

Online Safety and Safeguarding progression document

Underpinning knowledge and behaviours:

Each lesson, as much as possible, should include these different areas of understanding.

- **How to evaluate what they see online.**
- **How to recognise techniques for persuasion**
- **Online behaviour**
- **How to identify online risks.**
- **How and when to seek support.**

For example, when learning about sharing embarrassing images, can children evaluate why it might be embarrassing? How might someone persuade you to share their own or others images? Why is this online behaviour unacceptable and why do people do this online behaviour when they know it is wrong? What are the risks of sharing your own / others images? How can you get support? Who from?

Harms and risks for children online (Highlighted for coverage / FYI in terms of the issues our children are facing):

Please use the lessons as a basis and do not be afraid of having open conversations with the children about the issues below as and when they arise. Online safety and safeguarding should be embedded into all we do.

- Age restrictions - Year 3
- Content use and sharing content – Year 2
- Disinformation, misinformation and hoaxes. - Year 5, Year 3
- Fake websites and scam emails – Year 5/6, Year 2, Year 3
- Password phishing – Year 6
- Personal data – Year 1, Year 2
- Persuasive design – Year 4
- Privacy settings - Year 5, Year 6 extra
- Fake profiles – Year 6, Year 2
- Grooming – not explicitly mentioned but is interwoven throughout in people being who they are online
- Live streaming – Year 5 extra
- Unsafe communication - Year 5/6, Year 2, Year 3
- Targeted online content – Year 5/6
- Confidence and self-respect – Throughout all of the units.
- Mental health – Throughout all of the units.
- Reputational damage - All Online reputation lessons.
- Online vs. Offline behaviours. - Year 2

Year	Objectives Covers online safety / digital literacy objectives as well as RSE objectives.	Unit 1	Unit 2 / Additional activities to be covered if you do not have a second half term of Computing.
EYFS	EYFS - Online behaviour and identifying risks including what to do.	Jessie and Friends - CEOP Think u know - https://www.thinkuknow.co.uk/4-7/4-5/badges/watching-videos/ Videos and interactive questions. (info for staff - https://www.thinkuknow.co.uk/parents/jessie-and-friends/)	Search and Access Resources ▶ Year Group ProjectEVOLVE There are additional resources available through project evolve if there are more items that you would like to cover

Year	Previous Year's Coverage	Objectives Covers online safety / digital literacy objectives as well as RSE objectives.	Unit 1	Unit 2 / Additional activities to be covered if you do not have a second half term of Computing.
1	EYFS - Online behaviour and identifying risks including what to do.	<p>Know the people whose job it is to keep us safe.</p> <p>Know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Know about the role of the internet in everyday life.</p> <p>I can recognise some uses of technology in school.</p> <p>I can recognise some uses of technology at home.</p> <p>I understand that some information is personal and can give examples of this.</p> <p>I know where to go for support when I am using technology (trusted adult).</p> <p>I can talk about being kind online and real-life consequences.</p> <p>I follow the SMART online safety rules / policy.</p>	<p>Self-image and identify: https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-someone-feel-sad-embarrassed-or-upset/?from=years</p> <p>Online relationships: https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-explain-why-things-one-person-finds-funny-or-sad-online-may-not-always-be-seen-in-the-same-way-by-others/?from=years</p> <p>Online reputation: https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-describe-what-information-i-should-not-put-online-without-asking-a-trusted-adult-first/?from=years</p> <p>Online bullying: https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-how-to-behave-online-in-ways-that-do-not-upset-others-and-can-give-examples/?from=years</p> <p>Managing online information https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-know-understand-that-we-can-encounter-a-range-of-things-online-including-things-we-like-and-dont-like-as-well-as-things-which-are-real-or-make-believe-a-joke/?from=years</p> <p>Health, well-being and lifestyle: https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-</p>	<p>https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/</p> <p>Watch the Smart crew to learn about the SMART poster we have in school.</p> <p>Key point: our SMART poster if our children's online safety policy – it should be followed when accessing any device online in school or at home and referred to in all online safety lessons and in other safeguarding, PSHE or appropriate opportunities.</p>

			<p>can-explain-rules-to-keep-myself-safe-when-using-technology-both-in-and-beyond-the-home/?from=years</p> <p>Privacy and Security https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-why-it-is-important-to-always-ask-a-trusted-adult-before-sharing-any-personal-information-online-belonging-to-myself-or-others/?from=years</p> <p>Copyright and Ownership https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-can-explain-why-work-i-create-using-technology-belongs-to-me/?from=years</p>	
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Year	Previous Year's Coverage	Objectives Covers online safety / digital literacy objectives as well as RSE objectives.	Unit 1	Unit 2 / Additional activities to be covered if you do not have a second half term of Computing.
2	<p>Know the people whose job it is to keep us safe.</p> <p>Know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Know about the role of the internet in everyday life.</p> <p>I can recognise some uses of technology in school.</p> <p>I can recognise some uses of technology at home.</p> <p>I understand that some information is personal and can give examples of this.</p> <p>I know where to go for support when I am using technology (trusted adult).</p> <p>I can talk about being kind online and real-life consequences.</p> <p>I follow the SMART online safety rules / policy.</p>	<p>Know that not all information seen online is true.</p> <p>Know that sometimes people may behave differently online, including pretending to be someone they are not.</p> <p>Know how to respond to persons and adults online that they don't know.</p> <p>Know how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>I can recognise many uses of technology in school.</p> <p>I can recognise many uses of technology at home.</p> <p>I understand that some information is personal and know to keep my personal information safe – including passwords.</p> <p>I can identify personal information from non-personal information.</p> <p>I know where to go for support when I am using technology (trusted adult).</p> <p>I follow the SMART online safety rules / policy.</p> <p>I can talk about why it is important to be kind and polite online and in real life.</p>	<p>Managing Online Information Search and Access Resources ▶ Year Group ▶ Year Two ▶ Managing Online Information (projectevolve.co.uk)</p> <p>Self-Image and Identity Search and Access Resources ▶ Year Group ▶ Year Two ▶ Self-Image and Identity (projectevolve.co.uk)</p> <p>Online relationships Search and Access Resources ▶ Year Group ▶ Year Two ▶ Online Relationships (projectevolve.co.uk)</p> <p>Online Reputation Search and Access Resources ▶ Year Group ▶ Year Two ▶ Online Reputation (projectevolve.co.uk)</p> <p>Online Bullying Search and Access Resources ▶ Year Group ▶ Year Two ▶ Online Bullying (projectevolve.co.uk)</p> <p>Health, wellbeing and lifestyle Search and Access Resources ▶ Year Group ▶ Year Two ▶ Health, Well-being and Lifestyle</p>	<p>Managing Online Information Search and Access Resources ▶ Year Group ▶ Year Two ▶ Online Relationships (projectevolve.co.uk)</p> <p>Further help regarding why people behave the way they do online.</p> <p>https://www.childnet.com/resources/digiduck-stories/</p> <p>Digiduck – As a recap and to cover other areas not covered (5 lessons based on 5 stories)</p>

		<p>I know that not everyone is who they say they are on the Internet.</p>	<p>projectevolve.co.uk</p> <p>Privacy and security Search and Access Resources ▶ Year Group ▶ Year Two ▶ Privacy and Security (projectevolve.co.uk)</p> <p>Copyright and Ownership Search and Access Resources ▶ Year Group ▶ Year Two ▶ Copyright and Ownership (projectevolve.co.uk)</p>	
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Year	Previous Year's Coverage	Objectives Covers online safety / digital literacy objectives as well as RSE objectives.	Unit 1	Unit 2 / Additional activities to be covered if you do not have a second half term of Computing.
3	<p>Know that not all information seen online is true.</p> <p>Know that sometimes people may behave differently online, including pretending to be someone they are not.</p> <p>Know how to respond to persons and adults online that they don't know.</p> <p>Know how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>I can recognise many uses of technology in school.</p> <p>I can recognise many uses of technology at home.</p> <p>I understand that some information is personal and know to keep my personal information safe – including passwords.</p> <p>I can identify personal information from non-personal information.</p> <p>I know where to go for support when I am using technology (trusted adult).</p> <p>I follow the SMART online safety rules / policy.</p> <p>I can talk about why it is</p>	<p>Know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety. (including online).</p> <p>Know how to respond safely and appropriately to adults / persons they may encounter (in all contexts including online); how to report concerns.</p> <p>I can talk about what makes a secure password and why they are important.</p> <p>I can explain how to protect my personal information when I do different things online.</p> <p>I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I can recognise websites and games appropriate for my age.</p> <p>I can make good choices about how long I spend online.</p>	<p>Self-image and identity: https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/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/?from=years</p> <p>Online relationships: https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/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/?from=years</p> <p>Online reputation: https://projectevolve.co.uk/toolkit/resources/content/online-reputation/7-11/i-can-give-examples-of-what-anyone-may-or-may-not-be-willing-to-share-about-themselves-online-i-can-explain-the-need-to-be-careful-before-sharing-anything-personal/?from=years</p> <p>Online bullying: https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-give-examples-of-how-bullying-behaviour-could-appear-online-and-how-someone-can-get-support/?from=years</p> <p>Managing online information: https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-explain-the-difference-between-a-belief-an-opinion-and-a-fact-and-can-give-examples-of-how-and-where-they-might-be-shared-online-e-g-in-videos-memes-posts-news-stories-etc/?from=years</p>	<p>Online relationships 2nd unit: https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-why-someone-may-change-their-mind-about-trusting-anyone-with-something-if-they-feel-nervous-uncomfortable-or-worried/?from=years</p> <p>Why you might change your mind about someone you trust if they make you feel nervous or uncomfortable.</p>

	<p>important to be kind and polite online and in real life.</p>	<p>I ask an adult before downloading files and games from the Internet. I can post positive comments online. I can describe the World Wide Web as the part of the Internet that contains websites. I can recognise when digital content is clearly wrong. I know to follow the SMART online safety rules / policy.</p>	<p>Healthy, wellbeing and lifestyle: https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/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/?from=years Privacy and security: https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-how-connected-devices-can-collect-and-share-anyone-s-information-with-others/?from=years Copyright and ownership: https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/7-11/i-can-explain-why-copying-someone-else-s-work-from-the-internet-without-permission-isn-t-fair-and-can-explain-what-problems-this-might-cause/?from=years</p>	
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4	<p>Know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety. (including online).</p> <p>Know how to respond safely and appropriately to adults / persons they may encounter (in all contexts including online); how to report concerns.</p> <p>I can talk about what makes a secure password and why they are important.</p> <p>I can explain how to protect my personal information when I do different things online.</p> <p>I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I can recognise websites and games appropriate for my</p>	<p>Know strategies for keeping safe in the local environment or unfamiliar places including the safe use of digital devices when out and about.</p> <p>Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>I choose a secure password when I am using a website.</p> <p>I can talk about the ways I can protect myself and my friends from harm online.</p> <p>I use the safety features of websites as well as reporting concerns to an adult.</p> <p>I know that anything I post online can be seen by others.</p> <p>I choose websites and</p>	<p>Self-image and identity: https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-that-others-online-can-pretend-to-be-someone-else-including-my-friends-and-can-suggest-reasons-why-they-might-do-this/?from=years</p> <p>Online Relationships: https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-describe-strategies-for-safe-and-fun-experiences-in-a-range-of-online-social-environments-e-g-livestreaming-gaming-platforms/?from=years</p> <p>Online reputation: https://projectevolve.co.uk/toolkit/resources/content/online-reputation/7-11/i-can-explain-ways-that-some-of-the-information-about-anyone-online-could-have-been-created-copied-or-shared-by-others/?from=years</p> <p>Online Bullying: https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-describe-ways-people-can-be-bullied-through-a-range-of-media-e-g-image-video-text-chat/?from=years</p> <p>Managing Online Information: https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-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/?from=years</p> <p>Health, well-being and lifestyle: https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/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/?from=years</p> <p>Privacy and Security: https://projectevolve.co.uk/toolkit/resources/content/privacy-and-</p>	<p>https://www.youtube.com/watch?v=HOqQou75Cx</p> <p>Goldilocks – a hashtag cautionary tale.</p> <p>Additional story to cover sharing and link to the issues surrounding likes and online fame.</p> <p>LE has a hard copy of the book.</p>

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<p>age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the Internet. I can post positive comments online. I can describe the World Wide Web as the part of the Internet that contains websites. I can recognise when digital content is clearly wrong. I know to follow the SMART online safety rules / policy.</p>	<p>games that are appropriate for my age. I can help my friends make good choices about the time they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. I comment positively and respectfully online. I know and use the SMART rules / online safety policy.</p>	<p>security/7-11/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/?from=years Copyright and Ownership: https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/7-11/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/?from=years</p>	
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5	<p>Know strategies for keeping safe in the local environment or unfamiliar places including the safe use of digital devices when out and about.</p> <p>Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>I choose a secure password when I am using a website.</p> <p>I can talk about the ways I can protect myself and my friends from harm online.</p> <p>I use the safety features of websites as well as reporting concerns to an adult.</p> <p>I know that anything I post online can be seen by others.</p> <p>I choose websites and games that are appropriate for my age.</p> <p>I can help my friends make good choices about the time they spend online.</p> <p>I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.</p> <p>I comment positively and respectfully online.</p> <p>I know and use the SMART rules / online</p>	<p>Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Know that personal behaviour can affect other people, to recognise and model respectful behaviour online.</p> <p>I can talk about the dangers of spending too long online or playing a game.</p> <p>I can explain the importance of communicating kindly and respectfully.</p> <p>I can discuss the importance of choosing an age-appropriate website or game and can evaluate digital content to see whether or not it is suitable.</p> <p>I have a basic understanding of terms such as copyright, spam and virus.</p> <p>I know that anything I post online can be seen, used and may affect others.</p> <p>I can explain what my personal information includes and how I can keep it safe on multiple platforms (text, social media, photos etc)</p> <p>I can use a search engine to find appropriate information and check its reliability using more concise search terms.</p>	<p>Self-Image and Identity Search and Access Resources ▶ Year Group ▶ Year Five ▶ Self-Image and Identity (projectevolve.co.uk)</p> <p>Online relationships Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Relationships (projectevolve.co.uk)</p> <p>Online reputation Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Reputation (projectevolve.co.uk)</p> <p>Online Bullying Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Bullying (projectevolve.co.uk)</p> <p>Managing online information Search and Access Resources ▶ Year Group ▶ Year Five ▶ Managing Online Information (projectevolve.co.uk)</p> <p>Health, wellbeing and lifestyle Search and Access Resources ▶ Year Group ▶ Year Five ▶ Health, Well-</p>	<p>Online bullying – To teach this whole unit of 6 lessons as it covers safeguarding / behaviour concerns that have regularly occurred in Year 5 such as falling out online including on Whats app. Search and Access Resources ▶ Year Group ▶ Year Five ProjectEVOLVE</p> <p>Seventh lesson about live streaming. There are resources here including an information sheet and lesson resources (think u know toolkit in teams) activity-sheet-livestreaming.pdf (thinkuknow.co.uk)</p>

	safety policy	I know and use the SMART rules / policy at home and school.	being and Lifestyle (projectevolve.co.uk) Privacy and security Search and Access Resources ▶ Year Group ▶ Year Five ▶ Privacy and Security (projectevolve.co.uk) Copyright and ownership Search and Access Resources ▶ Year Group ▶ Year Five ▶ Copyright and Ownership (projectevolve.co.uk)	
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6	<p>Know strategies for keeping safe in the local environment or unfamiliar places including the safe use of digital devices when out and about.</p> <p>Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>I choose a secure password when I am using a website.</p> <p>I can talk about the ways I can protect myself and my friends from harm online.</p> <p>I use the safety features of websites as well as reporting concerns to an adult.</p> <p>I know that anything I post online can be seen by</p>	<p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images.</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including online and/or anonymous) in school and in wider society; strategies to improve or support courteous respectful relationships.</p> <p>I can talk about the dangers of spending too long online or playing a game.</p> <p>I can explain the importance of communicating kindly and respectfully and the consequences of not doing so.</p> <p>I can discuss the</p>	<p>Self image and identity: https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/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/?from=years</p> <p>Online Relationships: https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/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/?from=years</p> <p>Online Reputation: https://projectevolve.co.uk/toolkit/resources/content/online-reputation/7-11/i-can-explain-strategies-anyone-can-use-to-protect-their-digital-personality-and-online-reputation-including-degrees-of-anonymity/?from=years</p> <p>Online Bullying: https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-explain-how-someone-would-report-online-bullying-in-different-contexts/?from=years</p> <p>Managing Online Information Search and Access Resources ▶ Year Group ▶ Year Six ▶ Managing Online Information (projectevolve.co.uk)</p> <p>Health and Wellbeing Search and Access Resources ▶ Year Group ▶ Year Six ▶ Health,</p>	<p>Online relationships Search and Access Resources ▶ Year Group ▶ Year Six ▶ Online Relationships (projectevolve.co.uk)</p> <p>Self image https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/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/?from=years</p> <p>Privacy settings https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-simple-ways-to-increase-privacy-on-apps-and-services-that-provide-privacy-settings/?from=years</p> <p>Additional teacher planned lesson about influencers and likes etc and how many followers people have etc...This is included</p>

	<p>others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. I comment positively and respectfully online. I know and use the SMART rules / online safety policy</p>	<p>importance of choosing an age-appropriate website or game and can evaluate digital content to see whether or not it is suitable. I have a basic understanding of terms such as copyright, spam and virus. I know that anything I post online can be seen, used and may affect others and I can explain consequences linked to my online activity. I can explain what my personal information includes and how I can keep it safe on multiple platforms (text, social media, photos etc) I know, use and apply the SMART policy in school and at home.</p>	<p>Well-being and Lifestyle (projectevolve.co.uk)</p> <p>Privacy and Security Search and Access Resources ▶ Year Group ▶ Year Six ▶ Privacy and Security (projectevolve.co.uk)</p> <p>Copyright and ownership Search and Access Resources ▶ Year Group ▶ Year Six ▶ Copyright and Ownership (projectevolve.co.uk)</p>	<p>due to previous issues the school has had with regards to these areas. Key questions to cover: Why do people want likes? How many likes or followers do you need? What is an influencer? How do people try to get likes? How can this affect mental health? What does this have to do with sharing your personal data? What issues do influencers face concerning unsafe communication and interactions with people they don't know? Are influencers your friends? Do you trust them? Why do people want to become influencers? What responsibilities do influencers have? Useful video: https://www.youtube.com/watch?v=JIAFktbHco Please watch all if before showing children. Lots of pause and talk points based on background images. Please speak to WH or LE if you require further support.</p>
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