



Caversham Park Primary School



Whole School Digital Citizenship Curriculum Map

The most effective approach to online safety is to treat it as a whole school community issue, with educational messages embedded across Computing/ICT, PSHE, RHE and citizenship, as well as touching on online safety issues across the curriculum whenever and wherever children are using technology. The SMART rules threaded through all units and referenced in all lessons.

The curriculum below covers the follow core areas of online safety:

Media Balance and Well-Being	Privacy & Security	Relationships & Communication	Cyberbullying	Digital Footprint & Identity	News and Media Literacy
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National Curriculum

The national curriculum for computing aims to ensure that all pupils are responsible, competent, confident and creative users of information and communication technology

KS1 Objectives

Pupils should be taught to:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KS2 Objectives

Pupils should be taught to:

- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The follow scheme of work is embedded into the computing curriculum and in the majority of cases the digital citizenship lesson is the first in the sequence of lessons for each unit. Additional digital citizenship is included in the wider computing curriculum.

Reception

	Topic/Theme	Description	Lessons/Resources
Autumn 1	Being kind online	Help arrives just in time for Digiduck® when faced with a difficult decision! Follow Digiduck® and his pals in this story of friendship and responsibility online.	Digiduck's Big Decision
Autumn 2	Stranger danger online	Digiduck® and his classmates are set the task of finding out who their special guest will be at school today	Digiduck's famous Friend https://www.childnet.com/resources/digiduck-stories/digiducks-famous-friend/
Spring 1	Online Safety (Safer Internet Day)	Join in with Mummy Penguin's song and follow the adventures of Smartie the Penguin as he learns how to be safe on the internet.	Smartie the Penguin https://www.childnet.com/resources/smartie-the-penguin/
Spring 2	Can you trust what is online?	The third story in the Digiduck® series, focussing on reliability of online information. The aim is to encourage young children to start to think about online content, and help them to understand that what they read or see online might be true, untrue, or someone's opinion.	Detective Digiduck https://www.childnet.com/resources/digiduck-stories/detective-digiduck/
Summer 1	Online gaming	The fourth story in the Digiduck® series, focussing on playing games online. Other themes within the book include peer pressure, password sharing, and in-app purchasing.	Digiduck and the Magic Castle https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/
Summer 2	Positive uses of the internet.	This final story aims to recap all of the advice that Wise Owl has given Digiduck and his friends in each of the previous books, whilst exploring the amazing ways that technology can be used to get things done quickly.	Digiduck Saves the Day https://www.childnet.com/resources/digiduck-stories/digiduck-saves-the-day/

Key Stage 1

	Topic/Theme	Description	Objectives	Vocabulary	Lessons/Resources
Term 1	Introduction <i>How do we find a happy balance between our online and offline activities?</i>	Learners consider the feelings of themselves and others when making decisions about when, where and how much to use technology.	<ul style="list-style-type: none"> Know when and why to take breaks from device time. Consider the feelings of people around them, even when engaged in fun online activities 	balance device	Year 1 unit 1 lesson plans and resources - <u>Media Balance is Important</u> SMART RULES
Term 2	MEDIA BALANCE & WELL-BEING <i>How do you say goodbye to technology when you don't want to?</i>	Learners learn a simple routine for how to manage those inevitable digital interruptions that are part of everyone's lives in the digital age	<ul style="list-style-type: none"> Learn why it's important to be aware and respectful of people while using devices. Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. 	pause device frustrated	Year 1 unit 2 lesson plans and resources - <u>Pause for People</u> SMART RULES
Term 3	PRIVACY & SECURITY <i>How do you go places safely online?</i>	Learners discover that just like travelling in the real world, it's important to be safe when travelling online. On this virtual field trip, children can practise staying safe during online adventures.	<ul style="list-style-type: none"> Discover that the internet can be used to visit faraway places and learn new things. Compare how staying safe online is similar to staying safe in the real world. Explain rules for travelling safely on the internet 	online website or app	Year 1 unit 3 lesson plans and resources - <u>Safety in My Online Neighbourhood</u> SMART RULES
Term 4	Re-introduction <i>How can we be safe, responsible and respectful online?</i>	Learners find out how to be safe, responsible and respectful online.	<ul style="list-style-type: none"> Understand the importance of being safe, responsible and respectful online. Learn the "Pause & Think Online" song to remember basic digital citizenship concepts. 	online pause	Year 2 unit 1 lesson plans and resources - <u>Pause and think online</u> SMART RULES
Term 5	MEDIA BALANCE & WELL-BEING <i>Why is it important to listen to your feelings when using technology?</i>	Learners learn to pay attention to their feelings while using tech and develop practical strategies for managing their feelings -- good, bad and everything in between.	<ul style="list-style-type: none"> Recognise the different kinds of feelings they can have when using technology. Know what to do when they don't have a good feeling when using technology. 	pause uncomfortable	Year 2 unit 2 lesson plans and resources - <u>How Technology Makes You Feel</u> SMART RULES
Term 6	PRIVACY & SECURITY <i>How do you stay safe when visiting a website or app?</i>	Learners learn how to identify "just right" content, giving them the green light to learn, play and explore the internet safely.	<ul style="list-style-type: none"> Understand that being safe online is similar to staying safe in real life. Learn to identify websites and apps that are "just right" and "not right" for them. Know how to get help from an adult if they are unsure about a website. 	Caution Just right	Year 2 unit 3 lesson plans and resources - <u>Internet Traffic Light</u> SMART RULES

Year 3 & 4 Cycle A

	Topic/Theme	Description	Objectives	Vocabulary	Lessons/Resources
	INTRODUCTION additional lesson to use at start of year if wanted. How can we be good digital citizens?	Learners explore the amazing possibilities that come with using technology.	<ul style="list-style-type: none"> Understand that being a good digital citizen means being safe and responsible online. Take a pledge to be a good digital citizen. 	digital citizen pledge	Year 3 & 4 Bonus unit plans and resources - <u>We, the Digital Citizens</u> SMART RULES
Term 1	MEDIA BALANCE & WELL-BEING Why is it important that we have device-free moments in our lives?	learners understand when it's appropriate to use technology and when it's not	<ul style="list-style-type: none"> Recognise the ways in which digital devices can be distracting. Identify how they feel when others are distracted by their devices. Identify ideal device-free moments for themselves and others. 	attention distraction concentration	Year 3 & 4 Cycle A Term 1 lesson plans and resources - <u>Device-Free Moments</u> SMART RULES
Term 2	DIGITAL FOOTPRINT & IDENTITY What information is OK to have in your digital footprint	Learners understand that the information they share online leaves a digital footprint or "trail". Depending on how they manage it, this trail can be big or small and harmful or helpful.	<ul style="list-style-type: none"> Learn that the information they share online leaves a digital footprint or "trail". Explore what information is OK to be shared online. 	digital footprint private information Permanent trail	Year 3 & 4 Cycle A Term 2 lesson plans and resources - <u>Digital Trails</u> SMART RULES
Term 3	CYBERBULLYING What should you do if someone is mean to you online?	Learners understand why it's often easier to be mean online than in person and how to deal with online meanness when they see it.	<ul style="list-style-type: none"> Understand what online meanness can look like and how it can make people feel. Identify ways to respond to mean words online, using "S-T-O-P". 	online	Year 3 & 4 Cycle A Term 3 lesson plans and resources - <u>Putting a STOP to Online Meanness</u> SMART RULES
Term 4	MEDIA BALANCE & WELL-BEING How do digital citizens take responsibility for themselves, their communities and their world	Learners think beyond themselves and recognise the ripple effects of their actions and how to connect with communities.	<ul style="list-style-type: none"> Examine both online and in-person responsibilities. Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others. Identify examples of online responsibilities to others 	community digital citizen responsibility	Year 3 & 4 Cycle A Term 4 lesson resources - <u>Your Rings of Responsibility</u> SMART RULES
Term 5	DIGITAL FOOTPRINT & IDENTITY How does what I post online affect my identity?	Learners think critically about the online identities they're creating.	<ul style="list-style-type: none"> Consider how posting selfies or other images will lead others to make assumptions about them. Reflect on the most important parts of their unique identities. Identify ways they can post online to best reflect who they are. 	assumption identity selfie	Year 3 & 4 Cycle A Term 5 lesson plans and resources - <u>This Is Me</u> SMART RULES
Term 6	CYBERBULLYING, What should you do when someone uses mean or hurtful language on the internet?	Learners build empathy for others and learn strategies to use when confronted with cyberbullying.	<ul style="list-style-type: none"> Understand that it's important to think about the words we use. 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. 	empathy interpret	Year 3 & 4 Cycle A Term 6 lesson plans and resources - <u>The Power of Words</u> SMART RULES

Year 3 & 4 Cycle B

	Topic/Theme	Description	Objectives	Vocabulary	Lessons/Resources
	<i>INTRODUCTION additional lesson to use at start of year if wanted. How can we be good digital citizens?</i>	<i>Learners explore the amazing possibilities that come with using technology.</i>	<ul style="list-style-type: none"> Understand that being a good digital citizen means being safe and responsible online. Take a pledge to be a good digital citizen. 	<i>digital citizen pledge</i>	<i>Year 3 & 4 Bonus unit plans and resources - We, the Digital Citizens SMART RULES</i>
Term 1	PRIVACY & SECURITY <i>What kinds of information should I keep to myself when I use the internet?</i>	Learners begin to understand the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.	<ul style="list-style-type: none"> Recognise the kind of information that is private. Understand that they should never give out private information online. 	online private	Year 3 & 4 Cycle B Term 1 plans and resources - That's Private! SMART RULES
Term 2	RELATIONSHIPS & COMMUNICATION <i>How are we all part of an online community?</i>	Learners explore how the internet connects us to people in our community and throughout the world.	<ul style="list-style-type: none"> Compare and contrast how they are connected to different people and places, in person and on the internet. Demonstrate an understanding of how people can connect on the internet. 	community internet	Year 3 & 4 Cycle B Term 2 plans and resources - Who Is in Your Online Community? SMART RULES
Term 3	NEWS & MEDIA LITERACY <i>How can you give credit for other people's work?</i>	Learners will understand why it's important to give credit and the right ways to do it when they use words, images or ideas that belong to others.	<ul style="list-style-type: none"> Explain how giving credit is a sign of respect for people's work. Learn how to give credit in their schoolwork for content they use from the internet. 	respect credit	Year 3 & 4 Cycle B Term 3 lesson plans and resources - Let's Give Credit! SMART RULES
Term 4	PRIVACY & SECURITY <i>How can a strong password help protect your privacy?</i>	Learners find out how they can create better passwords and ensure they remember them.	<ul style="list-style-type: none"> Define the term "password" and describe its purpose. Understand why a strong password is important. Practise creating a memorable and strong password. 	password username	Year 3 & 4 Cycle B Term 4 plans and resources - Password Power-Up SMART RULES
Term 5	RELATIONSHIPS & COMMUNICATION <i>What makes a strong online community?</i>	Learners discover how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.	<ul style="list-style-type: none"> Define what a community is, both in person and online. Explain how having norms helps people in a community achieve their goals. Create and pledge to adhere to shared norms for being in an online community. 	community digital citizen norm pledge	Year 3 & 4 Cycle B Term 5 plans and resources - Our Digital Citizenship Pledge SMART RULES
Term 6	NEWS & MEDIA LITERACY <i>Why do people alter digital photos and videos?</i>	Learners ask critical questions about why someone might alter a photo or video in the first place.	<ul style="list-style-type: none"> 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. 	advertising alter persuade retouching	Year 3 & 4 Cycle B Term 6 plans and resources - Is Seeing Believing? SMART RULES

Year 5

	Topic/Theme	Description	Objectives	Vocabulary	Lessons/Resources
Term 1	<p>MEDIA BALANCE & WELL-BEING</p> <p><i>What makes a healthy media choice?</i></p>	Learners begin to understand what makes a media choice healthy or not	<ul style="list-style-type: none"> Learn the "What? When? How Much?" framework for describing their media choices. Use this framework and their emotional responses to evaluate how healthy different types of media choices are. Begin to develop their own definition of a healthy media balance. 	<p>media</p> <p>media balance</p> <p>media choices</p>	<p>Year 5 unit 1 lesson plans and resources - My Media Choices</p> <p>SMART RULES</p>
Term 2	<p>PRIVACY & SECURITY</p> <p><i>What information about you is OK to share online?</i></p>	Learners understand the difference between what's personal and what's best left private.	<ul style="list-style-type: none"> Identify the reasons why people share information about themselves online. Explain the difference between private and personal information. Explain why it is risky to share private information online. 	<p>hardwired</p> <p>personal information</p> <p>private information</p>	<p>Year 5 unit 2 lesson plans and resources - Private and Personal Information</p> <p>SMART RULES</p>
Term 3	<p>DIGITAL FOOTPRINT & IDENTITY</p> <p><i>How does our online activity affect the digital footprints of ourselves and others?</i></p>	Learners find out how they can contribute to a positive digital reputation, both for themselves and for others.	<ul style="list-style-type: none"> Define the term "digital footprint" and identify the online activities that contribute to it. Identify ways they are -- and are not -- in control of their digital footprint. Understand what responsibilities they have for the digital footprints of themselves and others. 	<p>responsibility</p> <p>digital footprint</p> <p>fossil inference</p>	<p>Year 5 unit 3 lesson plans and resources - Our Online Tracks</p> <p>SMART RULES</p>
Term 4	<p>RELATIONSHIPS & COMMUNICATION</p> <p><i>How can I help myself and others be positive and have fun while playing online games?</i></p>	Learners discover how to keep their gaming experiences fun, healthy and positive.	<ul style="list-style-type: none"> Define "social interaction" and give an example. Describe the positives and negatives of social interaction in online games. Create an online video game cover that includes guidelines for positive social interaction. 	<p>digital media</p> <p>griefing</p> <p>social interaction</p>	<p>Year 5 unit 4 lesson plans and resources - Keeping Games Fun and Friendly</p> <p>SMART RULES</p>
Term 5	<p>CYBERBULLYING</p> <p><i>How can we be upstanders when we see cyberbullying?</i></p>	Learners are taught appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need.	<ul style="list-style-type: none"> Reflect on the characteristics that make someone an upstanding digital citizen. Recognise what cyberbullying is. Show ways to be an upstander by creating a digital citizenship superhero comic strip. 	<p>digital citizen</p> <p>cyberbullying</p> <p>upstander</p>	<p>Year 5 unit 5 lesson plans and resources - Be a Super Digital Citizen</p> <p>SMART RULES</p>
Term 6	<p>NEWS & MEDIA LITERACY</p> <p><i>What rights and responsibilities do you have as a creator?</i></p>	Learners understand about the rights and responsibilities they have when it comes to the images they create and use.	<ul style="list-style-type: none"> Define "copyright" and explain how it applies to creative work. Describe their rights and responsibilities as creators. Apply copyright principles to real-life scenarios. 	<p>attribute</p> <p>copyright</p> <p>intellectual property</p> <p>plagiarism</p> <p>licence</p>	<p>Year 5 unit 6 lesson plans and resources - A Creator's Rights and Responsibilities</p> <p>SMART RULES</p>

Year 6

	Topic/Theme	Description	Objectives	Vocabulary	Lessons/Resources
Term 1	<p>MEDIA BALANCE & WELL-BEING</p> <p><i>What does media balance mean for me?</i></p>	children learn what makes different media choices healthy or not is a good start.	<ul style="list-style-type: none"> • Reflect on how balanced they are in their daily lives. • Consider what "media balance" means and how it applies to them. • Create a personalised plan for healthy and balanced media use. 	balance media media balance	<p>Year 6 unit 1 lesson plans and resources - Finding My Media Balance</p> <p>SMART RULES</p>
Term 2	<p>PRIVACY & SECURITY</p> <p><i>What is clickbait and how can you avoid it?</i></p>	Learners are shown the best ways to avoid clickbait online.	<ul style="list-style-type: none"> • Define "the curiosity gap". • Explain how clickbait uses the curiosity gap to get your attention. • Use strategies for avoiding clickbait. 	Advertising clickbait headline Curiosity Gap	<p>Year 6 unit 2 lesson plans and resources - You Won't Believe This!</p> <p>SMART RULES</p>
Term 3	<p>DIGITAL FOOTPRINT & IDENTITY</p> <p><i>How do gender stereotypes shape our experiences online?</i></p>	Learners think critically about how gender stereotypes can affect the ways they view themselves and others.	<ul style="list-style-type: none"> • Define "gender stereotypes" and describe how they can be present online. • Describe how gender stereotypes can lead to unfairness or bias. • Create an avatar and a poem that show how gender stereotypes impact who they are. 	avatar bias gender stereotypes	<p>Year 6 unit 31 lesson plans and resources - Beyond Gender Stereotypes</p> <p>SMART RULES</p>
Term 4	<p>RELATIONSHIPS & COMMUNICATION</p> <p><i>How do you keep online friendships safe?</i></p>	Learners understand both the benefits and the risks of online-only friendships.	<ul style="list-style-type: none"> • 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 feel uncomfortable. 	benefit private information risk	<p>Year 6 unit 4 lesson plans and resources - Digital Friendships</p> <p>SMART RULES</p>
Term 5	<p>CYBERBULLYING</p> <p><i>What is cyberbullying and what can you do to stop it?</i></p>	Learners understand what is -- and what isn't -- cyberbullying and give them the tools they'll need to combat the problem.	<ul style="list-style-type: none"> • 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. 	bully bystander cyberbullying empathy target upstander	<p>Year 6 unit 5 lesson plans and resources - Is It Cyberbullying?</p> <p>SMART RULES</p>
Term 6	<p>NEWS & MEDIA LITERACY</p> <p><i>What are the important parts of an online news article?</i></p>	Learners find out how the structure of online news articles can help us interpret them better.	<ul style="list-style-type: none"> • 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. 	news article commercial	<p>Year 6 unit 6 lesson plans and resources - Reading News Online</p> <p>SMART RULES</p>