



Internet Safety



Privacy & Security



Relationships & Communication



Cyberbullying



Digital Footprint & Reputation



Self Image & Identity





Information Literacy






Creative Credit & Copyright




## Foundation Phase

Year	Category	Lesson Title	Description	Curriculum Links
R /Yr1		<b>Going Places Safely</b>	Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• show that they have listened to others, e.g. by drawing a picture (Oracy -R)</li> <li>• join in, repeat or memorise rhymes, songs and stories (Oracy Y1) with some support (Oracy -R)</li> <li>• make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (Reading -R)</li> <li>• identify words and pictures on-screen which are related to a topic (Reading - Y1)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity                             <ul style="list-style-type: none"> <li>• experiment with new learning opportunities, including ICT</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understand of the world                             <ul style="list-style-type: none"> <li>• becoming aware of human achievements and the 'big ideas' that have shaped the world investigating sources and issues</li> </ul> </li> </ul>
		<b>A-B-C Searching</b>	Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• Contribute to conversations and respond to others, taking turns when prompted (Oracy - Y1)</li> <li>• Read simple words (Reading -R)</li> <li>• Read simple captions and text (Reading - R)</li> <li>• Look for clues in the text to understand information (Reading Y1)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity                             <ul style="list-style-type: none"> <li>• experiment with new learning opportunities, including ICT</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understand of the world                             <ul style="list-style-type: none"> <li>• investigating sources and issues</li> <li>• using and becoming familiar with common words and phrases for their world</li> </ul> </li> </ul>



		<p><b>Keep It Private</b></p>	<p>Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• Express an opinion on familiar subjects (Oracy – Y1)</li> <li>• Show understanding of what they have heard by asking questions to find out more information (Oracy – Y1)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity             <ul style="list-style-type: none"> <li>• Consider the consequences of words and actions for themselves and others</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understand of the world             <ul style="list-style-type: none"> <li>• Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others</li> </ul> </li> </ul>
		<p><b>My Creative Work</b></p>	<p>Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• Talk about things they have made or done, explaining the process (Oracy – Y1)</li> <li>• Include some detail and some relevant vocabulary to extend their ideas or accounts (Oracy – Y1)</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understand of the world             <ul style="list-style-type: none"> <li>• thinking about what might happen if</li> <li>• investigating sources and issues</li> </ul> </li> </ul>
		<p><b>Sending Email</b></p>	<p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• speak audibly, conveying meaning to listeners beyond their friendship group (Oracy – Y1)</li> <li>• select letters, words and pictures to compose writing on-screen (Writing – Y1)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity             <ul style="list-style-type: none"> <li>• experiment with new learning opportunities, including ICT</li> <li>• develop an understanding of the behavioural expectations of the setting/school</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understand of the world             <ul style="list-style-type: none"> <li>• becoming aware of human achievements and the “big ideas” that have shaped the world</li> </ul> </li> </ul>



Year	Category	Lesson Title	Description	Curriculum Links
Year 2		<b>Staying Safe Online</b>	Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• express opinions, giving reasons, and provide appropriate answers to questions (Oracy)</li> <li>• read a range of suitable texts with increasing accuracy and fluency ( Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity                             <ul style="list-style-type: none"> <li>• Take responsibility for their own actions</li> <li>• respond personally to simple imaginary moral situations giving reasons for decisions made</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understanding of the world                             <ul style="list-style-type: none"> <li>• investigating sources and issues</li> </ul> </li> </ul>
		<b>Follow the Digital Trail</b>	Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• contribute to discussion, keeping a focus on the topic and taking turns to speak (Oracy)</li> <li>• use the different features of texts to make meaning, e.g. pictures, charts and layout (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity                             <ul style="list-style-type: none"> <li>• be more aware of personal safety</li> <li>• develop a positive self-image and a sense of belonging as part of different communities</li> </ul> </li> <li><input checked="" type="checkbox"/> Knowledge and understanding of the world                             <ul style="list-style-type: none"> <li>• describing what they have found out and offering simple explanations</li> </ul> </li> </ul>
		<b>Screen Out the Mean</b>	Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• share activities and information to complete a task. (Oracy)</li> <li>• recall and retell narratives and information from texts with some details (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity</li> </ul>



**Overview**

				<ul style="list-style-type: none"> <li>• be aware of and respect the needs of others</li> <li>• develop an understanding of what is fair and unfair</li> </ul> <p><input checked="" type="checkbox"/> Knowledge and understanding of the world</p> <ul style="list-style-type: none"> <li>• investigating sources and issues</li> <li>• expressing their own opinions and feelings, and making decisions while considering the viewpoints of others</li> </ul>
	<b>Using Keywords</b>		<p>Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p><input checked="" type="checkbox"/> Literacy Framework</p> <ul style="list-style-type: none"> <li>• express opinions, giving reasons, and provide appropriate answers to questions (Oracy)</li> <li>• listen to others with concentration, understanding the main points and asking for clarification if needed (Oracy)</li> <li>• contribute to discussion, keeping a focus on the topic and taking turns to speak (Oracy)</li> </ul> <p><input checked="" type="checkbox"/> Knowledge and understanding of the world</p> <ul style="list-style-type: none"> <li>• identifying what they want to find out and how to do it</li> </ul>
	<b>Sites I Like</b>		<p>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p>	<p><input checked="" type="checkbox"/> Literacy Framework</p> <ul style="list-style-type: none"> <li>• express opinions, giving reasons, and provide appropriate answers to questions (Oracy)</li> <li>• contribute to discussion, keeping a focus on the topic and taking turns to speak (Oracy)</li> <li>• identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information (Reading)</li> </ul> <p><input checked="" type="checkbox"/> Personal and Social Development, Well-Being and Cultural Diversity</p> <ul style="list-style-type: none"> <li>• show curiosity and develop positive attitudes to new experiences and learning</li> <li>• become independent thinkers and learners</li> </ul> <p><input checked="" type="checkbox"/> Knowledge and understanding of the world</p> <ul style="list-style-type: none"> <li>• listening to others' ideas</li> <li>• exploring and experimenting</li> </ul>



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## Key Stage 2


Year	Category	Lesson Title	Description	Curriculum Links
Year 3		<b>Powerful Passwords</b>	Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.	<input checked="" type="checkbox"/> Literacy Framework <ul style="list-style-type: none"> <li>explain information and ideas using relevant vocabulary (Oracy)</li> </ul> <input type="checkbox"/> Numeracy Framework <input checked="" type="checkbox"/> ICT <ul style="list-style-type: none"> <li>store and retrieve information they have found or created</li> <li>Pupils should be taught how to use ICT comfortably, safely and responsibly</li> </ul> <input checked="" type="checkbox"/> PSE <ul style="list-style-type: none"> <li>identify links between cause and effect</li> </ul>
		<b>My Online Community</b>	Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.	<input checked="" type="checkbox"/> Literacy Framework <ul style="list-style-type: none"> <li>Listen carefully and make connections between what they are learning and what they already know (Oracy)</li> <li>Note down ideas to use in writing (Writing)</li> </ul> <input type="checkbox"/> Numeracy Framework <input checked="" type="checkbox"/> ICT <ul style="list-style-type: none"> <li>Create and communicate information in the form of text, images and sound using a range of ICT hardware and software.</li> </ul> <input checked="" type="checkbox"/> PSE <ul style="list-style-type: none"> <li>Make and maintain friendships and relationship</li> <li>Empathise with others' experiences and feelings</li> </ul>



		<p><b>Things for Sale</b></p>	<p>Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• explain information and ideas using relevant vocabulary (Oracy)</li> <li>• listen carefully and make connections between what they are learning and what they already know (Oracy)</li> <li>• use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding (Reading)</li> <li>• identify different purposes of texts, e.g. to inform, instruct, explain (Reading)</li> <li>• include relevant details, information or observations in their writing (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• create a range of presentations combining a variety of information and media, e.g. a poster combining text and graphics, a multimedia presentation</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• form personal opinions and make informed decisions</li> <li>• explore their personal values</li> </ul> </li> </ul>
		<p><b>Show Respect Online</b></p>	<p>Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• identify different purposes of texts, e.g. to inform, instruct, explain (Reading)</li> <li>• write for different purposes and readers choosing words for variety and interest (Writing)</li> <li>• review and improve sections of their work (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• share and exchange information safely through electronic means, e.g. use of e-mail, virtual learning environments.</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• Understand situations which produce conflict and the nature of bullying</li> <li>• feel positive about themselves &amp; be sensitive towards the feelings of others</li> <li>• Understand that personal actions have consequences</li> <li>• manage different emotions and develop strategies to resolve conflict and deal with bullying</li> </ul> </li> </ul>



		<b>Writing Good Emails</b>	Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.	<input checked="" type="checkbox"/> Literacy Framework <ul style="list-style-type: none"> <li>identify different purposes of texts, e.g. to inform, instruct, explain (Reading)</li> <li>write for different purposes and readers choosing words for variety and interest (Writing)</li> </ul> <input type="checkbox"/> Numeracy Framework <input checked="" type="checkbox"/> ICT <ul style="list-style-type: none"> <li>draw upon their experiences of using ICT to form judgements about its value in supporting their work</li> <li>share and exchange information safely through electronic means, e.g. use of e-mail, virtual learning environments.</li> </ul> <input checked="" type="checkbox"/> PSE <ul style="list-style-type: none"> <li>express their views and ideas confidently through a range of appropriate methods</li> <li>Understand situations which produce conflict and the nature of bullying</li> <li>be honest and fair and have respect for rules, the law and authority</li> <li>empathise with others' experiences and feelings</li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
<b>Year 4</b>		<b>Rings of Responsibility</b>	Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.	<input checked="" type="checkbox"/> Literacy Framework <ul style="list-style-type: none"> <li>listen carefully to presentations and show understanding of main points (Oracy)</li> <li>explain main idea(s) with supporting details, including observations and explanations where relevant (Writing)</li> </ul> <input type="checkbox"/> Numeracy Framework <input type="checkbox"/> ICT <input checked="" type="checkbox"/> PSE <ul style="list-style-type: none"> <li>form personal opinions and make informed decisions</li> <li>develop respect for themselves and others</li> <li>value families and friends as a source of mutual support</li> </ul>





			<ul style="list-style-type: none"> <li>• take increasing responsibility for keeping the mind and body safe and healthy</li> <li>• be honest and fair and have respect for rules, the law and authority</li> <li>• make and maintain friendships and other relationships</li> </ul>
	<p><b>Private and Personal Information</b></p>	<p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic. (Oracy)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• share and exchange information safely through electronic means</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• identify links between cause and effect</li> <li>• take increasing responsibility for keeping the mind and body safe and healthy</li> <li>• Understand the importance of personal safety</li> <li>• be honest and fair and have respect for rules, the law and authority</li> <li>• Understand that personal actions have consequences</li> </ul> </li> </ul>
	<p><b>The Power of Words</b></p>	<p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group (Oracy)</li> <li>• help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic. (Oracy)</li> <li>• explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• share and exchange information safely through electronic means, e.g. use of e-mail, virtual learning environments</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• understand the benefits of families and friends and the issues that can arise</li> <li>• understand the range of their own and others' feelings and emotions</li> </ul> </li> </ul>






		<p><b>The Key to Keywords</b></p>	<p>Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                     <ul style="list-style-type: none"> <li>• explain information and ideas using supportive resources, e.g.on - screen and web-based materials (Oracy)</li> <li>• find information and ideas from web pages, using different search methods, considering which are the most efficient methods (Reading)</li> <li>• explore information and ideas beyond their personal experience (Reading)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                     <ul style="list-style-type: none"> <li>• use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                     <ul style="list-style-type: none"> <li>• distinguish between ‘facts’, beliefs and opinions</li> <li>• Understand what to do or to whom to go when feeling unsafe</li> </ul> </li> </ul>
		<p><b>Whose Is It, Anyway?</b></p>	<p>Pupils learn that copying the work of others and presenting it as one’s own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                     <ul style="list-style-type: none"> <li>• adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input type="checkbox"/> ICT</li> <li><input checked="" type="checkbox"/> PSE                     <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• be honest and fair and have respect for rules, the law and authority</li> </ul> </li> </ul>





Year	Category	Lesson Title	Description	Curriculum Links
Year 5		<b>Strong Passwords</b>	Pupils learn how to create secure passwords in order to protect their private information and accounts online.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas. (Oracy)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• Understand the importance of personal safety</li> </ul> </li> </ul>
		<b>Digital Citizenship Pledge</b>	Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids (Oracy)</li> <li>• contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up (Oracy)</li> <li>• write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• draw upon their experiences of using ICT to form judgements about its value in supporting their work</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• express their views and ideas confidently through a range of appropriate methods</li> <li>• Understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities</li> <li>• be honest and fair and have respect for rules, the law and authority</li> </ul> </li> </ul>



		<p><b>You've Won a Prize!</b></p>	<p>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas. (Oracy)</li> <li>• scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams (Reading)</li> <li>• consider if the content is reliable</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• use ICT to further their understanding of information they have retrieved and processed</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• distinguish between 'facts', beliefs and opinions</li> <li>• contribute to class discussions and take part in debates</li> </ul> </li> </ul>
		<p><b>How to Cite a Site</b></p>	<p>Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• use information from trusted sources, on-screen and on paper, selecting and downloading as necessary (Reading)</li> <li>• use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities (Writing)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• be honest and fair and have respect for rules, the law and authority</li> </ul> </li> </ul>
		<p><b>Picture Perfect</b></p>	<p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising (Oracy)</li> <li>• consider if the content is reliable, e.g. are photographs more reliable than drawings? (Reading)</li> </ul> </li> </ul>





				<ul style="list-style-type: none"> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• use ICT to further their understanding of information they have retrieved and processed</li> <li>• discuss new developments in ICT and the use of ICT in the wider world.</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• distinguish between 'facts', beliefs and opinions</li> <li>• contribute to class discussions and take part in debates</li> <li>• Understand the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness</li> <li>• explore their personal values</li> </ul> </li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
Year 6		<b>Talking Safely Online</b>	Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• express issues and ideas clearly, using specialist vocabulary and examples (Oracy)</li> <li>• listen carefully to presentations and show understanding of the speakers' conclusions or opinions (Oracy)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input type="checkbox"/> ICT</li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• understand the importance of personal safety</li> <li>• understand what to do or to whom to go when feeling unsafe</li> <li>• Understand that personal actions have consequences</li> <li>• resist unwanted peer pressure and behaviour</li> <li>• ask for personal support and advice</li> </ul> </li> </ul>
		<b>Super Digital Citizen</b>	Pupils explore Spider-Man's motto, "with great power comes	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• contribute purposefully to group discussion to achieve agreed outcomes (Oracy)</li> </ul> </li> </ul>



			<p>great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p>	<ul style="list-style-type: none"> <li>• explore different ways to present work and use them appropriately, e.g. moving image, slides, voice over (Writing)</li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• draw upon their experiences of using ICT to form judgements about its value in supporting their work</li> <li>• discuss new developments in ICT and the use of ICT in the wider world</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities</li> <li>• feel positive about themselves and be sensitive towards the feelings of others</li> <li>• be honest and fair and have respect for rules, the law and authority</li> </ul> </li> </ul>
		<p><b>Privacy Rules</b></p>	<p>Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• follow up points in group discussions, showing agreement or disagreement giving reasons. (Oracy)</li> <li>• use a range of strategies for finding information, e.g. skimming for gist, scanning for detail (Reading)</li> <li>• use internet searches carefully, deciding which sources to read and believe (Reading)</li> </ul> </li> <li><input type="checkbox"/> Numeracy Framework</li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• find information from a variety of sources for a defined purpose</li> <li>• draw upon their experiences of using ICT to form judgements about its value in supporting their work</li> <li>• share and exchange information safely through electronic means</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities</li> </ul> </li> </ul>



		<p><b>What's Cyberbullying?</b></p>	<p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p>	<ul style="list-style-type: none"> <li>• understand the importance of personal safety</li> <li>• Understand that personal actions have consequences</li> </ul> <p><input checked="" type="checkbox"/> Literacy Framework</p> <ul style="list-style-type: none"> <li>• express issues and ideas clearly, using specialist vocabulary and examples (Oracy)</li> <li>• respond to others with questions and comments which focus on reasons, implications and next steps (Oracy)</li> </ul> <p><input type="checkbox"/> Numeracy Framework</p> <p><input checked="" type="checkbox"/> ICT</p> <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities</li> </ul> <p><input checked="" type="checkbox"/> PSE</p> <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• understand situations which produce conflict and the nature of bullying</li> <li>• feel positive about themselves and be sensitive towards the feelings of others</li> <li>• manage different emotions and develop strategies to resolve conflict and deal with bullying</li> </ul>
		<p><b>Selling Stereotypes</b></p>	<p>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.</p>	<p><input checked="" type="checkbox"/> Literacy Framework</p> <ul style="list-style-type: none"> <li>• express issues &amp; ideas clearly, using specialist vocabulary &amp; examples (Oracy)</li> <li>• follow up points in group discussions, showing agreement or disagreement giving reasons. (Oracy)</li> </ul> <p><input type="checkbox"/> Numeracy Framework</p> <p><input checked="" type="checkbox"/> ICT</p> <ul style="list-style-type: none"> <li>• draw upon their experiences of using ICT to form judgements about its value in supporting their work</li> </ul> <p><input checked="" type="checkbox"/> PSE</p> <ul style="list-style-type: none"> <li>• value diversity and recognise the importance of equality of opportunity</li> <li>• form personal opinions and make informed decisions</li> <li>• contribute to class discussions and take part in debates</li> </ul>

# Digital Literacy & Citizenship

A free scheme of learning available at [www.swgfl.org.uk/digitalliteracy](http://www.swgfl.org.uk/digitalliteracy)



## Overview



Internet Safety



Privacy & Security



Relationships & Communication



Cyberbullying



Digital Footprint & Reputation



Self Image & Identity



Information Literacy






Creative Credit & Copyright

## Key Stage 3




Year	Category	Lesson Title	Description	Curriculum Links
Year 7		<b>Digital Life 101</b>	Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• make a range of contributions to discussions, e.g. leading, encouraging and supporting others (Oracy)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities.</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• express opinions clearly and justify a personal standpoint</li> </ul> </li> </ul>
		<b>Strategic Searching</b>	Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others (Oracy)</i></li> <li>• assess the quality and reliability of information on web pages, considering its origins and verifying accuracy (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• find relevant information efficiently from a variety of sources for a defined purpose</li> <li>• select relevant information and make informed judgements about sources of information</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• express opinions clearly and justify a personal standpoint</li> <li>• take part in debates and vote on issues</li> </ul> </li> </ul>





				<ul style="list-style-type: none"> <li>• work both independently and cooperatively</li> <li>• access an appropriate range of sources for help, support and advice</li> </ul>
	<b>Scams and Schemes</b>	Students learn strategies for guarding against identity theft and scams that try to access their private information online.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• assess the quality and reliability of information on web pages, considering its origins and verifying accuracy (Reading)</li> <li>• explain ideas fully, showing implications and consequences (Writing)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• select relevant information and make informed judgements about sources of information</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• identify and assess bias and reliability, e.g. evaluate messages from the media</li> <li>• work both independently and cooperatively</li> </ul> </li> </ul>	
	<b>Cyberbullying: Be Upstanding</b>	Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• make a range of contributions to discussions, e.g. leading, encouraging and supporting others (Oracy)</li> </ul> </li> <li><input type="checkbox"/> ICT</li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• empathise with others' experiences, feelings and actions</li> <li>• adapt to new situations</li> </ul> </li> </ul>	
	<b>A Creator's Rights</b>	Students are introduced to copyright, fair use, and the rights they have as creators.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• make a range of contributions to discussions, e.g. leading, encouraging and supporting others (Oracy)</li> <li>• assess the quality and reliability of information on web pages, considering its origins and verifying accuracy (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> </ul> </li> </ul>	





Year	Category	Lesson Title	Description	Curriculum Links
Year 8		<b>My Media</b>	Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• defend a point of view with information and reasons, e.g. in role or debate (Oracy)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• express opinions clearly and justify a personal standpoint</li> <li>• work both independently and cooperatively</li> </ul> </li> </ul>
	 	<b>A Creator's Responsibilities</b>	Students reflect on their responsibilities as creators and users of creative work.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework                             <ul style="list-style-type: none"> <li>• discuss opposing viewpoints and negotiate ways forward (Oracy)</li> <li>• locate and selectively use additional information and evidence from different sources (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT                             <ul style="list-style-type: none"> <li>• select relevant information and make informed judgements about sources of information</li> <li>• use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE                             <ul style="list-style-type: none"> <li>• use some prior knowledge to explain links between cause and effect</li> <li>• communicate confidently personal feelings and views through a range of appropriate methods</li> <li>• express opinions clearly and justify a personal standpoint</li> <li>• develop respect for themselves and others</li> </ul> </li> </ul>



		<p><b>Safe Online Talk</b></p>	<p>While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behaviour which may make them feel uncomfortable.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• discuss opposing viewpoints and negotiate ways forward (Oracy)</li> <li>• use inference and deduction to understand layers of meaning (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• communicate confidently personal feelings and views through a range of appropriate methods</li> <li>• develop respect for themselves and others</li> <li>• make and maintain friendships, and begin to negotiate behaviour in personal relationships</li> <li>• be assertive and resist unwanted peer pressure</li> <li>• access an appropriate range of sources for help, support and advice</li> </ul> </li> </ul>
		<p><b>Which Me Should I Be?</b></p>	<p>Students learn that presenting themselves in different ways online carries both benefits and risks.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• defend a point of view with information and reasons, e.g. in role or debate (Oracy)</li> <li>• use inference and deduction to understand layers of meaning (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• take part in debates and vote on issues.</li> <li>• develop respect for themselves and others</li> <li>• work both independently and cooperatively</li> <li>• adapt to new situations</li> </ul> </li> </ul>



		<p><b>Gender Stereotypes Online</b></p>	<p>Students analyse a "Dress Up Your Avatar" feature of a virtual world for kids for evidence of stereotypes about boys and girls.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• defend a point of view with information and reasons, e.g. in role or debate (Oracy)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• find relevant information efficiently from a variety of sources for a defined purpose</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• work both independently and cooperatively</li> </ul> </li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
<p><b>Year 9</b></p>		<p><b>Trillion Dollar Footprint</b></p>	<p>Students learn that they have a digital footprint and that this information can be searched, copied and passed on, but that they can take some control based on what they post online.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions (Oracy)</li> <li>• consider the relevance and significance of information and ideas presented to them (Oracy)</li> <li>• gain a full understanding of texts using inference, deduction and analysis (Reading)</li> <li>• identify different interpretations of facts and information and evaluate their relative merits (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• select relevant information and make informed judgements about sources of information</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• identify and assess bias and reliability, e.g. evaluate messages from the media</li> <li>• consider others' views to inform opinions and make informed decisions and choices effectively</li> <li>• work both independently and cooperatively</li> </ul> </li> </ul>



	<p><b>Identifying High-Quality Sites</b></p>	<p>Students learn that anyone can publish on the Web, so not all sites are equally trustworthy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• consider the relevance and significance of information and ideas presented to them (Oracy)</li> <li>• listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions (Oracy)</li> <li>• make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues (Reading)</li> <li>• gain a full understanding of texts using inference, deduction and analysis (Reading)</li> <li>• identify different interpretations of facts and information and evaluate their relative merits (Reading)</li> <li>• evaluate the usefulness and reliability of texts (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> ICT             <ul style="list-style-type: none"> <li>• select relevant information and make informed judgements about sources of information</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• identify and assess bias and reliability, e.g. evaluate messages from the media</li> </ul> </li> </ul>
	<p><b>The Reality of Digital Drama</b></p>	<p>Students draw connections between young teens' perceptions of digital drama and stereotypes of men and women on reality TV.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions (Oracy)</li> <li>• synthesise and analyse information to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources (Reading)</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE             <ul style="list-style-type: none"> <li>• identify and assess bias and reliability, e.g. evaluate messages from the media</li> <li>• express opinions clearly and justify a personal standpoint</li> <li>• empathise with others' experiences, feelings and actions</li> </ul> </li> </ul>
	<p><b>Cyberbullying: Crossing the Line</b></p>	<p>Students learn to distinguish good-natured teasing from cyberbullying.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Framework             <ul style="list-style-type: none"> <li>• recognise a range of options for action and reach agreement to achieve the aims of the group (Oracy)</li> </ul> </li> <li><input checked="" type="checkbox"/> PSE</li> </ul>



**Overview**

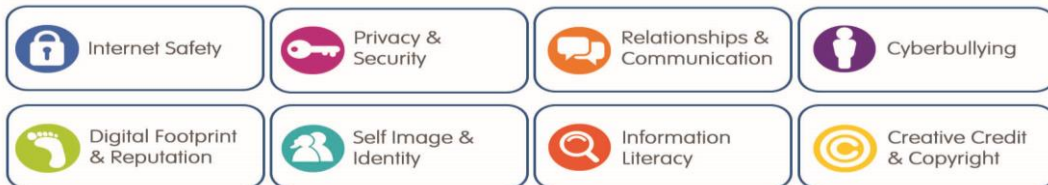
				<ul style="list-style-type: none"> <li>• use some prior knowledge to explain links between cause and effect</li> <li>• consider others' views to inform opinions and make informed decisions and choices effectively</li> <li>• develop respect for themselves and others</li> <li>• empathise with others' experiences, feelings and actions</li> <li>• access an appropriate range of sources for help, support and advice.</li> </ul>
		<p><b>Rework, Reuse, Remix</b></p>	<p>Students expand their understanding of fair use, apply it to case studies, and create an original work of fair use.</p>	<ul style="list-style-type: none"> <li>☑ Literacy Framework             <ul style="list-style-type: none"> <li>• consider the relevance and significance of information and ideas presented to them (Oracy)</li> <li>• make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues (Reading)</li> </ul> </li> <li>☑ ICT             <ul style="list-style-type: none"> <li>• use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines</li> </ul> </li> <li>☑ PSE             <ul style="list-style-type: none"> <li>• consider others' views to inform opinions and make informed decisions and choices effectively</li> <li>• communicate confidently personal feelings and views through a range of appropriate methods</li> <li>• express opinions clearly and justify a personal standpoint</li> </ul> </li> </ul>

# Digital Literacy & Citizenship

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## Overview



### Key Stage 4 / 5

Year	Category	Lesson Title	Description	Curriculum Links
Years 10-13  Unit 1		<b>Digital Life 102</b>	Students test their knowledge of digital media and talk about the role media plays in their lives.	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• find and develop information and ideas</li> <li>• the range of values and principles by which people live</li> <li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• listen, reflect on and critically evaluate another person's point of view and respond appropriately</li> <li>• how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions</li> <li>• the moral, social, ethical and environmental implications of scientific discoveries and technological development</li> <li>• develop the confidence and drive to set personal goals and put their ideas into action</li> </ul>
		<b>Oops! I Broadcast It on the Internet</b>	Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information.	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use prior knowledge to explain links between cause and effect, and make predictions</li> <li>• develop respect for themselves and others</li> <li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices</li> <li>• understand the range of sexual attitudes, relationships and behaviours in society</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use prior knowledge to explain links between cause and effect, and justify predictions</li> </ul>



				<ul style="list-style-type: none"> <li>• demonstrate respect for self, others and for diversity</li> <li>• accept responsibility for all aspects of personal and social development and well-being</li> <li>• the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations</li> <li>• use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times</li> <li>• be assertive and resist unwanted peer and other influence</li> </ul>
		<p><b>Copyrights and Wrongs</b></p>	<p>Students explore the legal and ethical dimensions of respecting creative work.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• analyse information and ideas in order to assess bias, reliability and validity</li> <li>• appreciate, reflect on and critically evaluate other points of view</li> <li>• the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media</li> <li>• the factors involved in making moral judgements</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• evaluate information and ideas in order to gauge bias, reliability and validity</li> <li>• demonstrate respect for self, others and for diversity</li> <li>• understand the concept of moral responsibility and the need for shared values</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>
		<p><b>Feeling On Display</b></p>	<p>Students reflect on the different pressures teens face when it comes to editing, posting, and commenting on photos online.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• take different perspectives into account when making informed decisions and choices effectively</li> <li>• value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> <li>• how to challenge assertively expressions of prejudice, racism and stereotyping</li> <li>• understand the range of sexual attitudes, relationships and behaviours in society</li> <li>• understand how beliefs and values affect personal identity and lifestyle</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• listen, reflect on and critically evaluate another person’s point of view and respond appropriately</li> <li>• demonstrate respect for self, others and for diversity</li> <li>• develop a consistent set of personal values and have the confidence to apply these in practice</li> </ul>





		<p><b>Turn Down the Dial on Cyberbullying and Online Cruelty</b></p>	<p>Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• demonstrate respect for self, others and for diversity</li> <li>• negotiate effectively in relationships with peers and adults</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
<p><b>Years 10-13</b></p> <p><b>Unit 2</b></p>		<p><b>My Online Code</b></p>	<p>Students discuss their understanding of ethical behaviour and are introduced to the concept of online ethics.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• analyse information and ideas in order to assess bias, reliability and validity</li> <li>• the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media</li> <li>• the factors involved in making moral judgements</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• evaluate information and ideas in order to gauge bias, reliability and validity</li> <li>• demonstrate respect for self, others and for diversity</li> <li>• the moral and ethical problems faced by society and individuals and reflect upon how such issues may be resolved</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>
		<p><b>Who Are You Online?</b></p>	<p>Students explore how they and others represent themselves online, and the relationship between online and offline selves.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• take different perspectives into account when making informed decisions and choices effectively</li> <li>• how beliefs and values affect personal identity and lifestyle</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• in more abstract situations, take several perspectives into account to inform opinions and decisions</li> <li>• listen, reflect on and critically evaluate another person's point of view and respond appropriately</li> <li>• use ICT safely, responsibly and independently, embedding appropriate</li> </ul>





				<p>behaviours and techniques into activities to ensure they remain both safe and legal at all times</p>
	<b>Building Community Online</b>	Students examine websites that foster positive community.	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• appreciate, reflect on and critically evaluate other points of view</li> <li>• engage in practical involvement in the community</li> <li>• understand the opportunities for young people to participate in decision-making, both locally and nationally</li> <li>• create and present information and ideas</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• understand how individuals and voluntary groups can bring about change locally, nationally and internationally</li> <li>• understand the concept of moral responsibility and the need for shared values</li> <li>• develop the confidence and drive to set personal goals and put their ideas into action</li> <li>• create and present information and ideas</li> <li>• work both independently and cooperatively to plan and complete a range of tasks</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>	
	<b>Overexposed: Sexting and Relationships</b>	Students explore the risks and responsibilities of carrying out romantic relationships in the digital world.	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• develop a responsible attitude towards personal relationships</li> <li>• the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• demonstrate respect for self, others and for diversity</li> <li>• the need to exercise responsibility for personal and group safety in social settings</li> <li>• the potential consequences of sexual activity for themselves and personal relationships</li> <li>• develop a consistent set of personal values and have the confidence to apply these in practice</li> <li>• be assertive and resist unwanted peer and other influence</li> </ul>	




		<p><b>Risky Online Relationships</b></p>	<p>Students think critically about developing relationships with people online.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• accept personal responsibility for keeping the mind and body safe and healthy</li> <li>• develop a responsible attitude towards personal relationships</li> <li>• the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• demonstrate respect for self, others and for diversity</li> <li>• how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions</li> <li>• the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations</li> <li>• understand the concept of moral responsibility and the need for shared values</li> <li>• be assertive and resist unwanted peer and other influence</li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
<p><b>Years 10-13</b></p> <p><b>Unit 3</b></p>		<p><b>Rights, Remixes, and Respect</b></p>	<p>Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• take different perspectives into account when making informed decisions and choices effectively</li> <li>• appreciate, reflect on and critically evaluate other points of view</li> <li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• in more abstract situations, take several perspectives into account to inform opinions and decisions</li> <li>• develop a consistent set of personal values and have the confidence to apply these in practice</li> <li>• use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times</li> </ul>



	<p><b>Taking Perspectives on Cyberbullying</b></p>	<p>Students learn about the dynamics of online cruelty and how it affects all of the people involved.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• take different perspectives into account when making informed decisions and choices effectively</li> <li>• appreciate, reflect on and critically evaluate other points of view</li> <li>• develop respect for themselves and others</li> <li>• the factors that affect mental health and the ways in which emotional well-being can be fostered</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• in more abstract situations, take several perspectives into account to inform opinions and decisions</li> <li>• listen, reflect on and critically evaluate another person’s point of view and respond appropriately</li> <li>• the need to exercise responsibility for personal and group safety in social settings</li> </ul>
	<p><b>What's the Big Deal about Internet Privacy?</b></p>	<p>Students explore the concept of privacy in their everyday lives, and as it relates to using the Internet.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• analyse information and ideas in order to assess bias, reliability and validity</li> <li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times</li> <li>• independently access and evaluate information, support and advice</li> </ul>
	<p><b>Becoming a Web Celeb</b></p>	<p>Students explore the upsides and downsides of becoming famous online, and reflect on whether the experience can differ for boys and girls.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> <li>• understand the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media</li> <li>• how to challenge assertively expressions of prejudice, racism and stereotyping</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations</li> </ul>





		<p><b>College Bound</b></p>	<p>Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use prior knowledge to explain links between cause and effect, and make predictions</li> <li>• communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods</li> <li>• engage in practical involvement in the community</li> <li>• take personal responsibility for changing their own lifestyle as a response to local and global issues</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• communicate complex views and express opinions in a wide range of situations through a range of appropriate methods</li> <li>• develop a consistent set of personal values and have the confidence to apply these in practice</li> <li>• develop the confidence and drive to set personal goals and put their ideas into action</li> <li>• research and prepare high quality applications for employment, training or higher education</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>
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Year	Category	Lesson Title	Description	Curriculum Links
<p><b>Years 10-13</b></p> <p><b>Unit 4</b></p>		<p><b>Private Today, Public Tomorrow</b></p>	<p>Students reflect on their responsibility to protect the privacy of others when posting information about them online.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• accept responsibility for all aspects of personal and social development and well-being</li> <li>• the need to exercise responsibility for personal and group safety in social settings</li> <li>• understand the concept of moral responsibility and the need for shared values</li> <li>• use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times.</li> <li>• be assertive and resist unwanted peer and other influence</li> </ul>



	<p><b>Does it Matter Who Has Your Data?</b></p>	<p>Students consider the ways websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies' motives in doing so.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• use prior knowledge to explain links between cause and effect, and make predictions</li> <li>• find and develop information and ideas</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• in more abstract situations, take several perspectives into account to inform opinions and decisions</li> <li>• the moral, social, ethical and environmental implications of scientific discoveries and technological development</li> <li>• independently access and evaluate information, support and advice</li> </ul>
	<p><b>Breaking Down Hate Speech</b></p>	<p>Students learn the definition of hate speech and understand how it affects individuals, groups, and communities.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• take different perspectives into account when making informed decisions and choices effectively</li> <li>• value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> <li>• how to challenge assertively expressions of prejudice, racism and stereotyping</li> <li>• understand the range of values and principles by which people live</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• listen, reflect on and critically evaluate another person's point of view and respond appropriately</li> <li>• develop a consistent set of personal values and have the confidence to apply these in practice</li> <li>• the concept of moral responsibility and the need for shared values</li> <li>• actively demonstrate personal responsibility as a global citizen</li> </ul>
	<p><b>Retouching Reality</b></p>	<p>Students think critically about the different purposes and contexts of digital image editing.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• analyse information and ideas in order to assess bias, reliability and validity</li> <li>• how beliefs and values affect personal identity and lifestyle</li> </ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"> <li>• evaluate information and ideas in order to gauge bias, reliability and validity</li> <li>• the moral, social, ethical and environmental implications of scientific discoveries and technological development</li> </ul> <p>'9</p>



	 	<b>Collective Intelligence</b>	<p>Students consider both the benefits and drawbacks of using collective intelligence in different contexts.</p>	<p>Key Stage 4 Learning Outcomes</p> <ul style="list-style-type: none"><li>• analyse information and ideas in order to assess bias, reliability and validity</li><li>• appreciate, reflect on and critically evaluate other points of view</li><li>• understand the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media</li><li>• create and present information and ideas</li></ul> <p>Post-16 Learning Outcomes</p> <ul style="list-style-type: none"><li>• evaluate information and ideas in order to gauge bias, reliability and validity</li><li>• how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making</li><li>• the concept of moral responsibility and the need for shared values</li><li>• create and present information and ideas</li><li>• work both independently and cooperatively to plan and complete a range of tasks</li></ul>
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