

Education for a connected  
world

# Reception

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 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 identify ways that I can put information on the internet.

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

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 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 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 know that work I create belongs to me.

I can name my work so that others know it belongs to me.

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I can give simple examples of how to find information using digital technologies, e.g. <b>search engines, voice activated searching</b> ).	I can explain why work I create using technology belongs to me.
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 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 can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').
I can give examples of when I should ask permission to do something online and explain why this is important.	I know how to get help from a <b>trusted adult</b> if we see content that makes us feel sad, uncomfortable worried or frightened.	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 can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	I can explain rules to keep myself safe when using technology both in and beyond the home.	I understand that work created by others does not belong to me even if I save a copy.
I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can explain that passwords are used to protect information, accounts and devices.	
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 recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	
I can recognise that information can stay online and could be copied.	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 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.		

Year 1

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.

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.

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.

# Year 2

I can explain what is meant by the term 'identity'.	I can explain how to search for information about others online.	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can describe simple strategies for creating and keeping passwords private.
I can explain how people can represent themselves in different ways 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 what <b>autocomplete</b> is and how to choose the best suggestion.	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 explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an <b>avatar</b> ; social media) and why.	I can explain who someone can ask if they are unsure about putting something online.	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can describe how connected devices can collect and share anyone's information with others.
I can describe ways people who have similar likes and interests can get together online.	I can describe appropriate ways to behave towards other people online and why this is important.	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can give examples of how bullying behaviour could appear online and how someone can get support.	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 explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
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 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 someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.		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 someone's feelings can be hurt by what is said or written online.			
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 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 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 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 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 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).

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 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 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.

I know what the **digital age of consent** is and the impact this has on online services asking for consent.

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 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 give examples of technology-specific forms of communication (e.g. **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. (e.g. 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 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 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).

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 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.

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 well-being 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.

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 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 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.

Year 5



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 explain the ways in which anyone can develop a positive online reputation.	I can explain how search engines work and how results are selected and ranked.	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 describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
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.	I can explain strategies anyone can use to protect their ' <b>digital personality</b> ' and online reputation, including degrees of <b>anonymity</b> .	I can explain how to use search technologies effectively.	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 explain what to do if a password is shared, lost or stolen.
I can explain the importance of asking until I get the help needed.		I can describe how some online information can be opinion and can offer examples.	I can describe the difference between on-line <b>misinformation</b> and <b>dis-information</b> .	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.
	I can describe how to capture bullying content as evidence (e.g. <b>screen-grab, URL, profile</b> ) to share with others who can help me.	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 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 describe simple ways to increase privacy on apps and services that provide privacy settings.
I can explain how sharing something online may have an impact either positively or negatively.	I can explain how someone would report online bullying in different contexts.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and ' <b>ad targeting</b> ' and targeting for <b>fake news</b> ).	I can identify, flag and report inappropriate content.	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. <b>scams, phishing</b> ).
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 understand the concept of <b>persuasive design</b> and how it can be used to influence peoples' choices.	I can describe common systems that regulate age-related content (e.g. <b>PEGI, BBFC</b> , parental warnings) and describe their purpose.	I know that online services have <b>terms and conditions</b> that govern their use.
I can describe how things shared privately online can have unintended consequences for others. e.g. <b>screen-grabs</b> .			I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
I can explain that taking or sharing inappropriate images of someone (e.g. 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.			I can recognise features of <b>persuasive design</b> and how they are used to keep users engaged (current and future use).	I can demonstrate how to make references to and acknowledge sources I have used from the internet.
			I can assess and action different strategies to limit the impact of technology on health (e.g. <b>night-shift mode</b> , regular breaks, correct posture, sleep, diet and exercise).	



I can give examples of how the internet and social media can be used for positive self-promotion.

I can explain how anyone can curate and experiment with their identity online and why they might wish to do this.

I am aware that a person's online activity, history or profile (their '**digital personality**') will affect the type of information returned to them in a search or on a **social media** feed, and how this may be intended to influence their beliefs, actions and choices.

I can explain the importance of having a choice and giving others a choice online.

I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, **grooming; radicalisation; coercion**.

I can explain strategies for assessing the degree of trust I place in people or organisations online.

I can describe some signs of harmful online situations e.g. **sexual harassment, grooming, cyberbullying**.

I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.

I can describe and assess the benefits and the potential risks of sharing information online.

I can explain how the information online services hold about someone forms part of their '**online identity**' and how this differs from their **digital personality**.

I can describe what is appropriate to say and do in different online settings / platforms (e.g. opinions, values, information, shares, '**likes**', 'forwards').

I can describe how bullying may change as we grow older and recognise when it is taking place online.

I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, **exclusion** of others from online forms of communication. setting up **fake profiles** of another person).

I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.

I can identify and demonstrate actions to support others who are experiencing difficulties online.

I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).

I can explain how online content published by an individual can be interpreted differently by others.

I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).

I can explain how '**online marketplaces**' can enable small businesses or individuals to do business on a wider / global scale.

I can assess the benefits and limitations of **online commerce**.

I recognise and can discuss the the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).

I can explain the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g. monitoring time spent online, avoiding accidents).

I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support.

I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties.

I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).

Year 7 (1)

I can explain why someone should use a <b>strong and separate password</b> for their email account, as the gateway to other online accounts.
I can explain the terms ' <b>connectivity</b> ' and the ' <b>Internet of things</b> '.
I can recognise that devices can collect and share data about users with or without their knowledge or awareness, e.g. device usage including microphone, camera and <b>geolocation</b> .
I understand the benefits of <b>two factor authentication</b> and use it where available.
I can explain why backing up data is important and how this can be done.
I can explain how and why it is important to always ensure someone makes safe and secure online payments.
I can explain why online services have <b>terms and conditions</b> that govern their use and give examples that illustrate how they impact on a user e.g. age restrictions.
I know that commercial online content can be viewed, accessed or downloaded illegally.
I can give some examples of illegal access (e.g. illegal <b>streaming, pirate sites, torrent sites, peer-to-peer sharing</b> ) and the associated risks.
I can accurately define the concept of plagiarism.
I can use this definition to evaluate online sources.

Year 7 (2)

I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this (e.g. anonymity, <b>‘brand you’</b> ).	I can describe the benefits of communicating with a partner online.	I can explain my criteria for distinguishing between online bullying and teasing ( <b>banter</b> ) online. I can offer examples to differentiate between them.
I can explain what ‘autonomy’ means to me when it comes to the things I share and choose to engage with online.	I can explain how relationships can safely begin (online dating), develop, be maintained, changed and end online.	I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.
I can describe how messages online portraying <b>‘identity ideals’</b> can inhibit someone from being themselves online or sharing things openly.	I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to <b>‘out’ someone</b> , threatening violence).	I can give examples of effective strategies which might help myself or others.
I can explain why it is important to balance ‘keeping an open mind’ with critically evaluating what ideas, opinions or beliefs I accept and reject and why I may need to re-evaluate if new evidence emerges.	I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this.	I can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, <b>sitemaps</b> , <b>breadcrumb-trails</b> , site search functions).
I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle.	I can explain the differences between active, passive and assumed consent online.	I can refine search phrases with additional functions (e.g. <b>+</b> , <b>AND</b> , <b>”</b> , <b>NOT</b> , <b>*</b> wildcard).
	I can explain why we have a collective responsibility to gain consent before sharing or forwarding information online (e.g. personal details, images etc.)	I can explain how <b>search engine rankings</b> are returned and can explain how they can be influenced (e.g. commerce, sponsored results). I can use a range of features to quality assure the content I access online (e.g. <b>hits</b> , <b>likes</b> , <b>comments</b> ).
	I can give examples of how to make positive contributions to online debates and discussions.	I can analyse and evaluate the reliability and validity of online information based on content as well as appearance.
	I can give examples where positive contributions have effected change in an online community.	I can explain why accurate information can be used in a <b>false context</b> to deliberately be used selectively to disinform.
	I can explain and give examples of how what anyone writes online can also affect their school, family or social group, or future opportunities.	I can explain that whilst ‘everyone is entitled to their opinion’ not all opinions are equally credible or morally defensible (and some may be restricted from public expression e.g. those that encourage racial or religious hatred).
	I can describe ways that someone can manage what others can say and share about them and explain strategies to protect an individual’s <b>‘digital personality’</b> .	

I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. <b>wellness apps</b> , <b>fitness trackers</b> , meditation / relaxation apps).	I understand the concept of software and content licensing.
I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.	I can understand and explain the principles of <b>fair dealing</b> and apply this to real case studies from my own research.
I can describe the criteria to evaluate the benefits or risks associated with technology and apps available.	I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers.
I know that accessing some websites or services may increase the risk of encountering viruses and other types of <b>malware</b> .	I can explain why controlling copyright of my content may be limited when using social media, website and apps.
I can demonstrate ways in which someone can change their browser settings to make their online browsing more secure (e.g. cookie permissions, <b>do-not-track-me</b> , password storage, <b>incognito</b> ).	
I can explain app permissions and analyse them to make informed choices on which apps to use.	
I can explain how the security of devices connected to the internet may be compromised e.g. <b>webcams</b> , monitors, phones or toys. I can demonstrate actions people can take to minimise such compromise (e.g. covering cameras on computers when not in use).	



I can explain how online images can help to reinforce stereotypes.	I can explain how cruelty and unpleasant comments can escalate quickly online.	I can identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm).
I can describe some of the pressures that people can feel when they are using social media (e.g. peer pressure, a desire for peer approval, comparing themselves or their lives to others, ' <b>FOMO</b> ').	I can explain the concept of <b>disinhibition</b> online and can explain how this can be problematic.	I can identify and assess some of the potential risks of seeking help or harmful advice from these sites.
I can explain how any images and videos can be <b>digitally manipulated</b> (e.g. using filters, cropping, <b>deep fake technology</b> ).	I can explain and assess a variety of routes to report bullying both in school and at home that include: <b>social reporting, peer support, anonymous reporting routes and helpline services</b> .	I can identify who to talk to if I thought someone was at risk of being influenced by such sites.
	I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.	I know how to report content which is promoting unhealthy or harmful behaviour.
I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.	I can explain what actions I can take if I believe these laws have been broken.	I can identify choices and demonstrate strategies to control the personal data online services hold.
I can explain what is meant by making and sharing explicit images and videos (e.g. <b>nudes</b> and <b>upskirting</b> ), I can identify different contexts in which this can happen (e.g. consensual, non-consensual), explain a range of possible impacts and identify strategies for seeking help.	I can explain and recognise how social media can amplify, weaken or distort the apparent strength, validity, or popularity of sometimes extreme ideas, beliefs or opinions, (e.g. an ' <b>echo-chamber</b> ').	I can explain why it's important to know how to recover a device or account if it gets compromised / hacked.
I can describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. <b>sexting</b> and related terminology, <b>trolling, harassment, stalking</b> ).	I can understand that individuals and organisations can be impersonated to deliberately mislead. I can explain how activity on social media may be contributed by ' <b>social bots</b> '.	I can explain that hacking can have legal consequences.
		I know who people can report to if they have experienced a cyber problem (e.g. <b>identity theft, ransomware</b> ).
I can monitor and manage my online reputation and I can describe clear steps to ensure that it promotes a positive image.	I can explain <b>Deepfake Technology</b> and why this may be dangerous (e.g. for individuals and the democratic process).	I understand <b>Creative Commons Licensing</b> protocols.
I can identify some of the key laws governing online behaviour and reputation and the potential criminal implications of breaking them.	I can explain how accusations of ' <b>fake news</b> ' can be used to discredit the accurate reporting of real events.	I can demonstrate simple ways in which I can protect my own work from copyright theft.
		I can evaluate the possible impact of legal and illegal downloading on those people who create online content and the consequences for the wider community.

I can explain how online content can limit our autonomy by influencing peoples’ thinking, feelings, beliefs, behaviours and responses; I can recognise and evaluate different factors and their impact.

I can explain how online content can be shaped and targeted to influence body image, purchasing choices and behaviour (e.g. fashion, pornography, **lifestyle sites** and **social media influencers**).

I can explain why some social media influencers promoting products and lifestyle can be ‘virtual’ (computer generated personalities) and not real people.

I can explain what is meant by **artificial intelligence (AI)** and how it can harvest my identity and shape my online experiences.

I can describe how online technology allows access to and communication with global communities.

I can give examples of how anyone can adapt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political and religious beliefs etc.

I can explain how consent can be mistakenly assumed and demonstrate how to appropriately challenge this e.g. within established friendships, being generalised or having been previously given.

I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using **location apps** to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.

I can explain how aspects of someone’s online identity can be linked together, and while something might be shared privately, it could have an impact later, personally and professionally.

I can explain the importance of someone’s online reputation (especially to their future career) and can describe ways of managing this.

I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone’s online reputation.

I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public **forums**) and adjust my own behaviour accordingly.

I can recognise when and analyse why online content has been designed to influence people’s thoughts, beliefs or restrict their autonomy (e.g. **fake / misleading reviews, fake news** or **propaganda**).

I can differentiate between genuine news sites and fake (or imitation) news sites with similar web addresses and if uncertain I can remain sceptical.

I can explain why conspiracies based on disinformation may still attract people even without being grounded in real evidence.

I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material).

I can identify and assess features that might indicate that a site or social group could negatively impact on well-being.

I can offer strategies to identify and evaluate help from established respected sites or organisations that may be more helpful.

I can explain the benefits and risks of using online sources to self-diagnose and self-medicate and why someone should consult a medical professional if they are concerned about their health.

I can contribute to an informed debate concerning the balance between national security and safeguarding as against personal privacy.

I can describe how data drawn from users of online services can be collected, used or sold to inform other services and organisations without the users’ knowledge or consent. I can give examples of this.

I can demonstrate additional ways to protect and manage data on my devices (e.g. **“find my phone”**; **remote access**; **remote data deletion**).

I can apply **Creative Commons Licensing** to my own work.

I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects.

I can recognise, assess and if necessary challenge the social norms and expectations that influence how we identify ourselves online (e.g. profile pictures, shared content) and how it might differ according to gender, culture or social group.

I know how to appropriately challenge negative comments or expectations concerning my online identity.

I can explain how to support others in need online and offline, both publicly and privately.

I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).

I can describe actions someone could take if they experience or are targeted by illegal online behaviour.

I can explain how someone can build an online presence using a range of technologies that provide a positive representation of who they are, listing attributes others may find valuable (e.g. job / university application profiles).

I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.

I can assess how my developing '**digital personality**' might affect (focus or limit) the type of information returned to me in a search or on a social media stream.

I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may vary from country to country.

I can describe what is meant by 'big data' and 'data analytics' and how political parties, commercial and other organisations use these. I can evaluate the ethics of such use and describe how these may impact on an individual now and in their future.

I can describe ways people can assess and manage how and what they contribute to 'big data'.

I can explain how and why anyone could be targeted for sophisticated information or disinformation intended to influence their beliefs, actions and choices (e.g. **gas-lighting, information operations, political agendas**).

I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky.

I can evaluate the risks associated with online gambling including the accumulation of debt and critically evaluate the marketing of this industry.

I can describe the laws around age related access to certain types of online content (e.g. gaming; gambling; alcohol / drugs related; sexual content). I can justify why they exist and assess their benefits and limitations.

I can offer an informed opinion on the fitness for purpose of the laws relating to data protection and young people.

I can explain how the security of data in a network can be compromised internally or externally and give examples of how this might occur (e.g. **DDOS, proxy-bypass, distro, hacking**). I can describe actions that can minimise risks.

I can explain why networks require secure management and can give examples of services that support this (e.g. **firewalls, VPN, user monitoring**).

I can explain the value of regular data backup in system recovery, and can give examples of and demonstrate effective practice in how this might be achieved (e.g. **removable media, cloud**).

I can demonstrate how someone can protect their work from **copyright theft**.

I can explain the effects of plagiarism within my own work and assess the impact it can have on accrediting achievement.

# Year 11



I can describe the laws governing online sexual content.	I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).	I can analyse mechanisms providers might use to regulate / advise on age-related online access:( e.g. <b>age verification, terms and conditions</b> , parental controls).	I can explain key aspects of copyright law and illustrate where that law has been applied to online content.
I can describe and critically assess ways in which viewing online sexual content can influence expectations and behaviour in relationships; I can assess how unrealistic or unreciprocated expectations could damage a relationship or be abusive.	I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).	I can assess and comment on the benefits and effectiveness of these.	I can explain the wider implications of copyright theft on content production and the availability of content (e.g. loss of revenue, emerging artists, new content development).
I can identify online role models who manage a positive identity and give examples from my own research / experience to support my understanding.	I can explain ways someone's own personal online choices, history and profile will be increasingly affecting the type of information returned to them in a search, on a social media stream or through targeted advertising or political messages. I can describe ways of recognising and assessing such targeting.	I can identify and demonstrate how to action effective routes for reporting concerns about age-related content issues.	
I can explain how laws governing online behaviour vary depending on country.	I can describe ways of identifying when online content has been politically sponsored, (e.g., extremism, ideological persuasion) and the importance of analysing and evaluating their validity.	I can describe key aspects of the law governing data use (e.g. <b>DPA, GDPR</b> ) and can give examples of those laws and the impact they have on a person's data rights (e.g. <b>RTBF</b> , data breaches).	
I can explain the difference between freedom of expression and legal accountabilities and can discuss appropriate balance between them.	I can describe how and why individuals, or organisations or states may saturate online media with selective information and disinformation to deliberately confuse or divide populations.	I can assess how those laws can vary depending on country and can give examples of some of the differences and issues that may raise.	
In cases where someone's online reputation may be viewed negatively, I am able to offer reasons and provide context as to why it may not always reflect who they are.	I can analyse online material to identify when this is happening and who might benefit.	I can identify and assess when data needs to be transferred securely and can describe strategies to achieve this (e.g. <b>encryption, secure services</b> ).	
		I can explain the term ' <b>whistle-blowing</b> ' and evaluate when such action may be appropriate or inappropriate.	

Year 12



I can describe and assess the creative benefits and ethical drawbacks of **digital manipulation**.

I can explain and assess the importance of purpose and context in evaluating digitally edited personal images.

I can give examples of how I might mobilise online communities to support ideas / projects or campaigns (e.g. **crowdsourcing** expertise for a project; developing a **Kickstarter** campaign to create social / financial support for an idea; amplifying political voice).

I can describe and assess the benefits of the laws that govern online behaviour and reputation.

I can differentiate between ethical and legal issues (e.g. **libel**, **slander**, racism, homophobia, **injunction**, **trolling**).

I can use my own media research to give relevant examples.

I can demonstrate how to affect positive change in online groups when bullying behaviours arise.

I can give examples of effective strategies that might achieve this (e.g. **counter-narrative**).

I can describe the process someone can use to make ethical choices to ensure their own online content is appropriate, responsible and contributes to a positive online culture. I can give examples of this from my own publishing.

I can explain what is meant by **persuasive design** and can explore ethical considerations around its use.

I can review and consider whether current measures for reducing and reporting mis / disinformation online are fit for purpose.

I can analyse well-being issues experienced by others in the wider news from my own online research and construct strategies that may have assisted with those cases I have identified.

I can analyse and identify opportunities and risks that may arise from technologies (e.g. **virtual reality**, **augmented reality**, **artificial intelligence**, including **deep learning**) that could impact on health and well-being.

I can describe how and where to report a data breach.

I can describe anonymous access services (e.g. **TOR**, **Guerilla Mail**, **DuckDuckGo**) and can give examples of how they may be used in both positive and negative contexts.

I can explain the concepts '**dark web**', '**deep web**' and 'closed peer sharing' and can critically assess the issues associated with the use of such services.

I can explain why it is essential to recognise and follow a future employer's online security policy and protocols.

I can give examples of how organisations representing creative industries challenge and monitor online copyright theft and can outline and evaluate resulting outcomes.

I can evaluate whether current measures for preventing and responding to copyright theft are fit for purpose, e.g. with current social media use, private profiles etc.

Year 13