



# Year 3 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)



Unit	Online Safety Coverage	Education for a Connected World
Unit 3.1 We are programmers	The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.	<b>Managing Online Information</b> I can use key phrases in search engines. 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 a 'belief', an 'opinion' and a 'fact'. <b>Copyright and Ownership</b> 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.
Ohbots	N/A	N/A
Unit 3.3 We are presenters	In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network or more widely via the internet. They should discuss why schools and other organisations have strict policies over filming.	<b>Online Reputation</b> I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. <b>Online Bullying</b> I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. <b>Privacy and Security</b> I can give reasons why I should only share information with people I choose to and can trust. I understand and can give reasons why passwords are important. <i><b>I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</b></i> I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. <b>Copyright and Ownership</b> 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.
Unit 3.6 We are opinion pollsters	The pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what information it would be appropriate for them to give in an online survey, and some implications of data processing. The pupils can use online tools for collaborating on survey design and analysis, considering how to use these appropriately. The survey itself could address issues of the pupils' attitudes to online safety.	<b>Managing Online Information</b> I can use key phrases in search engines. 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 a 'belief', an 'opinion' and a 'fact'. <b>Online Relationships</b> I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. <b>Privacy and Security</b> I can give reasons why I should only share information with people I choose to and can trust. I understand and can give reasons why passwords are important.

		<p>I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>
<p>Unit 3.5 We are communicators</p>	<p>The pupils should think about the safe use of email. They learn how email can be used positively. They become aware of some of its risks, including malware attachments, hacked accounts, spam and spoofed links, but also learn how their exposure to such risks can be reduced. They consider the importance of introductions in extending circles of trust. They learn how video conferencing can be used positively, to support learning with a known partner.</p>	<p><b>Self-Image and Identity</b></p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain what is meant by the term 'identity'.</p> <p><b>Online Relationships</b></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p> <p><b>Online Reputation</b></p> <p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p><b>Online Bullying</b></p> <p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p> <p><b>Health, Well-being and Lifestyle</b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p><b>Privacy and Security</b></p> <p>I can give reasons why I should only share information with people I choose to and can trust.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>
<p>Unit 3.4 We are vloggers</p>	<p>Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines, and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative Commons Licenses, and the importance of acknowledging other people's work. Pupils learn that they should seek permission before taking photographs.</p>	<p><b>Managing Online Information</b></p> <p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p><b>Self-Image and Identity</b></p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain what is meant by the term 'identity'.</p> <p><b>Online Relationships</b></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).</p>

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<p><b>KS2 Acceptable Use Policy</b></p>		<p>Covers all area of Education for a Connected World</p>

Education for a Connected World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computing (Switched On Curriculum)</p>	<p><b>Computing</b>  Managing Online Information  Copyright and Ownership</p>		<p><b>Computing</b>  Managing Online Information  Online Reputation  Online Bullying  Privacy and Security  Copyright and Ownership</p>	<p><b>Computing</b>  Online Relationships  Privacy and Security</p>	<p><b>Computing</b>  Managing Online Information  Self-Image and Identity  Online Relationships  Online Reputation  Online Bullying  Health, Well-being and Lifestyle  Privacy and Security</p>	<p><b>Computing</b>  Self-Image and Identity  Online Relationships  Online Reputation  Online Bullying  Health, Well-being and Lifestyle  Privacy and Security  Copyright and Ownership</p>