

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Computing Policy

POLICY: Computing Subject Policy
APPROVED BY: HEADTEACHER
APPROVED DATE: October 2024
REVIEW DATE: October 2026

This policy is reviewed every 2 years or earlier if changes to the curriculum occur.

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

*'I instruct you in the way of wisdom and lead you along straight paths'
(Proverbs 4:11)*

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1. INTRODUCTION

Children at St Mary's are encouraged to Learn, Grow, Achieve and Flourish which is supported throughout by a computing curriculum that inspires imagination and develops perseverance.

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content.

At St Mary's, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning of how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world.

2. AIMS

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for Computing at Key Stage 1 and 2.
- To respond to new developments in technology.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- are responsible, competent, confident and creative users of information and communication technology.

3. RATIONALE

The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working.
- has the flexibility to meet the individual needs and abilities of each pupil.

4. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for

Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

5. ROLES AND RESPONSIBILITIES

COMPUTING SUBJECT LEADER

Computing Subject Leader in close liaison with the Senior Leadership Team (SLT) ensures that the school curriculum is implemented in accordance with this policy. Their role is to:

- Support all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Provide colleagues opportunities to observe good practice in the teaching of computing.
- Maintain resources and advise staff on the use of digital tools, technologies and resources.
- Monitor classroom teaching or planning following the schools monitoring programme.
- Monitor the children's progression in computing, looking at examples of work of different abilities.
- Keep up-to-date with technological developments and communicate information with colleagues.
- Lead staff training on new initiatives.
- Research and attend appropriate in-service training.
- Have enthusiasm for computing and encourage staff to share this enthusiasm.
- Keep parents and governors informed on the implementation of computing in the school.
- Support staff to use assessment to inform future planning.

CLASS TEACHERS

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum. They will set high expectations for our pupils and provide opportunities for all to achieve.

The class teacher also plays a vital role in the safeguarding of the children within computing lessons as they follow the schools monitoring and filtering guidance. Refer to the Online Safety policy for further guidance.

6. INTENT

The intent for the school's Computing Curriculum has been derived from the National Curriculum to reflect St Mary's School community.

Purpose of Study

*A high-quality computing education equips pupils to use **computational thinking** and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.*

*Building on this knowledge and understanding, pupils are equipped to use **information technology** to create programs, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and 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.*

(From the national curriculum Computing programmes of study: key stages 1 and 2)

The purpose of study outlined above, introduces four computing terminologies that are the foundations from which the computing curriculum builds.

Computational thinking – to be able to think logically and critically and then use computers to solve the problem.

Computer science – how systems work and the programming behind them.

Information technology - to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital literacy - the knowledge, skills and attitudes that allow children to be both safe and empowered in an increasingly digital world.

7. IMPLEMENTATION

Computing Lessons

At St Mary's, we use **Teach Computing**, a scheme of work compiled by the *National Centre for Computing Education* and funded by the DfE to support lesson delivery and ensure progression of computing skills.

Teach Computing is a progressive computing curriculum (Appendix 2) that allows pupils to become confident technology users in a technology advanced world.

Teach Computing is free of charge and regularly updated. It is the responsibility of the computing subject leader to keep the units up to date. Annually, the most recent year group unit is saved in the computing curriculum folder ready for September start. Within each year group folder, the Teach Computing units are sorted by term.

Inclusion

Staff at St Mary's set high expectations for all pupils. They will use appropriate formative assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL).

At St Mary's all children should have the opportunity to develop computing and ICT capability. We aim to respond to children's needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning. This includes the loaning out of school devices during term time.
- Providing suitable challenges for pupils with high prior attainment, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning using assessment and additional support.
- Communication or language difficulties overcome by developing computing skills using all their individual senses and strengths.

- Movement or physical difficulties overcome by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) overcome by developing the understanding and management of their own learning behaviours.

Equal opportunities

St Mary's ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others and the subject of Computing.

Keeping St Mary's Staff and Pupils Safe Online

The school has in place a **monitoring** and **filtering** system which monitors all school devices when used inside school or remotely. The system used is SENSO – a robust filtering and monitoring system that both blocks access to unsuitable sites and content and alerts Designated Safeguarding Lead (DSL) and DSL team to potential violations through inappropriate searches. DSL reviews weekly violation logs which highlight potential inappropriate use of any school owned devices. The purpose of this is to prevent access to harmful and inappropriate content by all users and safeguard against potential threats and ensure compliance with the school's Acceptable Use of ICT Policy.

All staff and pupils must adhere to St Mary's Computer Safety and Behaviour Rules when using a school device inside school or remotely. The rules have been made into posters (Appendix 6) and are displayed in every classroom and workspace.

Implementation of Teach Computing Curriculum 2023/2024

As not all pupils at St Mary's begin their learning journey from the same starting point, the school has adapted the curriculum to ensure that important digital literacy skills are in place prior to learning these Teach Computing units.

All the units are clearly mapped out for teachers and lesson plans have been adapted for pupils, taking into consideration pupil's skills and the school's computing resources. (See Appendix 2)

As such, each term children cover 1 unit focussing on Computer Science (how systems work and programming) and 1 unit focussing on Digital Literacy (ability to express and develop ideas through using Information Technology).

Implementation of Teach Computing Curriculum From 2024/2025

The school will repeat the adapted 2023/24 curriculum (Appendix 2) in Year 2 and focus on preparing to transition to the full Teach Computing Curriculum in Year 3. Autumn 1 will focus on getting the children familiar with logging on and some of the Project Evolve Units.

Teaching Online Safety

At St Mary's, online safety - an important part of digital literacy - is taught across the school every term using **projectevolve.co.uk** which is linked to the framework *Education for a Connected World* written by the UK Council for Internet Safety. The framework is also taught through PSHE lessons across the school (See Appendix 4). *Refer to the Online Safety Policy to see the measures put in place to safeguard the children while in school.*

Project Evolve Units

At the start of every new unit, the children will spend a lesson looking at Online Safety. To support the teaching of online safety the school will be using project evolve (www.projectevolve.co.uk).



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and 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 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 and ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. 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.

(8 Strands covered in Education for a Connected World)

- Each of the 8 strands has several teaching objectives. The computing lead will provide units to be delivered each term as outlined in the Long-Term Plan. However, class teachers will use teacher assessment to assess children's starting point
- An Excel document with the *Education for a Connected World* objectives by year group and strand, can be found in the Curriculum, Schemes of work: Computing folder under Project Evolve.

8. IMPACT

The school implements a broad balanced and enriched Computing curriculum as a result:

- Pupils develop detailed knowledge and skills across the Computing curriculum which they are able to use and enhance through St Mary's rich curriculum and, as a result, achieve well.
- Precision in planning, we know that the Computing curriculum is well researched and meets the required depth exemplified within the statutory and non-statutory guidance of the national curriculum.
- Pupils have the opportunities to revisit concepts and link ideas together.
- High quality programs are used; pupils have a real love of learning.
- Pupils have access to a range of resources. (Laptops, Galaxy Tablets, Data loggers, micro:bits, internet access,)
- Development of the whole child and gaining a sense of awe and wonder, pupils are happy engaged learners eager to share their learning with adults, family and class peers.
- Active engagement with parents, the curriculum is celebrated through the school newsletter and online learning plays an important part in the schools homework provision.
- The computing curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.

Impact of the curriculum is shown by the children's engagement in computing lessons and competent use of technology to support their learning across the curriculum.

Impact is measured through:

- Learning walks
- Pupil voice

- Staff voice
- Assessment data
- Monitoring cycle

Learning walks

These are used to monitor the teaching of computing throughout the year in keeping with St Mary's whole school procedures and monitoring schedule. The focus and rationale of the learning walk will be shared with staff prior to it taking place by the computing lead.

Pupil voice

This is an important part of identifying the impact that a subject is having. Where possible it is encouraged to involve pupils in every stage of the curriculum development, not just at the impact stage. Refer to the pupil voice guidance for further information.

Staff voice

Like pupil voice, it is important to include the opinions of staff in the monitoring of the subject. This too will take place termly and help the subject lead to work towards the subject target outlined in their Subject Leader action plan.

Assessment

The Teach Computing curriculum provides teachers with assessment opportunities at the end of each lesson to measure the pupils' understanding. Knowledge organisers are available for each unit and are used to secure understanding as well as clear up any misconceptions. Knowledge Organisers can be found in the Curriculum, Schemes of work: Computing folder and sorted by year group.

In addition to the formative assessment within each lesson, each year group has summative assessment tasks that are used to support teacher judgement. The assessment tasks are found in the computing curriculum folder and sorted by year group.

To help track pupil progress, teachers are able to record pupil attainment in computing on SONAR. Class teachers are able to talk with confidence about each child's progress in all subjects and record teacher assessment on SONAR. Refer to Assessment Policy for further guidance.

9. MONITORING

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

10. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Online Safety Policy
- Acceptable Use of IT Policy
- Child Protection and Safeguarding Policy
- Assessment Policy
- Teaching And Learning Policy
- Marking and Feedback Policy
- Inclusion Policy
- Early Years Policy

11. APPENDIX 1: GLOSSARY

Term	Key Stage	Definition
Algorithm	1&2	A precise set of ordered steps that can be followed by a human and implemented on a computer to achieve a task
Attribute (property)	1&2	A word or a phrase that can be used to describe an object such as its colour, size, or price
Browser	2	SEE: Web browser
Code	1&2	The commands that a computer can run
Code snippet	1&2	A section of a program viewed in isolation
Command	1&2	A single instruction that can be used in a program to control a computer
Computer	1&2	A programmable machine that accepts and processes inputs and produces outputs (input, process, output; IPO)
Computer network	2	A group of interconnected computing devices
Computer system	2	A combination of hardware and software that can have data input to it, which it then processes and outputs . It can be programmed to perform a variety of tasks.
Condition	2	A statement that can be either True or False
Condition-controlled loop	2	SEE: Loop (condition-controlled)
Count-controlled loop	2	SEE: Loop (count-controlled)
Data	1&2	A letter, word, number etc. that has been collected for a purpose, but stored without context
Data set	2	A collection of related data
Debugging	1&2	The process of finding and correcting errors in a program
Decompose	2	To break down a task into smaller, more achievable steps
Digital device	2	A computer or a device with a computer inside that has been programmed for a specific task

Term	Key Stage	Definition
Domain name	2	The part of a website's URL that is user friendly and identifies that it is under the control of a particular person or organisation e.g. raspberrypi.org
Execute (run)	2	SEE: Run
Hardware	2	The physical parts of a computer system
HTML (HyperText Markup Language)	2	A standardised language used to define the structure of web pages
Hyperlink	2	(Also: link, weblink) Text or media that when clicked, takes the user to another specified location (URL)
Infinite loop	2	SEE: Loop (infinite)
Information	1&2	Data put into a context that provides meaning
Information technology	1	The study, use, and development of computer systems for storing, processing, retrieving, and sending information
Input	2	Data that is sent to a program to be processed
Input device	2	A piece of hardware used to control, or send data to, a computer
Internet	2	The global system of interconnected computer networks
Loop	2	(Count-controlled, condition-controlled, or infinite) Commands that repeatedly run a defined section of code
Loop (condition-controlled)	2	A command that repeatedly runs a defined section of code until a condition is met
Loop (count-controlled)	2	A command that repeatedly runs a defined section of code a predefined number of times
Loop (infinite)	2	A command that repeatedly runs a defined section of code indefinitely
Network	2	SEE: Computer network
Object	1	Something that can be named and has other attributes (properties) , which can be labelled
Object	2	Something that is uniquely identifiable and has attributes
Output	2	The result of data processed by a computer

Term	Key Stage	Definition
Output device	2	A piece of hardware that is controlled by outputs from a computer
Procedure	2	A named set of commands that can be called multiple times throughout a program . This type of subroutine does not return a value.
Process	2	A program , or part of a program , that is running on a computer
Program	1&2	A set of ordered commands that can be run by a computer to complete a task
Property (attribute)	1	A word or a phrase that can be used to describe an object such as its colour, size, or price
Repetition	2	Part of a program where one or more commands are run multiple times in a loop
Router	2	A device that manages the flow of data between computer networks
Run (execute)	1&2	To action the commands in a program
Selection	2	Part of a program where if a condition is met, then a set of commands is run
Server	2	A networked computer that manages, stores , and provides data such as files to other computers
Software	2	The programs used to control computers and perform specific tasks
Stored (data)	2	Data kept digitally so that it can be accessed by a computer
Subroutine	2	A named sequence of commands designed to perform a specific task
Switch (network switch)	2	A device that manages the flow of data packets within a computer network
Technology	1	The use of scientific knowledge for practical purposes
URL (Uniform Resource Locator)	2	The address of a file on the internet
Variable	2	A named piece of data (often a number or text) stored in a computer's memory, which can be accessed and changed by a computer program
Web	2	SEE: WWW (World Wide Web)

Term	Key Stage	Definition
Web address	2	SEE: URL (Uniform Resource Locator)
Web browser	2	A program used to view, navigate, and interact with web pages
Web page	2	A HTML document viewed using a web browser
Website	2	A collection of interlinked web pages , stored under a single domain
WiFi	2	A technology that allows devices to wirelessly access a network and transfer data
WAP (Wireless Access Point)	2	A network device that allows wireless computing devices to connect to a wired network
WWW (World Wide Web)	2	A service provided via the internet that allows access to web pages and other shared files

12. APPENDIX 2: ST MARY'S COMPUTING CURRICULUM BY TERM

St Mary's Computing Curriculum Overview 2023-24 by term.

CS – Computer Science unit

DL – Digital Literacy Unit

PE – Project Evolve unit

() – Suggested software/hardware to use

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The teaching of computing is not statutory in EYFS. However, St Mary's is mindful that the children are growing up in a technology advanced world and therefore would like pupils to use technology to support and enhance their learning as early as possible. To support this mindset, St Mary's will use Barefootcomputing.org linked to Early Learning Goals. Education for a Connected World also covers EYFS.					
Year 1	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	CS: Technology around us (paintz.app)	DL: Digital painting (Microsoft paint)	CS: <i>Moving a robot (Bee-Bot or similar)</i>	DL: Digital writing (Word)	CS: Programming animations (ScratchJr)
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each):</p> <p>PE: Managing online information</p> <p>PE: Online relationships</p> <p>PE: Online bullying</p>	PE: Online reputation	PE: Privacy and security	PE: Self-image and identity	PE: Health, well-being and lifestyle	PE: Copyright and ownership

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	<p>CS: Information technology around us (PowerPoint)</p>	<p>DL: Grouping data (PowerPoint) <i>Year 1 Teach Computing Unit</i></p>	<p>CS: Programming quizzes (ScratchJr)</p>	<p>DL: Digital photography (Digital Camera) <i>Originally a Year 2 Autumn unit</i></p>	<p><i>CS: Robot algorithms (Bee-Bot or similar)</i></p>
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each): PE: Managing online information PE: Online relationships PE: Online bullying</p>	<p>PE: Online reputation</p>	<p>PE: Privacy and security</p>	<p>PE: Self-image and identity</p>	<p>PE: Health, well-being and lifestyle</p>	<p>PE: Copyright and ownership</p>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	CS: Connecting computers (Painting program – any)	DL: Digital music (Chrome Music Lab) <i>Year 2 Teach Computing unit</i>	CS: Sequencing sounds (Scratch)	DL: Branching databases (j2data Branch and Pictogram)	CS: Events and actions in programs (Scratch)
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each):</p> <p>PE: Managing online information PE: Online relationships PE: Online bullying</p>	PE: Online reputation	PE: Privacy and security	PE: Self-image and identity	PE: Health, well-being and lifestyle	PE: Copyright and ownership

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	CS: The internet (Various websites)	<p>DL: Audio production (Audacity)</p> <p><i>Depending on pupils' confidence, this unit could be swapped for</i></p> <p><i>DL: Digital music (Chrome Music Lab)</i></p> <p><i>Year 2 Teach Computing unit</i></p>	CS: Repetition in shapes (FMSLogo)	DL: Data logging (Data logger)	CS: Repetition in games (Scratch)
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each):</p> <p>PE: Managing online information</p> <p>PE: Online relationships</p> <p>PE: Online bullying</p>	PE: Online reputation	PE: Privacy and security	PE: Self-image and identity	PE: Health, well-being and lifestyle	PE: Copyright and ownership

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	CS: Systems and searching (PowerPoint)	DL: Flat-file databases (j2data Database)	CS: Repetition in games (Scratch) <i>Year 4 Teach Computing Unit</i>	DL: Video production (Microsoft Photos)	CS: Selection in quizzes (Scratch)
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each):</p> <p>PE: Managing online information PE: Online relationships PE: Online bullying</p>	PE: Online reputation	PE: Privacy and security	PE: Self-image and identity	PE: Health, well-being and lifestyle	PE: Copyright and ownership

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><i>Project evolve introduction and Digital Literacy Foundations.</i></p> <p>DL: Children introduced to the laptops that they will be using over the year. Children need to be able to remember their laptop number and log on using their own login details. Children need to be able to name and save documents in their own folder.</p>	<p>CS: Communication and collaboration (PowerPoint)</p>	<p>DL: Webpage creation (Google Sites) <i>Children can use SharePoint or design an offline version using PowerPoint.</i></p>	<p>CS: Variables in games (Scratch)</p>	<p>DL: Introduction to spreadsheets (Excel)</p>	<p>CS: Sensing movement (micro.bit)</p>
	<p>PE: Children introduced to what the 8 strands are and how different ones will be looked at each term. Units focused on in Autumn 1 (one lesson on each): PE: Managing online information PE: Online relationships PE: Online bullying</p>	<p>PE: Online reputation</p>	<p>PE: Privacy and security</p>	<p>PE: Self-image and identity</p>	<p>PE: Health, well-being and lifestyle</p>	<p>PE: Copyright and ownership</p>

13. APPENDIX 3: TEACH COMPUTING CURRICULUM OVERVIEW

CS – Computer Science unit

DL – Digital Literacy Unit

() – Suggested software/hardware to use

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	CS: Technology around us (paintz.app)	DL: Digital painting (Microsoft paint)	CS: Moving a robot (Bee-Bot or similar)	DL: Grouping data (PowerPoint)	DL: Digital writing (Word)	CS: Programming animations (ScratchJr)
Year 2	CS: Information technology around us (PowerPoint)	DL: Digital photography (Digital Camera)	CS: Robot algorithms (Bee-Bot or similar)	DL: Pictograms (j2data Pictogram)	DL: Digital music (Chrome Music Lab)	CS: Programming quizzes (ScratchJr)
Year 3	CS: Connecting computers (Painting program – any)	DL: Stop-frame animation (iMotion – app for iOS)	CS: Sequencing sounds (Scratch)	DL: Branching databases (j2data Branch and Pictogram)	DL: Desktop publishing (canva.com)	CS: Events and actions in programs (Scratch)
Year 4	CS: The internet (Various websites)	DL: Audio production (Audacity)	CS: Repetition in shapes (FMSLogo)	DL: Data logging (Data logger)	DL: Photo editing (Paint.NET)	CS: Repetition in games (Scratch)
Year 5	CS: Systems and searching (PowerPoint)	DL: Video production (Microsoft Photos)	CS: Selection in physical computing (Crumble Kit)	DL: Flat-file databases (j2data Database)	DL: Introduction to vector graphics (Paint)	CS: Selection in quizzes (Scratch)
Year 6	CS: Communication and collaboration (PowerPoint)	DL: Webpage creation (Google Sites)	CS: Variables in games (Scratch)	DL: Introduction to spreadsheets (Excel)	DL: 3D modelling (Tinkercad)	CS: Sensing movement (micro.bit)

14. APPENDIX 4: PROJECT EVOLVE OVERVIEW

What is ProjectEVOLVE?

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "[Education for a Connected World](#)" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

This vast library of content is managed by an innovative new engine, designed by the brilliant SWGfL Webteam, that not only makes navigating the content intuitive but allows users to personalise the content they collate.

Just need a research summary on a topic? What about a lesson plan with stimulus questions? How about activities for pupils and students? Professional development materials for your staff at the press of a button or screen tap. It has been designed with customisation and flexibility at its heart.

The vibrant new content has been written by a team of experts here at the [UK Safer Internet Centre](#). It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century.

Why ProjectEVOLVE?

ProjectEVOLVE might not seem an exciting title for a toolkit but it does reflect the philosophy behind the project; we wanted to "evolve" the online safety messages that children and young people were being taught into something more appropriate; more meaningful; that encouraged reflection; that generated positive outcomes. It was that guiding principle that shaped the vast library of resources at the heart of the project.

We didn't want activities where young people were told what or what not to do. We wanted to provide the right opportunity for discussion; prompted by appropriate questions accompanied by honest and useful information to shape thinking and challenge misconceptions. And to wrap all of that into a toolkit where it was easy to find what you needed to achieve it. No mean task.

Using ProjectEVOLVE

The ProjectEVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen. These outcomes or competencies are mapped to age and progress. The statements guide educators to the areas that they should be discussing with children as they develop their use of online technology.

On its own EFACW is a useful guide but also a challenge if you have to turn those statements into a learning opportunity. That's where ProjectEVOLVE comes in; it's the perfect way not only to navigate the framework but resources every single one of the 350 plus statements.

You can search by:

- Keyword
- Strand
- Key Stage
- Age
- Theme

Or just dive into the resources and filter out what you need.

Website: www.projectevolve.co.uk

15. APPENDIX 5: EDUCATION FOR A CONNECTED WORLD OBJECTIVES TAUGHT IN PSHE LESSONS

Education for a Connected World is a framework to equip children and young people for digital life. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education.

The grid below, gives a flavour of how the outcomes in ‘Education for a Connected World (2020)’ are included in the Jigsaw Programme in the different Key Stages.

<p>1. Self-image and identity <i>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.</i></p>		
<p>KS1</p>	<ul style="list-style-type: none"> 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. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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 and how they can help. I can explain how other people may look and act differently online and offline. 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. 	<p>F1/2 Jigsaw Celebrating Difference Piece 6 - <i>Standing up for yourself</i> Children are given the opportunity to practise the phrase, ‘Please don’t do that, I don’t like it’; they are also reminded that if someone says that to them, they have to stop whatever they are doing that caused another child to say it.</p>
<p>KS2</p>	<ul style="list-style-type: none"> I can explain what is meant by the term ‘identity’. I can explain how people can represent themselves in different ways online. 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. I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. 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. 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. 	<p>Year 6 Jigsaw Relationships Piece 1 – <i>Recognising Me</i> Children learn to have an accurate picture of who they are in terms of their characteristics and personal qualities.</p> <p>Year 6 Jigsaw Relationships Pieces 2-6 (<i>Online safety lessons</i>) In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities are being online, staying safe, and relationships with technology all make</p>

	<ul style="list-style-type: none"> I can explain the importance of asking until I get the help needed. 	reference to online image and identity within these lessons.
<p>2. Online relationships <i>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.</i></p>		
KS1	<ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. 	<p>Year 1 Jigsaw Relationships Piece 4 – People who help us If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.</p> <p>KS1 Jigsaw Relationships Additional lesson – Being safe online Children learn to identify ways that some people might behave differently online and who to ask for help if they are worried; they also learn to recognise that not everything that is online is true, including who people say they are.</p>
KS2	<ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. 	<p>Year 5 Jigsaw Relationships Pieces 2-6 (Online safety lessons) In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, and relationships with technology all make</p>

<p>KS2 cont.</p>	<ul style="list-style-type: none"> • 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. • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • 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. • I can give examples of technology specific forms of communication (emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to do me or my friends harm. • I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (gaming communities or social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • I can demonstrate how to support others (including those who are having difficulties) online. • I can explain how sharing something online may have an impact either positively or negatively. • 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. • I can describe how things shared privately online can have unintended consequences for others. • I can explain that taking or sharing inappropriate images of someone (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. 	<p>reference to online image and identity within these lessons.</p> <p>Year 6 Jigsaw Relationships Pieces 5 & 6 (<i>Online safety lessons</i>)</p> <p>Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don’t feel safe.</p>
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3. 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.

KS1	<ul style="list-style-type: none">• I can identify ways that I can put information on the internet.• I can recognise that information can stay online and could be copied.• I can describe what information I should not put online without asking a trusted adult first.• I can explain how information put online about someone can last for a long time.• I can describe how anyone's online information could be seen by others.• I know who to talk to if something has been put online without consent or if it is incorrect.	KS1 Jigsaw Healthy Me Additional lesson – Learning about the internet Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.
KS2	<ul style="list-style-type: none">• I can explain how to search for information about others online.• 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.• I can explain who someone can ask if they are unsure about putting something online.• I can describe how to find out information about others by searching online.• I can explain ways that some of the information about anyone online could have been created, copied or shared by others.• I can search for information about an individual online and summarise the information found.• I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.• I can explain the ways in which anyone can develop a positive online reputation.• I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	Year 3 Jigsaw Relationships Piece 3 – Keeping myself safe online Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online. Year 6 Jigsaw Relationships Piece 6 – Using technology responsibly This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully. Year 5 Jigsaw Relationships Pieces 2-6 (General online safety lessons) In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.

<p>4. Online bullying <i>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.</i></p>		
<p>KS1</p>	<ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel. • I can describe how to behave online in ways that do not upset others and can give examples. • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help. 	<p>Year 1 Jigsaw Celebrating Difference Pieces 3 & 4 Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied and can identify that bullying is sometimes about difference allows children to understand more and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves. This whole Puzzle reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.</p>
<p>KS2</p>	<ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • 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). • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 	<p>Year 3 Jigsaw Relationships Piece 3 – Keeping myself safe online Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.</p> <p>Year 5 Jigsaw Relationships Piece 2 – Being in an online community This lesson covers the rights and responsibilities of being online, and how an online community can help or hinder an individual.</p> <p>Year 6 Jigsaw Celebrating Difference Piece 4 – Why bully? Children are encouraged to practise and use a</p>

	<ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. 	variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
<p>5. Managing online information <i>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.</i></p>		
KS1	<ul style="list-style-type: none"> I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). 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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (home, forward, back buttons; links, tabs and sections). 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). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. 	<p>Year 1 Jigsaw Relationships Piece 4 – People who help us If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.</p>
KS2	<ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between belief, opinion and fact and can give examples of how and where they might be shared online, in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others. I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. I can analyse information to make a judgement about probable 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 describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). 	<p>Year 5 Jigsaw Relationships Pieces 2-6 (General online safety lessons) In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.</p>

KS2
Cont.

- 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.
- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- 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 explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.
- I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.
- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
- I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.
- I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.
- I can explain how search engines work and how results are selected and ranked.
- I can explain how to use search technologies effectively.
- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).
- I understand the concept of persuasive design and how it can be used to influence people's choices.
- 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).
- 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.
- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

Year 6 Jigsaw Relationships
Piece 5 – *Being online: real or fake? Safe or unsafe?*

This lesson helps children determine whether that they see online is safe and helpful – and whether it is true or fake. It also helps them to learn about resisting pressure online and becoming more discerning.

The Jigsaw SMARRT rules are followed in this lesson, meaning that children have agency over their actions and know where to go for help if they need it.

	<ul style="list-style-type: none"> • I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. • I can assess how this might happen (e.g. the sharing of misinformation or disinformation). • I can identify, flag and report inappropriate content. <p><i>It is important that learning outcomes are interpreted within contexts that are relevant to the learner’s experience and are achieved through learning that is matched to the readiness of the learner.</i></p>	
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6. 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.

KS1	<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 of these rules. • I can explain rules to keep myself safe when using technology both in and beyond the home. • 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. • I can say how those rules / guides can help anyone accessing online technologies. 	<p>KS1 Jigsaw Healthy Me Additional lesson – Learning about the internet Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.</p>
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KS2	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). • 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). • I can explain how using technology can be a distraction from other things, in both a positive and negative way. • 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. • 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 wellbeing with regards to technology. • 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. 	<p>Year 5 Jigsaw Relationships Pieces 2-6 (General online safety lessons) In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Screen time is a focus of Piece 5, as children learn to recognise when they are spending too long on their devices – and to know how to help themselves.</p>
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	<ul style="list-style-type: none"> • 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. • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • 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). 	
<p>7. Privacy and security <i>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.</i></p>		
KS1	<ul style="list-style-type: none"> • I can identify some simple examples of my personal information (name, address, DOB, age, location). • I can describe who would be trustworthy to share this information with and why they are trusted. • I can explain that passwords are used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. • I can explain how passwords can be used to protect information, accounts and devices. • I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g., passwords). • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). 	<p>Year 1 Jigsaw Relationships Piece 4 – People who help us If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.</p>
KS2	<ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private. • 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. • I can describe how connected devices can collect and share anyone's information with others. • I can describe strategies for keeping personal information private, depending on context. • I can explain that internet use is never fully private and is monitored, e.g. adult supervision. • 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. 	<p>Year 5 Jigsaw Relationships Piece 6 – Relationships and technology Under the banner of keeping safe online, children learn about resisting pressure to use technology that could be risky or may cause harm to themselves or others.</p> <p>Year 6 Jigsaw Relationships</p>

	<ul style="list-style-type: none"> • I know what the digital age of consent is and the impact this has on online services asking for consent. • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples. • I can describe effective ways people can manage passwords (e.g. storing or saving in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • 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). • I know that online services have terms and conditions that govern their use. 	<p>Piece 6 – Using technology responsibly</p> <p>This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully. It allows children the opportunity to take responsibility for their own safety and their wellbeing.</p>
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8. 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.

<p>KS1</p>	<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. • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’’). • I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). • I understand that work created by others does not belong to me even if I save a copy. • I can recognise that content on the internet may belong to other people. • I can describe why other people’s work belongs to them. 	
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<p>KS2</p>	<ul style="list-style-type: none"> • 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. • 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 of content which I must not use without permission from the owner, e.g. videos, music, images. • 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 and know how this content can be found online. • 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>Year 5 Jigsaw Relationships Pieces 2-6 (General online safety lessons)</p> <p>In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.</p> <p>Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.</p>
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		Piece 4 focuses on the gaming community, where children can learn about some legalities of the internet, including what age limits and use limits exist within some online communities.
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16. APPENDIX 6: COMPUTER SAFETY AND BEHAVIOUR RULES POSTER



St Mary's Church of England Primary School
Learn. Grow. Achieve. Flourish.

Computer Safety and Behaviour Rules

I will

- **Treat all devices with care and respect**
- **Report if anything is broken or damaged**
- **Keep my passwords to myself and never share them with anyone**
- **Only use the username and passwords given to me by my teacher**
- **Use the devices for schoolwork only**
- **Only use websites that a teacher or adult has told me or allowed me to use**
- **Ask a teacher or adult if I can do something before using the device**
- **Save my work on the school network only**
- **Be kind to others online**
- **Log off or shut down a computer when I have finished using it**
- **Never give my personal information (name, address, password, age, phone number)**
- **Check with my teacher before I print anything**

I will tell the teacher if

- **I click on a website by mistake**
- **I receive messages from people I don't know**
- **I find anything that may be rude**
- **I find anything that may upset or harm me or my friends**
- **I hear that other people are not following the rules**

I know that the school will monitor the websites I visit on school devices and that there could be consequences if I don't follow the online safety and behaviour rules.

