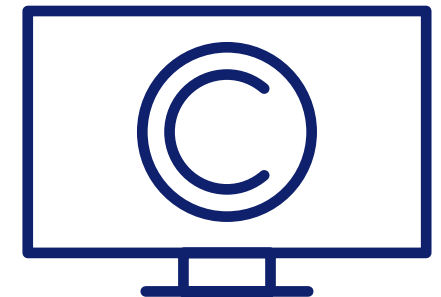
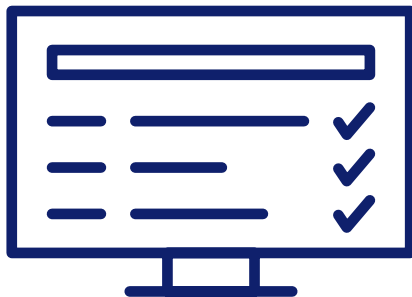
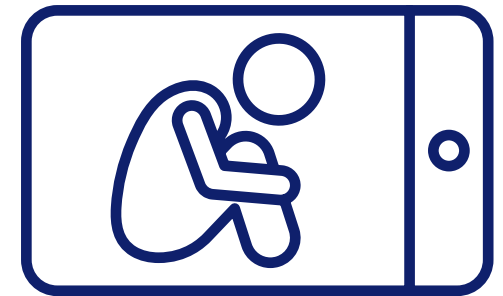
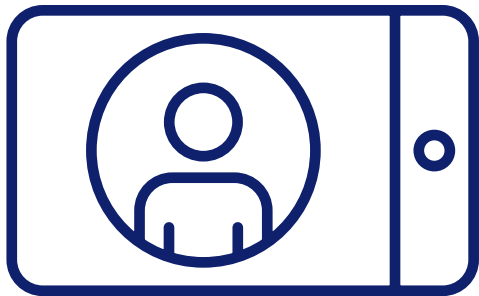
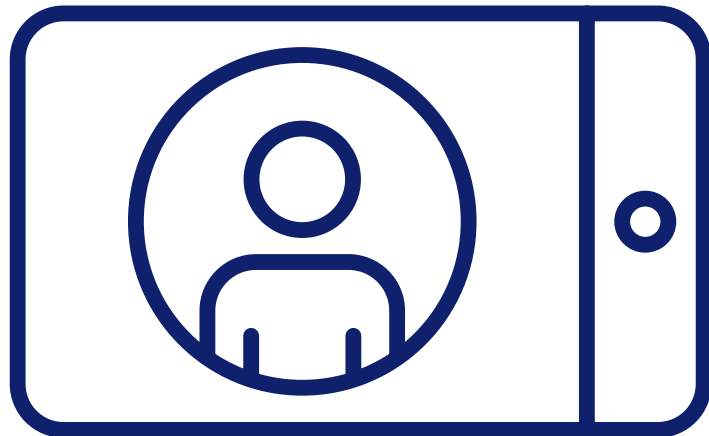


Start here >

Education for a Connected World – 2020 edition

A framework to equip children and young people for digital life





Self-image and identity

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.



Self-image and identity

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.

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.

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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, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online relationships

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. (e.g. 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.

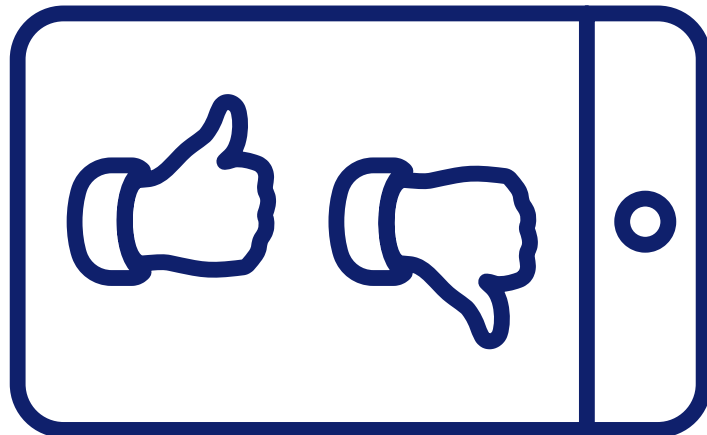
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Online reputation

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 reputation

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 explain how information put online about someone can last for a long time.

I can describe what information I should not put online without asking a trusted adult first.

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.

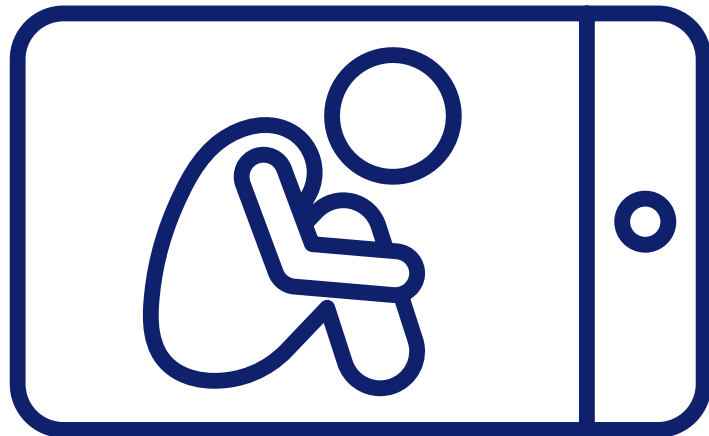
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Online bullying

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.



Online bullying

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.

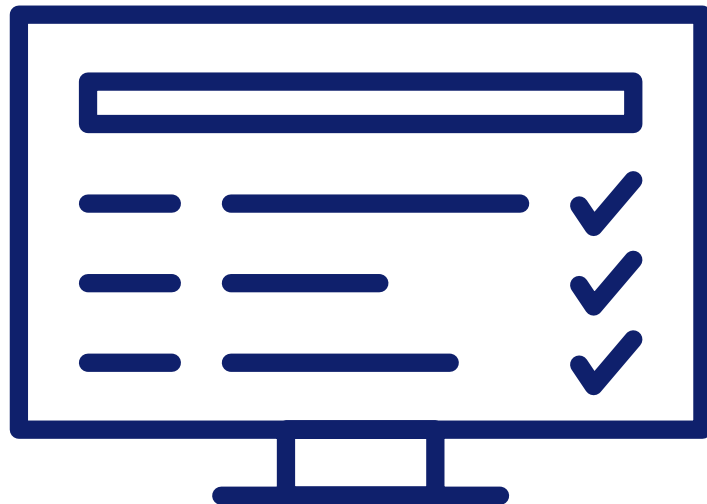
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Managing online information

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.



Managing online information

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 (e.g. 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.

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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.



Health, well-being and lifestyle

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.

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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.



Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I can describe who would be trustworthy to share this information with; I can explain 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 (e.g. 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. creating and protecting 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).

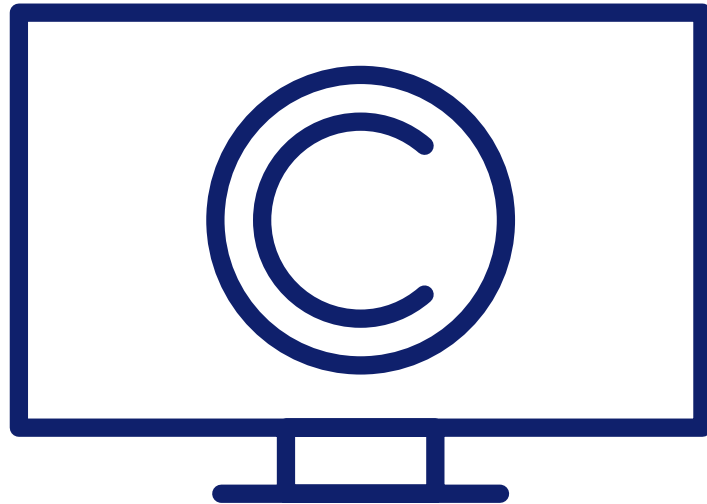
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Copyright and ownership

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.



Copyright and ownership

I know that work I create belongs to me.	I can explain why work I create using technology belongs to me.	I can recognise that content on the internet may belong to other people.
I can name my work so that others know it belongs to me.	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	I can describe why other people's work belongs to them.
	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.	

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