

Media Balance and Well-Being					
By the end of Year 2 pupils should:		By the end of Year 4 pupils should:		By the end of Year 6 pupils should:	
Units		Units		Units	
Pause for People	How Technology Makes You Feel	Device-Free Moments	Your Rings of Responsibility	My Media Choices	Finding My Media Balance
<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. 	<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. 	<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 other 	<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 other 	<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 	<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.

Cyberbullying					
By the end of Year 2 pupils should:		By the end of Year 4 pupils should:		By the end of Year 6 pupils should:	
Units		Units		Units	
Media Balance Is Important	Pause and think online	Putting a STOP to Online Meanness	The Power of Words	Be a Super Digital Citizen	Is It Cyberbullying?
<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. 	<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 	<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" 	<ul style="list-style-type: none"> 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. 	<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 	<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.

Relationships & Communication					
By the end of Year 2 pupils should:		By the end of Year 4 pupils should:		By the end of Year 6 pupils should:	
Units		Units		Units	
Media Balance Is Important	Pause and think Online	Who Is in Your Online Community?	Our Digital Citizenship Pledge	Keeping Games Fun and Friendly	Digital Friendships
<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. 	<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 	<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. 	<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. 	<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. 	<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.
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News and Media Literacy					
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<u>By the end of Year 2 pupils should:</u>		<u>By the end of Year 4 pupils should:</u>		<u>By the end of Year 6 pupils should:</u>	
Units		Units		Units	
Media Balance Is Important	Pause and Think Online	Lets Give Credit	Is Seeing Believing?	A Creator's Rights and Responsibilities	Reading News Online
<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. 	<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 	<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 	<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. 	<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. 	<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.

Privacy & Security

<u>By the end of Year 2 pupils should:</u>		<u>By the end of Year 4 pupils should:</u>		<u>By the end of Year 6 pupils should:</u>	
Units		Units		Units	
Safety in My Online Neighbourhood	Internet Traffic Light	That's Private!	Password Power-Up	Private and Personal Information	You Won't Believe This!
<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. 	<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 	<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 other 	<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 other 	<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. 	<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.

Digital Footprint & Identity

<u>By the end of Year 2 pupils should:</u>		<u>By the end of Year 4 pupils should:</u>		<u>By the end of Year 6 pupils should:</u>	
Units		Units		Units	
Media Balance Is Important	Pause and think online	Digital Trails	This Is Me	Our Online Tracks	Beyond Gender Stereotypes
<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. 	<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 	<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. 	<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 	<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. 	<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.