

# PROJECT EVOLVE E-SAFETY CURRICULUM FOR PARSON STREET PRIMARY

Text SWGfL to 70085 to donate £5 to support ProjectEVOLVE



PROJECT EVOLVE®

About Toolkit Guidance **EDU** **NEW** Safeguarding **NEW** Donate **Register** **Sign In**


## ProjectEVOLVE


Shaping a better online life for all

**Access Toolkit**


Terms | Privacy | Cookies | Sitemap | Contact |  | 

UK IT INDUSTRY AWARDS Winner 2022

 Digital Leaders #1 in schools Education Category Winner 2022

 NOMINET

 UK Safer Internet Centre

 SWGfL Safe, Secure, Online

# SELF IMAGE

SELF-IMAGE	
YR	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of how to speak to an adult I trust and how they can help.
1	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.
2	I can give examples of issues online which might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
3	I can explain how my online identity can be different to my offline identity.
4	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
5	I can demonstrate how to make responsible choices about having an online identity, depending on context
6	I can identify and critically identify 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

# ONLINE RELATIONSHIPS

ONLINE RELATIONSHIPS	
YR	I can explain why it is important to be considerate and kind to people online and respect their choices
1	I can give examples of when I should ask permission for something online and explain why this is important
2	I can explain different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure
3	I can explain what it means to "know someone" online and how this might be different from knowing someone offline.
4	I can explain what is meant by 'trusting someone online,' why this is different to '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
5	I can describe how to be kind and show respect to others including the importance of respecting boundaries of what is shared about them online and how to support them if not. (*consider using additional resources from this strand with your class.)
6	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images) even if they say it is OK, may have an impact for the sharer and others, and who can help if someone is worried about this.

# ONLINE REPUTATION

ONLINE REPUTATION	
R	I can identify ways that I can put information on the internet. I can describe how anyone's online information can be seen by others.
1	I can recognise that information can stay online and could be copied. I can explain how information put online about someone can last for a long time
2	I can explain what information I should not put online without asking a trusted adult first
3	I can explain ways that some of the information about anyone online, could have been created, copied or shared by others.
4	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 online.
5	I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these might be incorrect.
6	I can explain strategies anyone can use to protect their 'digital identity' and online personality, including degrees of anonymity.

# ONLINE BULLYING

ONLINE BULLYING	
R	I can describe some ways that people can be unkind online
1	I can describe how to behave online in ways that do not upset others and can give examples.
2	I can explain what bullying is, how people may bully others, and how bullying can make someone feel.
3	I can recognise online bullying can be different to bullying in the physical world and can describe some of these differences
4	I can give examples of how bullying behaviour can appear online and how someone can get support.
5	I can explain why people need to think careful about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation.)
6	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

# MANAGING ONLINE INFORMATION

MANAGING ONLINE INFORMATION	
R	I can talk about how to use the internet as a way to find information online. I can explain why some information I find online may not be real or true.
1	I can talk about how to use the internet as a way to find information online. I can explain why some information I find online may not be real or true.
2	I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke
3	I can explain that not all opinions shared by others may be accepted as true or fair by others (e.g. monsters under the bed)
4	I can explain the difference between an opinion, belief and fact and can give examples of how and where they might be shared online e.g. videos, memes, news stories.
5	I can explain why lots of people sharing the same opinions or beliefs online do not make these opinions or beliefs true. I can explain what is meant by 'fake news' e.g. why some people will alter photographs and put them online to pretend they are true.
6	I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can explain what is meant by 'being sceptical' and I can give examples of when and how it is important to be sceptical.

# HEALTH WELLBEING AND LIFESTYLE

HEALTH, WELL-BEING & LIFESTYLE	
<b>R</b>	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
<b>1</b>	I can explain rules to keep myself safe when using technology both in and beyond the home.
<b>2</b>	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
<b>3</b>	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regard to technology.
<b>4</b>	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regard to technology. (*as above in more depth)
<b>5</b>	I can explain why some online activities have age-restrictions and why it is important I follow them, and who I can go to if others pressure me to watch or do something online that makes me feel uncomfortable. 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.)
<b>6</b>	