

# Computing and e-safety Long-term Plan



## **The United Curriculum for computing and e-safety is built upon:**

- Computing: The ‘Teach Computing’ Curriculum
- E-Safety: Education for a Connected World and Project Evolve, which is also available for free

## **E-safety objectives are integral to the Computing and PSHE curriculum. We:**

- Adapt some lessons in the Teach Computing units
- Teach a 6-lesson e-safety unit in PSHE for each year group from Reception to year 6

## **Children are provided with:**

Relevant, coherent, progressive computing education that equips them to use computational thinking and creativity.

Computer science -The principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Opportunities to create programs, systems and a range of content.

Opportunities to express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

A comprehensive curriculum for E-safety to ensure the messages around e-safety are reinforced throughout the year.

# EYFS: e-Safety unit

	Lesson Title	e- Safety success criteria [& Project Evolve resources]
1	<b>Self Image and Identity</b>	<ul style="list-style-type: none"><li>• <a href="#">I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</a></li></ul>
2	<b>Online relationships</b>	<ul style="list-style-type: none"><li>• <a href="#">I can recognise some ways in which the internet can be used to communicate.</a></li><li>• <a href="#">I can give examples of how I (might) use technology to communicate with people I know</a></li></ul>
3	<b>Online reputation</b>	<ul style="list-style-type: none"><li>• <a href="#">I can identify ways that I can put information on the internet.</a></li></ul>
4	<b>Online bullying</b>	<ul style="list-style-type: none"><li>• <a href="#">I can describe ways that some people can be unkind online.</a></li><li>• <a href="#">I can offer examples of how this can make others feel</a></li></ul>
5	<b>Managing online information</b>	<ul style="list-style-type: none"><li>• <a href="#">I can talk about how to use the internet as a way of finding information online</a></li><li>• <a href="#">I can identify devices I could use to access information on the internet..</a></li></ul>

# Year 1: e-Safety unit

	Lesson Title	e- Safety success criteria [& Project Evolve resources]
1	Self image and identity	<ul style="list-style-type: none"><li>• <a href="#">I can recognise that there may be people online who could make someone feel sad, embarrassed or upset</a></li></ul>
2	Online relationships	<ul style="list-style-type: none"><li>• <a href="#">I can give examples of when I should ask permission to do something online and explain why this is important</a></li><li>• <a href="#">I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)..</a></li><li>• <a href="#">I can explain why it is important to be considerate and kind to people online and to respect their choices.</a></li><li>• <a href="#">I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</a></li></ul>
3	Online reputation	<ul style="list-style-type: none"><li>• <a href="#">I can recognise that information can stay online and could be copied</a></li><li>• <a href="#">I can describe what information I should not put online without asking a trusted adult first..</a></li></ul>
4	Online bullying	<ul style="list-style-type: none"><li>• <a href="#">I can describe how to behave online in ways that do not upset others and can give examples.</a></li></ul>
5	Privacy and security	<ul style="list-style-type: none"><li>• <a href="#">I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</a></li><li>• <a href="#">I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</a></li></ul>

## Year 2: e-Safety unit

	Lesson Title	e - Safety success criteria [& Project Evolve resources]
1	Self image and identity	<ul style="list-style-type: none"><li>• <a href="#">I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</a></li></ul>
2	Online relationships	<ul style="list-style-type: none"><li>• <a href="#">I can explain who I should ask before sharing things about myself or others online.</a></li></ul>
3	Online reputation	<ul style="list-style-type: none"><li>• <a href="#">I can explain how information put online about someone can last for a long time.</a></li><li>• <a href="#">I can describe how anyone's online information could be seen by others.</a></li><li>• <a href="#">I know who to talk to if something has been put online without consent or if it is incorrect.</a></li></ul>
4	Online bullying	<ul style="list-style-type: none"><li>• <a href="#">I can explain what bullying is, how people may bully others and how bullying can make someone feel.</a></li><li>• <a href="#">I can explain why anyone who experiences bullying is not to blame</a></li><li>• <a href="#">I can talk about how anyone experiencing bullying can get help.</a></li></ul>
5	Managing online information	<ul style="list-style-type: none"><li>• <a href="#">I can use simple keywords in search engines</a></li><li>• <a href="#">I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</a></li><li>• <a href="#">I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</a></li><li>• <a href="#">I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</a></li><li>• <a href="#">I can explain why some information I find online may not be real or true.</a></li></ul>
6	Privacy and security	<ul style="list-style-type: none"><li>• <a href="#">I can explain and give examples of what is meant by 'private' and 'keeping things private'.</a></li><li>• <a href="#">I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</a></li></ul>

# Year 3: e-Safety unit

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	<b>Self image and identity</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can explain what is meant by the term 'identity'.</a></li> <li>• <a href="#">I can explain how people can represent themselves in different ways online.</a></li> <li>• <a href="#">I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</a></li> </ul>
2	<b>Online relationships 1</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe ways people who have similar likes and interests can get together online.</a></li> <li>• <a href="#">I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</a></li> <li>• <a href="#">I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</a></li> </ul>
3	<b>Online relationships 2</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</a></li> <li>• <a href="#">I can explain how someone's feelings can be hurt by what is said or written online.</a></li> <li>• <a href="#">I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</a></li> </ul>
4	<b>Online bullying</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe appropriate ways to behave towards other people online and why this is important.</a></li> <li>• <a href="#">I can give examples of how bullying behaviour could appear online and how someone can get support.</a></li> </ul>
5	<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</a></li> <li>• <a href="#">I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</a></li> </ul>

# Year 4: e-Safety unit

Lesson Title	e- Safety success criteria [& Project Evolve resources]
1	<b>Self image and identity</b> <ul style="list-style-type: none"> <li><a href="#">I can explain how my online identity can be different to my offline identity.</a></li> <li><a href="#">I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</a></li> <li><a href="#">I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</a></li> </ul>
2	<b>Online relationships</b> <ul style="list-style-type: none"> <li><a href="#">I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</a></li> <li><a href="#">I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</a></li> <li><a href="#">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.</a></li> </ul>
3	<b>Online reputation</b> <ul style="list-style-type: none"> <li><a href="#">I can describe how to find out information about others by searching online.</a></li> <li><a href="#">I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</a></li> </ul>
4	<b>Online bullying</b> <ul style="list-style-type: none"> <li><a href="#">I can recognise when someone is upset, hurt or angry online.</a></li> <li><a href="#">I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</a></li> <li><a href="#">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).</a></li> </ul>
5	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li><a href="#">I can explain how using technology can be a distraction from other things, in both a positive and negative way.</a></li> <li><a href="#">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.</a></li> </ul>
	<b>Privacy and Security</b> <ul style="list-style-type: none"> <li><a href="#">I can describe strategies for keeping personal information private, depending on context.</a></li> <li><a href="#">I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</a></li> <li><a href="#">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.</a></li> <li><a href="#">I know what the digital age of consent is and the impact this has on online services asking for consent.</a></li> </ul>

# Year 5: e-Safety unit

Lesson Title	e- Safety success criteria [& Project Evolve resources]
1	<b>Self image and identity</b> <ul style="list-style-type: none"> <li>• <a href="#">I can explain how identity online can be copied, modified or altered.</a></li> <li>• <a href="#">I can demonstrate how to make responsible choices about having an online identity, depending on context.</a></li> </ul>
2	<b>Online bullying</b> <ul style="list-style-type: none"> <li>• <a href="#">I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</a></li> <li>• <a href="#">I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</a></li> <li>• <a href="#">I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</a></li> <li>• <a href="#">I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</a></li> <li>• <a href="#">I can explain how to block abusive users.</a></li> <li>• <a href="#">I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</a></li> </ul>
3	<b>Managing online information</b> <ul style="list-style-type: none"> <li>• <a href="#">I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</a></li> <li>• <a href="#">I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results</a></li> <li>• <a href="#">I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence..</a></li> <li>• <a href="#">I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</a></li> <li>• <a href="#">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, influencers).</a></li> <li>• <a href="#">I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</a></li> <li>• <a href="#">I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</a></li> <li>• <a href="#">I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</a></li> </ul>
4	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• <a href="#">I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</a></li> <li>• <a href="#">I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</a></li> <li>• <a href="#">I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</a></li> <li>• <a href="#">I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</a></li> </ul>
5	<b>Privacy and security</b> <ul style="list-style-type: none"> <li>• <a href="#">I can explain what app permissions are and can give some examples.</a></li> </ul>
6	<b>Copyright and ownership</b> <ul style="list-style-type: none"> <li>• <a href="#">I can assess and justify when it is acceptable to use the work of others</a></li> <li>• <a href="#">I can give examples of content that is permitted to be reused and know how this content can be found online.</a></li> </ul>

# Year 6: e-Safety unit

Lesson Title	e-Safety success criteria [& Project Evolve resources]
1 <b>Self image and identity</b>	<ul style="list-style-type: none"> <li>• <a href="#">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</a></li> <li>• <a href="#">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.</a></li> <li>• <a href="#">I can explain the importance of asking until I get the help needed.</a></li> </ul>
2 <b>Online relationships</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can explain how sharing something online may have an impact either positively or negatively</a></li> <li>• <a href="#">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.</a></li> <li>• <a href="#">I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</a></li> <li>• <a href="#">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.</a></li> </ul>
3 <b>Online bullying</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</a></li> <li>• <a href="#">I can explain how someone would report online bullying in different contexts.</a></li> </ul>
4 <b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</a></li> <li>• <a href="#">I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</a></li> <li>• <a href="#">I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</a></li> <li>• <a href="#">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).</a></li> </ul>
5 <b>Privacy and security 1</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</a></li> <li>• <a href="#">I can explain what to do if a password is shared, lost or stolen.</a></li> <li>• <a href="#">I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</a></li> </ul>
6 <b>Privacy and security 2</b>	<ul style="list-style-type: none"> <li>• <a href="#">I can describe simple ways to increase privacy on apps and services that provide privacy settings.</a></li> <li>• <a href="#">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 (e.g. scams, phishing).</a></li> <li>• <a href="#">I know that online services have terms and conditions that govern their use.</a></li> </ul>

# United Curriculum: Computing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<a href="#">Computing systems and networks</a> <b>Technology around us</b>	<a href="#">Computing systems and networks</a> <b>IT around us</b>	<a href="#">Computing systems and networks</a> <b>Connecting computers</b>	<a href="#">Computing systems and networks</a> <b>The internet</b>	<a href="#">Computing systems and networks</a> <b>Sharing information</b>	<a href="#">Computing systems and networks</a> <b>Communication</b>
Autumn 2	<a href="#">Programming</a> <b>Moving a robot</b> Geography – Here I am	<a href="#">Programming</a> <b>Robot algorithms</b>	<a href="#">Programming</a> <b>Sequence in music</b>	<a href="#">Creating media</a> <b>Photo editing</b>	<a href="#">Creating Media</a> <b>Vector drawing</b>	<a href="#">Programming</a> <b>Variables in games</b>
Spring 1	<a href="#">Creating media</a> <b>Digital painting</b>	<a href="#">Creating media</a> <b>Making music</b> Science – Living things and their habitats	<a href="#">Data and information</a> <b>Branching databases</b> Science – Living organisms	<a href="#">Data and information</a> <b>Data logging</b> Science – States of matter	<a href="#">Programming</a> <b>Selection in physical computing</b> DT – Mechanisms	<a href="#">Creating Media</a> <b>3D modelling</b> Art – Sculpture
Spring 2	<a href="#">Data and information</a> <b>Grouping data</b> Science – Everyday materials	<a href="#">Data and information</a> <b>Pictograms</b> Science – Living things and their habitats	<a href="#">Creating media</a> <b>Animation</b> Science – Plants Geography – Investigation mountains and volcanoes	<a href="#">Creating media</a> <b>Audio editing</b> Science – Sound	<a href="#">Programming</a> <b>Selection in quizzes</b>	<a href="#">Data and information</a> <b>Spreadsheets</b>
Summer 1	<a href="#">Programming</a> <b>Introduction to animation</b> DT – Moving pictures	<a href="#">Creating media</a> <b>Digital photography</b> Art – Digital art	<a href="#">Programming</a> <b>Events and actions</b>	<a href="#">Programming</a> <b>Repetition in shames</b>	<a href="#">Creating media</a> <b>Video editing</b>	<a href="#">Programming</a> <b>Sensing</b> Science – Functions of the human body
Summer 2	<a href="#">Creating media</a> <b>Digital writing</b>	<a href="#">Programming</a> <b>Introduction to quizzes</b>	<a href="#">Creating media</a> <b>Desktop publishing</b> Geography – Looking at Europe	<a href="#">Programming</a> <b>Repetition in games</b>	<a href="#">Data and information</a> <b>Flat file databases</b> Geography – Climate across the world	<a href="#">Creating media</a> <b>Webpage creation</b>