

E- Safety Planning Education for a Connected world - 2020



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.

| <i>E-Safety (Kapow) - Key Stage 1</i> | | |
|--|---|---|
| | Cycle 1 - Year 1 | Cycle 2 - Year 2 |
| Autumn 1 | <p>Using the internet safely <i>Online Relationships</i></p> <p>To know what the internet is and how to use it safely</p> | <p>What happens when I post online? <i>Online Reputation</i></p> <p>I know what happens to information posted online</p> |
| Autumn 2 | <p>Online emotions <i>Self image and identity</i></p> <p>To understand different feelings when using the internet</p> | <p>How do I keep my things safe online? <i>Privacy and Security</i></p> <p>To know how to keep things safe and private online</p> |
| Spring 1 | <p>Always be kind and considerate <i>Self image and identity, Online Relationships, Online bullying</i></p> <p>To understand how to treat others, both online and in-person</p> | <p>Who should I ask? <i>Online Relationships</i></p> <p>To explain what should be done before sharing information online</p> |
| Spring 2 | <p>Posting and sharing online <i>Online Relationships</i></p> <p>To understand the importance of being careful about what we post and share online</p> | <p>It's my choice <i>Online Relationships</i></p> <p>To explain why I have the right to say no and deny permission</p> |
| Summer 1 | <p>Assessment</p> | <p>Is it true? <i>Online Relationships</i></p> <p>To understand strategies that will help me decide if something seen online is true or not</p> |
| Summer 2 | <p>Teach based on assessment and needs of class</p> | <p>Teach based on assessment</p> |



| <i>E-Safety (Kapow) - LKS2</i> | | |
|---------------------------------------|--|---|
| | Cycle 1 - Year 3 | Cycle 2 -Year 4 |
| Autumn 1 | <p>Beliefs, opinions and facts on the internet <i>Managing online information</i></p> <p>To understand how the internet can be used to share beliefs, opinions and facts</p> | <p>What happens when I search online? <i>Managing online information</i></p> <p>To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy</p> |
| Autumn 2 | <p>When being online makes me upset <i>Managing online information, Privacy and Security, Health, lifestyle and wellbeing</i></p> <p>To understand the effects that some internet use can have on our feelings and emotional wellbeing</p> | <p>How do companies encourage us to buy online? <i>Managing online information</i></p> <p>To describe some of the methods used to encourage people to buy things online</p> |
| Spring 1 | <p>Sharing of information <i>Managing online information, Privacy and Security</i></p> <p>To understand the ways personal information can be shared on the internet</p> | <p>Fact, opinion or belief? <i>Managing online information</i></p> <p>To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true</p> |
| Spring 2 | <p>Rules of social media platforms <i>Health, lifestyle and wellbeing, Online Reputation</i></p> <p>To understand the rules for social media platforms</p> | <p>What is a bot? <i>Managing online information</i></p> <p>To explain that technology can be designed to act like or impersonate living things</p> |
| Summer 1 | <p>Teach based on assessment and needs of class</p> | <p>What is my #TechTimetable like? <i>Health, lifestyle and wellbeing</i></p> <p>To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology</p> |
| Summer 2 | <p>Teach based on assessment and needs of class</p> | <p>Teach based on assessment and</p> |

| <i>E-Safety (Kapow) -UKS2</i> | | |
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| | Cycle 1 - Year 5 | Cycle 2 -Year 6 |
| Autumn 1 | <p>Online protection <i>Health, lifestyle and wellbeing, Privacy and Security</i></p> <p>To understand how apps can access our personal information and how to alter the permissions</p> | <p>Life online <i>Self image and identity</i></p> <p>To describe issues online that give us negative feelings and know ways to get help</p> |
| Autumn 2 | <p>Online communication <i>Online bullying, Online Relationships</i></p> <p>To be aware of the positive and negative aspects of online communication</p> | <p>Sharing online <i>Online Relationships</i></p> <p>To think about the impact and consequences of sharing online</p> |
| Spring 1 | <p>Online reputation <i>Online Reputation</i></p> <p>To understand how online information can be used to form judgements</p> | <p>Creating a positive online reputation <i>Online Reputation</i></p> <p>To know how to create a positive online reputation</p> |
| Spring 2 | <p>Online bullying <i>Online bullying</i></p> <p>To discover ways to overcome bullying</p> | <p>Capturing evidence <i>Online bullying</i></p> <p>To be able to describe how to capture bullying content as evidence</p> |
| Summer 1 | <p>Online health <i>Health, lifestyle and wellbeing</i></p> <p>To understand how technology can affect health and wellbeing</p> | <p>Password protection <i>Privacy and Security</i></p> <p>To manage personal passwords effectively</p> |
| Summer 2 | <p>Think before you click <i>Privacy and Security</i></p> <p>To be aware of strategies to help be protected online</p> | <p>Think before you click <i>Privacy and Security</i></p> <p>To be aware of strategies to help be protected online</p> |

| <i>E-Safety (Project Evolve) - EYFS</i> | |
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| Autumn 1 | <p>Self image and identity</p>  <p>Online relationships</p>  |
| Autumn 2 | <p>Online reputation</p>  <p>Online bullying</p>  |
| Spring 1 | <p>Managing online information</p>  |
| Spring 2 | <p>Health, wellbeing and lifestyle</p>  |
| Summer 1 | <p>Privacy and Security</p>  |
| Summer 2 | <p>Copywrite and ownership</p>  |