PSHE/Computing Dimensions E-Safety Overview Year 2

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 explain how other people may look and act differently online and offline. 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 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	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.	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.	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.	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.	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).	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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	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.					

Lesson 1		
Self-Image and Identity	Key Vocabulary	
In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.	honesty kindness identity race gender	online offline present truthful email
Lesson 2		
Online Relationships & Privacy and Security	Key Vocabulary	
In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.	Friendship Communication	collaboration contact

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		assessing risks	questions
		email	safety

Lesson 3

Online Reputation

In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.

Key Vocabulary

reputation	image
online	responsibility
post	honesty
create	kindness
content	

Lesson 4

Online Bullying

In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.

Key Vocabulary

bullying	negative
cyber-bullying	positive
comments	kindness
pop-ups	support
app	ask
messaging service	trust

Lesson 5

Managing Online Information

In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.

Key Vocabulary

search	accurate
internet	clear
voice-activated	appropriate
search result	research
	information

Lesson 6

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Copyright and Ownership	Key Vocabulary	
In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.	copyright ownership create owner	content facts copy reuse quote

Lesson 7

Privacy and Security	Key Vocabulary	
In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.	key lock secure, permission password safe	private share app program software device unique

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