## PSHE/Computing Dimensions E-Safety Overview Year 1

| Safe Zone Skills Progression (Education for a Connected World skills) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Self-Image and Identity | Online Relationships | Online Reputation | Online Bullying | Managing Online Information | Health, Well-being and Lifestyle | Privacy and Security | Copyright and Ownership |
| I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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. | 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 thingsone person finds funny or sad online may not always be seen in the same way by others | 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 describe how to behave online in ways that do not upset others and can give examples. | 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 explain rules to keep myself safe when using technology both in and beyond the home. | 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 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. |

### Love God, Love One Another.

## Lesson 1

### Copyright and Ownership

In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to.

**Key Vocabulary**

| | |
|---|---|
| create, | file name |
| belong | copyright |
| own | self |
| file | self-portrait |
| save | paint, |
| open | software |

## Lesson 2

### Self-Image and Identity, Online Bullying & Online Relationships

In this lesson, pupils learn about self-image and identity and look at how other people's comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person.

**Key Vocabulary**

| | |
|---|---|
| Identity | Worried |
| empathy | uncomfortable |
| unkind/kind | trusted adult |
| comments | online |
| sad | bullying |

## Lesson 3

### Managing Online Information

In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately.

**Key Vocabulary**

| | |
|---|---|
| Search | YouTube |
| online | Videos |
| definition | Sad |
| risk | worried, |
| assess | uncomfortable |
| Google | |

## Lesson 4

### Privacy and Security & Online Reputation

**Key Vocabulary**

*Love God, Love One Another.*

| | | |
|---|---|---|
| In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety. | Personal private, information, privacy security, sharing | adult trust access stranger online safety |

*Love God, Love One Another.*