

Year 1						
PSHE	Term 1		Term 2		Term 3	
		Balance It: Rockin' Rules	Chat It: My Online Avatar	Question It: Internet Quest	Secure It: Why I Should Check Before I Share	Learn It: My Wonderful Work
	To identify, follow and understand why we need rules around screen time.	To understand the function of avatars.	To identify devices that use the internet and use them to find information. Question It: Treasure Hunt	To be aware of information that should or shouldn't be shared online.	To understand that we have ownership of the work we create.	To learn when it is a good time to use screens.
	<ul style="list-style-type: none"> I know that time spent on devices can be fun, helpful and educational. I know that there should be a limit on the amount of screen time I have. I can create rules to limit my screen time. 	<ul style="list-style-type: none"> I know how to create a safe online profile of myself. I know that avatars are usually safer than photographs. 	<ul style="list-style-type: none"> I can explain how the internet is used to find out information. I can name different devices that can be used to access the internet. I can identify times when the internet should or shouldn't be used. I can use detailed information when searching for something. I can use the internet to search for something online. I can use typed text or voice activation to search for something online. 	<ul style="list-style-type: none"> I know which information is not safe to share. I can share personal information that is safe to share. I know to speak to a trusted adult if I'm unsure about whether a piece of information should be shared. 	<ul style="list-style-type: none"> I know that the work I create belongs to me. I know that I can name my work both offline and online to show ownership. I know I should give credit when I use the work of others. 	<ul style="list-style-type: none"> I can follow rules around screen time. I know that too much screen time can have a negative impact on my life. I can identify good and bad times for screen use.
	Health, well-being and lifestyle <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> I know that the work I create belongs to me I can name my work so that others know it belongs to me 	Embedded <ul style="list-style-type: none"> Health, well-being and lifestyle <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> I know that the work I create belongs to me I can name my work so that others know it belongs to me 	Embedded <ul style="list-style-type: none"> Copyright and ownership <ul style="list-style-type: none"> I know that work I create belongs to me I can name my work so that others know it belongs to me 	Embedded <ul style="list-style-type: none"> Privacy and security <ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. (Y1) 		
	Being Me Feel It: Villains in Our Fairy Tales To describe ways that some people can be unkind online	Celebrating Differences Think It: Goodies and Baddies To gain an understanding of what makes someone good or bad.	Dreams and Goals Feel It: Be Kind and Caring To understand how being unkind to someone can make them feel.	Healthy Me Feel It: It's Nice to Be Nice To describe how to be nice and give examples.	Relationships Think It: The Importance of Saying NO To know that each of us has the right to say no, especially when we feel upset or uncomfortable.	Changing Me Secure It: Why I Should Check Before I Share To be aware of information that should or shouldn't be shared online.
	<ul style="list-style-type: none"> I know that people can be unkind both online and in real life. I can identify when people are being unkind online. I can compliment others and try hard to be kind. 	<ul style="list-style-type: none"> I know that there are good and bad people in the world. I know that how someone looks doesn't always show if they are good or bad. I can look for help from an adult I know, if I'm unsure of somebody. 	<ul style="list-style-type: none"> I can describe ways that people can be unkind. I understand how unkind behaviour can make others feel. I can choose my words carefully; I can be kind. 	<ul style="list-style-type: none"> I can be nice in school. I can be nice at home. I can discuss examples of being nice online. 	<ul style="list-style-type: none"> I can say a gentle, soft 'no' when I don't like something. I can say a strong, loud 'NO' when I feel upset or uncomfortable. I can STAND UP - SAY NO - WALK AWAY - TELL SOMEONE. 	<ul style="list-style-type: none"> I know which information is not safe to share. I can share personal information that is safe to share. I know to speak to a trusted adult if I'm unsure about whether a piece of information should be shared.

Year 2					
PSHE	Specific		Embedded		PSHE
	<p>Term 1</p> <p>Question It: Online Navigators</p> <p>To use keywords in search engines and demonstrate how to navigate a simple webpage to retrieve information.</p>	<p>Term 2</p> <p>Chat It: Kind Communication</p> <p>To understand how to communicate kindly online.</p>	<p>Term 3</p> <p>Mind It: Follow the Digital Footprint</p> <p>To explain how information put online about me can last for a long time.</p>	<p>Term 4</p> <p>Secure It: Protecting My Privacy</p> <p>To describe and explain some rules for keeping information private.</p>	
<p>Health, well-being, and lifestyle</p> <ul style="list-style-type: none"> 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 	<p>Managing Online Information</p> <ul style="list-style-type: none"> To identify that some images are not real (fake) 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> 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 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> I know that work I create belongs to me. 	<p>Being Me</p> <p>Feel It: Sticks and Stones</p> <p>To understand the effect our words and actions can have on others.</p>	<p>Relationships</p> <p>Chat It: Communicating With People We Don't Know</p> <p>To be able to communicate safely with people we don't know.</p>
<p>Being Me</p> <p>Feel It: Sticks and Stones</p> <p>To understand the effect our words and actions can have on others.</p>	<p>Celebrating Differences</p> <p>Feel It: Be Brave; Stand Tall</p> <p>To understand who is responsible for bullying behaviour.</p>	<p>Dreams and Goals</p> <p>Think It: Online Identity</p> <p>To understand how what I do online forms my online identity.</p>	<p>Healthy Me</p> <p>Question It: Real and Reliable</p> <p>To understand that some information we find online may not be true.</p>	<p>Relationships</p> <p>Chat It: Communicating With People We Don't Know</p> <p>To be able to communicate safely with people we don't know.</p>	<p>Changing Me</p> <p>Think It: Power of Persistence</p> <p>To understand why it is important to seek help from trusted adults.</p>
<ul style="list-style-type: none"> To understand the effect of negative words. To understand the effect of negative actions. To know what it means to show kindness. 	<ul style="list-style-type: none"> I know what behaviour counts as bullying. I understand who is responsible for bullying behaviour. I know who to turn to for help when I experience negativity 	<ul style="list-style-type: none"> I know what an online identity is and what makes it. I know what an offline identity is and what makes it. I understand how people can form opinions about me online. 	<ul style="list-style-type: none"> I can explain the difference between things that are imaginary and things that are real. I understand that some information I find online may not be true. I understand what a reliable source is and who can help me to identify a reliable source of information. 	<ul style="list-style-type: none"> I know who my trusted adults are. I understand how they can help. I know situations where I will need a trusted adult. 	

Year 3						
Computing	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>To understand that the internet can be used to buy and sell things.</p> <ul style="list-style-type: none"> • I know that the internet can be used to buy things. • I know that the internet can be used to sell things. • I know that there are advantages and disadvantages for buying and selling things on the internet. 	<p>Chat It: Making New Friends Online</p> <p>To understand the risks associated with meeting and talking to people that I don't know.</p> <ul style="list-style-type: none"> • I know that it's possible to speak to friends/people I know and strangers/people I don't know online. • I know I should never share personal information online or arrange to meet someone I've met online face to face. • I know I can seek help or guidance from a trusted adult if I feel threatened in any way 	<p>Learn It: Other People's Projects</p> <p>To understand that other people's work belongs to them.</p> <ul style="list-style-type: none"> • I know that work online and offline belongs to someone. • I can learn from the work of others. • I should give credit for any sources I use in my own work. 	<p>Mind It: Identifying Information</p> <p>To understand that information about people is stored online.</p> <ul style="list-style-type: none"> • I am aware that there could be identifying information about me online. • I know I can search for information about myself online. • I should seek help from a 	<p>Question It: Right or Wrong</p> <p>To explain the difference between a belief, an opinion and a fact.</p> <ul style="list-style-type: none"> • I know that people have different opinions and beliefs. • I should respect the opinions and beliefs of others. • I shouldn't push my opinions or beliefs on others. • I should never share an opinion or belief about someone, unless I know it's a fact 	<p>Feel It: Look Closely</p> <p>To recognise different situations that are bullying.</p> <ul style="list-style-type: none"> • I know that my emotions can let me down from time to time. • I know that if I act out on a once off it's not an example of bullying. • I know that bullying is intentional, repetitive behaviour that harms another person.
<p>Privacy & Security</p> <p>Password generation & Security</p> <ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private <p>When is it ok to share?</p> <ul style="list-style-type: none"> • I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. <p>Match the post to the profile</p> <ul style="list-style-type: none"> • I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. <p>Class digital assistant</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>Managing online information</p> <ul style="list-style-type: none"> • I can use key phrases in search engines. • I can use search technologies effectively. <p>Copyright and ownership</p> <ul style="list-style-type: none"> • 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. 	<p>Think It: Real-Life and Online Identity</p> <p>To identify and describe safe online sharing through the exploration of real-life and online identities.</p> <ul style="list-style-type: none"> • I can explain what is meant by the term identity. • I can describe the differences between real-life and online identities. • I can identify and describe why some information should not be shared online. 	<p>Managing online information</p> <ul style="list-style-type: none"> • I can use key phrases in search engines • I can use search technologies effectively <p>Copyright and ownership</p> <ul style="list-style-type: none"> • 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 	<p>Managing online information</p> <ul style="list-style-type: none"> • I can use key phrases in search engines • I can use search technologies effectively <p>Copyright and ownership</p> <ul style="list-style-type: none"> • 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 	<p>Secure It: Choose Wisely: Should I Share</p> <p>To understand what information to safely share with trusted people.</p> <ul style="list-style-type: none"> • I can choose who to share my personal information with. • I should only share my personal information with people that I trust. • I can seek help from a trusted adult if I feel pressured into sharing personal information. 	<p>Chat It: Different Friendships</p> <p>To explore and discuss the differences between online and face-to-face friendships.</p> <ul style="list-style-type: none"> • I can identify similarities and differences between online and face-to-face friendships. • I know how to be a good friend both online and face to face. • I am aware of the risks of online friendships and I will always communicate with a trusted adult if I feel threatened in any way.
<p>Being Me</p> <p>Balance It: When Screen Time Goes On Too Long</p> <p>To identify and consider why a balance is needed when using screens.</p>	<p>Celebrating Differences</p> <p>Feel It: Affect Reflect</p> <p>To explore cyberbullying and describe how our actions online affect others.</p>	<p>Dreams and Goals</p> <p>Think It: Real-Life and Online Identity</p> <p>To identify and describe safe online sharing through the exploration of real-life and online identities.</p>	<p>Healthy Me</p> <p>Secure It: Choose Wisely: Should I Share</p> <p>To understand what information to safely share with trusted people.</p>	<p>Relationships</p> <p>Chat It: Different Friendships</p> <p>To explore and discuss the differences between online and face-to-face friendships.</p>	<p>Changing Me</p> <p>Balance It: Screen Effects</p> <p>To explore and identify what we need to stay healthy and happy.</p>	
<p>PSHE</p> <ul style="list-style-type: none"> • I can think about how much time I spend on screens and devices. • I can identify how spending too much time on devices can impact my wellbeing in negative ways. • I can identify important activities, such as exercise and spending time with family and friends, that do not involve screen time. 	<ul style="list-style-type: none"> • I can identify how bullying can occur in online gaming. • I can describe how bullying and online behaviour can affect people. 	<ul style="list-style-type: none"> • I can explain what is meant by the term identity. • I can describe the differences between real-life and online identities. • I can identify and describe why some information should not be shared online. 	<ul style="list-style-type: none"> • I can choose who to share my personal information with. • I should only share my personal information with people that I trust. • I can seek help from a trusted adult if I feel pressured into sharing personal information. 	<ul style="list-style-type: none"> • I can identify similarities and differences between online and face-to-face friendships. • I know how to be a good friend both online and face to face. • I am aware of the risks of online friendships and I will always communicate with a trusted adult if I feel threatened in any way. 	<ul style="list-style-type: none"> • I can reflect on how much time I spend online. • I can identify activities that screen activities might replace. • I can recognise what I need and when I need it to stay happy and healthy. 	

Year 4					
PSHE	Computing		Embedded		PSHE
	<p>Term 1</p> <p>Feel It: Where on the Web?</p> <p>To understand how meaning and intent can be lost online</p>	<p>Term 2</p> <p>Question It: Opinions, Beliefs and Facts</p> <p>To understand the differences between opinions, beliefs and facts.</p>	<p>Term 3</p> <p>Learn It: Copyright Concerns</p> <p>To understand the concept of copyright.</p>	<p>Term 4</p> <p>Mind It: Lesson 1 - My Personal Information Online</p> <p>To understand how personal information can be accessed by others online.</p>	
<p>Managing online information</p> <ul style="list-style-type: none"> I can analyse information to make a judgement about probable accuracy, and I understand why it's 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. 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> 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) 	<p>Self-image and identity</p> <ul style="list-style-type: none"> I can describe ways in which people might make themselves look different online 	<p>Healthy Me</p> <p>Secure It: They Want To Be Me</p> <p>To understand how personal information can be used by others.</p>	<p>Relationships</p> <p>Feel It: Pause Before You Post</p> <p>To understand that not all information online is factual.</p>	<p>Changing Me</p> <p>Balance It: Sleep Matters</p> <p>To understand the importance of sleep for our physical and mental health</p>
<p>Being Me</p> <p>Balance It: Time on Technology</p> <p>To consider how time spent on technology can affect other activities.</p> <ul style="list-style-type: none"> I can consider the value of what I do online. I understand how time on technology takes time from other activities. I can reflect on how much time I spend online. 	<p>Celebrating Differences</p> <p>Chat It: The What and the Why</p> <p>To know how to communicate what I am doing online and explain why I have chosen to do so.</p>	<p>Dreams and Goals</p> <p>Think It: Online Identities</p> <p>To understand how online and offline identities are different.</p>	<p>Healthy Me</p> <p>Secure It: They Want To Be Me</p> <p>To understand how personal information can be used by others.</p>	<p>Relationships</p> <p>Feel It: Pause Before You Post</p> <p>To understand that not all information online is factual.</p>	<p>Changing Me</p> <p>Balance It: Sleep Matters</p> <p>To understand the importance of sleep for our physical and mental health</p>
<p>Being Me</p> <p>Balance It: Time on Technology</p> <p>To consider how time spent on technology can affect other activities.</p> <ul style="list-style-type: none"> I can consider the value of what I do online. I understand how time on technology takes time from other activities. I can reflect on how much time I spend online. 	<p>Celebrating Differences</p> <p>Chat It: The What and the Why</p> <p>To know how to communicate what I am doing online and explain why I have chosen to do so.</p>	<p>Dreams and Goals</p> <p>Think It: Online Identities</p> <p>To understand how online and offline identities are different.</p>	<p>Healthy Me</p> <p>Secure It: They Want To Be Me</p> <p>To understand how personal information can be used by others.</p>	<p>Relationships</p> <p>Feel It: Pause Before You Post</p> <p>To understand that not all information online is factual.</p>	<p>Changing Me</p> <p>Balance It: Sleep Matters</p> <p>To understand the importance of sleep for our physical and mental health</p>

Year 5															
<p>Computing</p> <p>Question It: Searching Skills To understand what makes an effective online searcher:</p> <p>Question It: Misinformation and Disinformation To explore how accurate and reliable the information we see online is.</p> <p>Mind It: Project Part Two: Facts or Fiction To describe how information found online can be used to make judgements about individuals</p> <p>Think It: Fake Profiles To find out how to spot a fake profile.</p> <p>Think It: What Information Should You Share Online? To understand the risks associated with posting information online.</p> <p>Chat It: Recognising Negative Behaviour To recognise negative online behaviour and know what to do if I encounter it.</p>	<p>Managing online information</p> <ul style="list-style-type: none"> 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) <p>Embedded</p> <p>Health, well-being and lifestyle</p> <ul style="list-style-type: none"> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour 	<p>Being Me</p> <p>Chat It: Feeling Left Out To understand how to deal with the emotions associated with feeling left out.</p> <p>Celebrating Differences</p> <p>Chat It: Recognising Negative Behaviour To recognise negative online behaviour and know what to do if I encounter it.</p> <p>Dreams and Goals</p> <p>Mind It: Project Part Two: Facts or Fiction To describe how information found online can be used to make judgements about individuals.</p> <p>Healthy Me</p> <p>Healthy Me: Is Technology Bad for Our Health? I understand that using technology can negatively impact my health and wellbeing in different ways.</p> <p>Relationships</p> <p>Feel It: Looking Out for Each Other Online To understand how we can support one another with online concerns, such as cyberbullying.</p> <p>Changing Me</p> <p>Balance It: Health, Wellbeing and Technology I understand that we can use technology to support our health and wellbeing.</p>	<p>Term 1</p> <ul style="list-style-type: none"> I am aware of different search technologies. I understand what type of internet searcher I am. I can explain what it means to be an experienced searcher. 	<p>Term 2</p> <ul style="list-style-type: none"> I understand the difference between opinions and facts. I understand that not all information presented as fact is accurate. I understand what it means to be sceptical and I know why it is important to be sceptical. 	<p>Term 3</p> <ul style="list-style-type: none"> I can describe the link between information found online and people's opinions. I understand how information found online can be subjective. I can assess how valid information found online can be. 	<p>Term 4</p> <ul style="list-style-type: none"> I know what a fake profile is. I know some clues to look out for that might point towards a fake profile. I can start to spot which profiles might be fake. 	<p>Term 5</p> <ul style="list-style-type: none"> I can explain why some information should not be shared in public spaces. I can carefully consider what I post online before posting it. I can understand that something I post online may never be truly deleted. 	<p>Term 6</p> <ul style="list-style-type: none"> I can identify things I could do if something makes me feel uncomfortable online. I can recognise that saying something hurtful online can have negative consequences. I can demonstrate how to support others having problems online 							
									<p>PSHE</p> <p>I understand that deliberately leaving people out of online groups can be a form of cyberbullying.</p> <ul style="list-style-type: none"> I can decide whether someone has been left out for practical reasons or not. I can list some ways to be resilient. 	<p>Being Me</p> <p>Chat It: Feeling Left Out To understand how to deal with the emotions associated with feeling left out.</p>	<p>Celebrating Differences</p> <p>Chat It: Recognising Negative Behaviour To recognise negative online behaviour and know what to do if I encounter it.</p>	<p>Dreams and Goals</p> <p>Mind It: Project Part Two: Facts or Fiction To describe how information found online can be used to make judgements about individuals.</p>	<p>Healthy Me</p> <p>Healthy Me: Is Technology Bad for Our Health? I understand that using technology can negatively impact my health and wellbeing in different ways.</p>	<p>Relationships</p> <p>Feel It: Looking Out for Each Other Online To understand how we can support one another with online concerns, such as cyberbullying.</p>	<p>Changing Me</p> <p>Balance It: Health, Wellbeing and Technology I understand that we can use technology to support our health and wellbeing.</p>

Year 6

Computing		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>Learn It: Technology For Good</p> <p>To understand the positive differences technology makes throughout the world.</p>	<p>Feel It: Getting Help and Reporting Concerns</p> <p>To understand how to react to concerns online and what help is available if we have a concern.</p>	<p>Secure It: How to Password</p> <p>To understand how to use, manage and remember passwords.</p>	<p>Chat It Think: Before You Share</p> <p>To recognise the problems that can come with sharing information online.</p>	<p>Feel It: Gathering Evidence</p> <p>To know how to gather evidence of online bullying and what to do with the evidence.</p>	<p>Chat It: Think Before You Share</p> <p>To recognise the problems that can come with sharing information online.</p>
		<p>• I can describe positive improvements technology makes to the world.</p> <p>• I can recognise these differences in my own life.</p> <p>• I understand balanced uses of technology are vital to everyday life.</p>	<p>• I can grade a concern I have about something I have seen online.</p> <p>• I can decide on the appropriate action to take when I have a concern.</p> <p>• I know how to report cyberbullying concerns.</p>	<p>• I can create memorable passwords for a range of different accounts, sites, apps, services and devices.</p> <p>• I know what to do if I lose my password or think it has been stolen.</p>	<p>• I can identify some of the challenges that come with communicating online.</p> <p>• I can say why certain information shouldn't be shared online.</p> <p>• I understand the implications of sharing comments, information, images, videos and memes.</p>	<p>• I can define different types of cyberbullying.</p> <p>• I know why it is important to gather evidence of cyberbullying.</p> <p>• I can describe ways of capturing evidence of cyberbullying.</p> <p>• I know what to do with the evidence I capture</p>	<p>• I can identify some of the challenges that come with communicating online.</p> <p>• I can say why certain information shouldn't be shared online.</p> <p>• I understand the implications of sharing comments, information, images, videos and memes.</p>
		<p>Managing online information</p> <ul style="list-style-type: none"> 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 	<p>Embedded Online relationships</p> <ul style="list-style-type: none"> I can use the internet with adult support to communicate with people I know. (EY-7) 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. 	<p>Managing information online</p> <ul style="list-style-type: none"> 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 	<p>Privacy and security</p> <ul style="list-style-type: none"> I can describe strategies for keeping my personal information private, depending on context 		
		<p>Being Me</p> <p>Balance It: Online Temptations and Pressures</p> <p>I can identify and resist online temptations and pressures.</p>	<p>Celebrating Differences</p> <p>Mind It: WY: Online Reputation</p> <p>To understand how to create a positive online reputation.</p>	<p>Dreams and Goals</p> <p>Question It: The Art of Persuasion</p> <p>To learn how to be a discerning consumer of digital content.</p>	<p>Healthy Me</p> <p>Balance It: Screen Time and Self-Regulation</p> <p>To reflect on my own screen time and understand how to make a change.</p>	<p>Relationships</p> <p>Think It: Permission to Be You!</p> <p>To understand what positive and negative online interactions look like and how we can respond to them.</p>	<p>Changing Me</p> <p>Chat It: Feeling Left Out</p> <p>To understand how to deal with the emotions associated with feeling left out.</p>
		<p>• I can identify some pressures linked to online activity.</p> <p>• I can recognise screen addiction.</p> <p>• I have some strategies for coping with online pressures</p>	<p>• I can consider which information about myself I want others to know.</p> <p>• I can explain how our words and actions online impact how others see us.</p> <p>• I can identify how I would like others to see me online.</p>	<p>• I can explore how information is presented online.</p> <p>• I can identify persuasive design techniques.</p> <p>• I can discuss the pros and cons of persuasive design.</p>	<p>• I can explain why screen time can be good and bad.</p> <p>• I can explain my habits now.</p> <p>• I can suggest ways that might improve my habits.</p>	<p>• I can describe issues online that have negative impacts on those involved.</p> <p>• I can identify the need to seek support for myself and others regarding negative interactions online.</p> <p>• I can suggest positive ways to combat negative feelings from negative interactions online.</p>	<p>• I understand that deliberately leaving people out of online groups can be a form of cyberbullying.</p> <p>• I can decide whether someone has been left out for practical reasons or not.</p> <p>• I can list some ways to be resilient.</p>
		<p>PSHE</p>					