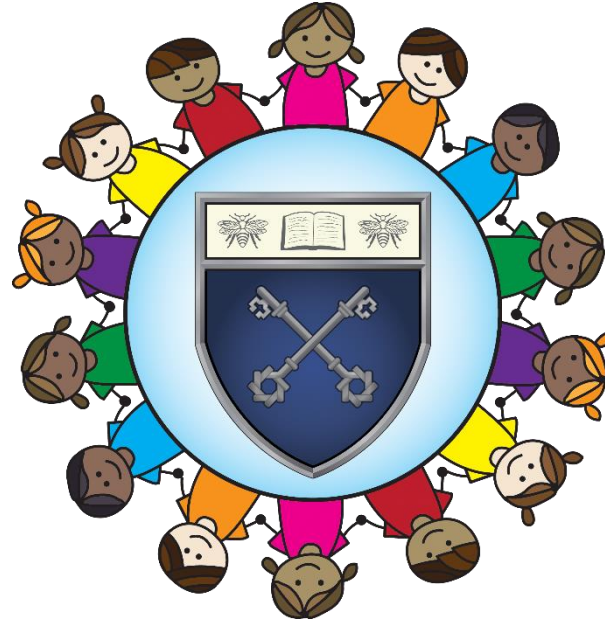


# Online Safety



Substantive and Disciplinary  
Knowledge Progression Map



## Substantive Knowledge

Substantive Concepts  To know...	Year 3	Year 4	Year 5	Year 6
<b>Media Balance and Well-Being</b>	How digital citizens take responsibility for themselves, their communities, and their world	What makes a healthy media choice	What media balance means for me	How we balance digital media use in our lives
<b>Privacy and Security</b>	How a strong password can help protect your privacy	What information about you is OK to share online	What clickbait is and how can you avoid it	How you can protect yourself from phishing
<b>Digital Footprint and Identity</b>	How what I post online affects my identity	How our online activity affects the digital footprints of ourselves and others	How gender stereotypes shape our experiences online	What the benefits and drawbacks of presenting yourself in different ways online are
<b>Relationships and Communication</b>	What makes a strong online community	How I can be positive and have fun while playing online games, and help others do the same	How you keep online friendships safe	How you chat safely with people you meet online
<b>Cyberbullying, Digital Drama and Hate Speech</b>	What you should do when someone uses mean or hurtful language on the internet	How we can be upstanders when we see cyberbullying	What cyberbullying is and what you can do to stop it	How you can de-escalate digital drama so it doesn't go too far
<b>News and Media Literacy</b>	Why people alter digital photos and videos	What rights and responsibilities you have as a creator	What the important parts of an online news article are	How we find credible information on the internet



## Disciplinary Knowledge

Disciplinary Knowledge  Know how to...	Year 3	Year 4	Year 5	Year 6
<b>Media Balance and Well-Being</b>	<ul style="list-style-type: none"> <li>-Examine both in-person and online responsibilities.</li> <li>-Describe the Rings of Responsibility as a way to think about how our behaviour affects ourselves and others.</li> <li>-Identify examples of online responsibilities to others.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the "What? When? How Much?" framework for describing their media choices.</li> <li>-Use this framework and their emotional responses to evaluate how healthy different types of media choices are.</li> <li>-Begin to develop their own definition of a healthy media balance.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on how balanced they are in their daily lives.</li> <li>-Consider what "media balance" means, and how it applies to them.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on their common online and offline activities.</li> <li>-Identify ways to "unplug" to maintain balance between online and offline activities.</li> <li>-Use the Digital Habits Check-up routine to create a personal challenge to achieve more media balance.</li> </ul>
<b>Privacy and Security</b>	<ul style="list-style-type: none"> <li>-Define the term "password" and describe a password's purpose.</li> <li>-Understand why a strong password is important.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the reasons why people share information about themselves online.</li> <li>-Explain the difference between private and personal information.</li> <li>-Explain why it is risky to share private information online.</li> </ul>	<ul style="list-style-type: none"> <li>-Define "the curiosity gap."</li> <li>-Explain how clickbait uses the curiosity gap to get your attention.</li> <li>-Use strategies for avoiding clickbait.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast identity theft with other kinds of theft.</li> <li>-Describe different ways that identity theft can occur online.</li> <li>-Use message clues to identify examples of phishing.</li> </ul>
<b>Digital Footprint and Identity</b>	<ul style="list-style-type: none"> <li>-Consider how posting selfies or other images will lead others to make assumptions about them.</li> <li>-Reflect on the most important parts of their unique identity.</li> <li>-Identify ways they can post online to best reflect who they are.</li> </ul>	<ul style="list-style-type: none"> <li>-Define the term "digital footprint" and identify the online activities that contribute to it.</li> <li>-Identify ways you are, and are not, in control of their digital footprint.</li> </ul>	<ul style="list-style-type: none"> <li>-Define "gender stereotype" and describe how they can be present online.</li> <li>-Describe how gender stereotypes can lead to unfairness or bias.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on reasons why people might create fake social media accounts.</li> <li>-Identify the possible results of posting from a fake social media account.</li> </ul>

		-Understand what responsibilities they have for the digital footprints of themselves and others.		
<b>Relationships and Communication</b>	-Define what a community is, both in person and online. -Explain how having norms helps people in a community achieve their goals.	-Define "social interaction" and give an example. -Describe the positives and negatives of social interaction in online games.	-Compare and contrast different kinds of online-only friendships. -Describe the benefits and risks of online-only friendships. -Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable.	-Analyse how well they know the people they interact with online. -Reflect on what information is safe to share with different types of online friends. -Learn to recognise red flag feelings and use the Feelings & Options thinking routine to respond to them.
<b>Cyberbullying, Digital Drama and Hate Speech</b>	-Understand that it's important to think about the words we use, because everyone interprets things differently. -Identify ways to respond to mean words online, using S-T-O-P. -Decide what kinds of statements are OK to say online and which are not.	-Reflect on the characteristics that make someone an upstanding digital citizen. -Recognise what cyberbullying is.	-Recognise similarities and differences between in-person bullying, cyberbullying, and being mean. -Empathise with the targets of cyberbullying. -Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.	-Reflect on how easily drama can escalate online. -Identify de-escalation strategies when dealing with digital drama. -Reflect on how digital drama can affect not only oneself but also those around us.
<b>News and Media Literacy</b>	-Recognise that photos and videos can be altered digitally. -Identify different reasons why someone might alter a photo or video. -Analyse altered photos and videos to try to determine why.	-Define "copyright" and explain how it applies to creative work. -Describe their rights and responsibilities as creators. -Apply copyright principles to real-life scenarios.	-Understand the purposes of different parts of an online news page. -Identify the parts and structure of an online news article. -Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.	-Recognise why false or misleading information might be on the internet. -Differentiate fake news from credible news. -Evaluate the credibility of information they find on the internet.