in a range of online social environments. Give examples of how to be respectful to others online. **Online Reputation:** Describe how others can find out information about me by looking online. Explain ways that some of the information about me online could have been created,	**Self-Image and Identity:** Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context. **Online Relationships:** Explain that there are some people I communicate with online who may want to do me or my friend harm. Recognise that this is not my/our fault. Make positive contributions and be part of online communities. Describe some of the communities in which I am involved. Describe how I collaborate with others positively. **Online Reputation:** Search for information about an individual online	**Self-Image and Identity:** Describe ways in which media can shape ideas about gender. Identify messages about gender roles and make judgements based on them. Challenge and explain why it is important to reject inappropriate messages about gender online. Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Know and give examples of how I might get help both online and offline. Explain why I should keep asking until I get the help I need. **Online Relationships:** Show understanding of responsibilities for the well-being of others in my online social group.

not put online without asking a trusted adult first.

Online Bullying:
Describe how to behave online in ways that do not upset others and can give examples.

Managing Online Information:
Use the internet to find things out.
Use simple keywords in search engines. 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.

Health, wellbeing and lifestyle:
Explain rules to keep us safe when we are using technology both in and beyond the home. Give examples of some of these rules.

Privacy and Security:

---

can last for a long time.
Know who to talk to if I think someone has made a mistake about putting something online.

Online Bullying:
Give examples of bullying behaviour and how it could look online.
Understand how bullying can make someone feel.
Talk about how someone can/would get help about being bullied online or offline.

Managing Online Information:
Use key words in search engines.
Demonstrate how to navigate a simple webpage to get to information needed (e.g. home, forward, back buttons, links, tabs and sections).
Explain what voice activated searching is and how it might be used (e.g. Alexa, Google, Now, Siri).

---

by what is said or written online.
Explain why I should be careful who I trust inline and what information I can trust them with.
Explain why I can take back my trust in someone or something of I feel nervous, uncomfortable or worried. Explain what it means to 'know someone' online and why this might be different from knowing someone in real life.
Explain what is meant by 'trusting someone online'.
Explain why this is different from 'liking someone online'.

Online Reputation:
Search for information about myself online.
Recognise the need to be careful before sharing anything about myself or others online.
Know who I should ask if I am not sure

---

copied or shared by others.

Online Bullying:
Identify some online technologies where bullying might take place. Describe ways people can be bullied through a range of media (e.g. image, video, text, chat) 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).

Managing Online Information:
Analyse information and differentiate between 'opinions', 'belief' and 'facts'. Understand what criteria have to be met before something is a 'fact'.
Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).

---

and create a summary report of the information I find. Describe ways that information about people online can be used by others to make judgements about an individual.

Online Bullying:
Recognise when someone is upset, hurt or angry online. 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. Explain how to block abusive users. Explain how I would report online bullying on the apps and platforms that I use. Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).

Managing Online Information:
Use different search engines.

Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).
Demonstrate how I would support others (including those who are having difficulties) online.
Demonstrate ways of reporting problems online for both myself and my friends.

Online Reputation:
Explain how I am developing an online reputation which will allow other people to form an opinion of me.
Describe some simple ways that help build a positive online reputation.

Online Bullying:
Describe how to capture bullying content as evidence (e.g. screen- grab, URL, profile) to share with others

| | | 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). Explain why I should always ask a trusted adult before I share any information about myself online.

Copyright and Ownership:
Explain why work I create using technology belongs to me.
Say why it belongs to me (e.g. 'it is my idea' or 'I designed it').
Save my work so that others know it belongs to me (e.g. filename, name on content). | Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
Explain why some information found online may not be true.

Health, Wellbeing and lifestyle:
Explain simple guidance for using technology in different environments and settings. Say how those rules/guides can help me.

Privacy and Security:
Describe how online information about me could be seen by others.
Describe and explain some rules for keeping my information private.
Explain what passwords are and use passwords for accounts and devices. Explain how many devices in my home could | if I should put something online.

Online Bullying:
Explain what bullying is. Describe how people may bully others.
Describe the rules about how to behave online and how to follow them.

Managing Online Information:
Use key phrases in search engines.
Explain what autocomplete is and how to choose the best suggestion.
Explain how the internet can be used to sell and buy things.
Explain the difference between a 'belief' an 'opinion; and a 'fact'.

Health, Wellbeing and lifestyle:
Explain why spending too much time using technology can sometimes have a negative impact on me. | 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.
Explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

Health, Wellbeing and lifestyle:
Explain how using technology can distract me from other things I might do or should be doing. Identify times or situations when I might need to limit the amount of time I use technology. | Evaluate digital content and explain how I make choices from search results.
Explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence.
Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
Explain what is meant by 'being sceptical'. Give examples of when and why it is important to be 'sceptical'.
Explain what is meant by a 'hoax'.
Explain why I need to think carefully before I forward anything online.
Explain why some information that is | who can help me. Identify a range of ways to report concerns both in school and at home about online bullying.

Managing Online Information:
Use search technologies effectively.
Explain how search engines work and how results are selected and ranked.
Demonstrate the strategies I would apply to be discerning in evaluating digital content. Describe how some online information can be opinion and can offer examples.
Explain how and why some people may present 'opinions' as 'facts'.
Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). |

		be connected to the internet and list some of those devices. **Copyright and Ownership:** Describe why other people's work belongs to them. Recognise that content on the internet may belong to other people.	Give some examples of activities where it is easy to spend lots of time engaged (e.g. games, films, videos). **Privacy and Security:** Give reasons why I should only share information with people I choose to and can trust. Explain that if I am not sure or I feel pressured, I should ask a trusted adult. Understand and give reasons why passwords are important. Describe simple strategies for creating and keeping passwords private. Describe how connected devices can collect and share my information with others. **Copyright and Ownership:** Explain why copying someone else's work from the	Suggest strategies to help me limit this time. **Privacy and Security:** Explain what a strong password is. Describe strategies for keeping personal information private, depending on context. Explain that others online can pretend to be me or other people, including my friends. Suggest reasons why they might do this. Explain how internet use can be monitored. **Copyright and Ownership:** When searching the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it and give some examples.	on a large number of sites may still be inaccurate or untrue. Asses how this might happen (e.g. the sharing of misinformation either by accident or on purpose). **Health, Wellbeing and lifestyle:** Describe ways technology can affect healthy sleep and can describe some of the issues. Describe some strategies, tips or advice to promote healthy sleep with regards to technology. **Privacy and Security:** Create and use strong and secure passwords. Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages,	Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and explain why using these strategies are important. Identify, flag and report inappropriate content. **Health, Wellbeing and lifestyle:** Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. 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). Explain the importance of self-regulating my use of technology. Demonstrate strategies I use to do this (e.g. monitoring my time

			internet without permission can cause problems. Give examples of what those problems might be.		geolocation) with others. 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. **Copyright and Ownership:** Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused.	online, avoiding accidents). **Privacy and Security:** Use different passwords for a range of online services. Describe effective strategies for managing those passwords (e.g. password manager, acronyms, stories). Know what to do if my password is lost or stolen. Explain what app permissions are and give some examples from the technology or services I use. Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe ways in which some online content targets people to gain money or information illegally. Describe strategies to help me identify such content (e.g. scams, phishing).

| | | | | | | **Copyright and Ownership:** Demonstrate the use of search tools to find and access online content which can be reused by others. Demonstrate how to make references to and acknowledge sources I have used from the internet. |