

Digital Citizenship Lessons: Year 1-6 Progression

Media Balance and Well-Being								
Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Common Sense Education		<p><u>Pause for People</u></p> <p>Learn why it's important to be aware and respectful of people while using devices.</p>	<p><u>How Technology Makes You Feel</u></p> <p>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.</p>	<p><u>Device-Free Moments</u></p> <p>Recognise the ways in which digital devices can be distracting. Identify how they feel when others are distracted by their devices.</p>	<p><u>Your Rings of Responsibility</u></p> <p><u>Digital Passport: Twalkers</u></p> <p>Examine both online and in-person responsibilities. Identify examples of online responsibilities to others.</p>	<p><u>My Media Choices</u></p> <p><u>Digital Passport: Twalkers</u></p> <p>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>	<p><u>Finding My Media Balance</u></p> <p><u>Digital Passport: Twalkers</u></p> <p>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.</p>
	<u>Supporting Resources</u>	<u>Smartie the Penguin (Lesson Plan)</u>	<u>Jessie & Friends: Episode 1</u>	<u>Smartie the Penguin (Lesson Plan)</u>	<u>Interland: Reality River</u>	<u>The Adventures of Kara, Winston and the SMART Crew: Chapter 1</u>	<u>Net Aware: Apps, Games and Social Media Sites</u>	<u>Children's Commissioner: Digital 5 a Day</u>

Cyberbullying

Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Common Sense Education		<p><u>Media Balance Is Important</u></p> <p>Know when and why to take breaks from device time.</p> <p>Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p><u>Pause for people</u></p> <p>Learn why it's important to be aware and respectful of people while using devices.</p>	<p><u>Putting a STOP to Online Meanness</u></p> <p>Understand what online meanness can look like and how it can make people feel.</p> <p>Identify ways to respond to mean words online, using "S-T-O-P".</p>	<p><u>The Power of Words</u></p> <p><u>Digital Passport: E-volve</u></p> <p>Understand that it's important to think about the words we use, because everyone interprets things differently.</p> <p>Identify ways to respond to mean words online, using S-T-O-P.</p> <p>Decide what kinds of statements are OK to say online and which are not.</p>	<p><u>Be a Super Digital Citizen</u></p> <p><u>Digital Passport: E-volve</u></p>	<p><u>Is It Cyberbullying?</u></p> <p><u>Digital Passport: E-volve</u></p> <p>Recognise similarities and differences between in-person bullying, cyberbullying and being mean.</p> <p>Empathise with the targets of cyberbullying.</p> <p>Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.</p>
	Supporting Resources	<u>Digiduck's Famous Friend</u>	<u>Barefoot Computing: Safety Snakes</u>		<u>Interland: Kind Kingdom</u>	<u>Band Runner: Like</u>	<u>BBC Own It: Cyberbullying Quiz</u>	<u>Net Aware: Apps, Games and Social Media Sites</u>

News and Media Literacy

Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Common Sense Education		<p><u>Media Balance Is Important</u></p> <p>Know when and why to take breaks from device time.</p> <p>Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p><u>Pause for People</u></p> <p>Learn why it's important to be aware and respectful of people while using devices.</p>	<p><u>We the Digital Citizens</u></p> <p><u>Digital Trails</u></p> <p>Understand that being a good digital citizen means being safe and responsible online.</p> <p>Take a pledge to be a good digital citizen.</p>	<p><u>Is Seeing Believing?</u></p> <p><u>Digital Passport: Mix-n-Mash</u></p> <p>Recognise that photos and videos can be altered digitally.</p> <p>Identify different reasons why someone might alter a photo or video.</p> <p>Analyse altered photos and videos to try to determine why.</p>	<p><u>A Creator's Rights and Responsibilities</u></p> <p><u>Digital Passport: Mix-n-Mash</u></p> <p>Define "copyright" and explain how it applies to creative work.</p> <p>Describe their rights and responsibilities as creators.</p> <p>Apply copyright principles to real-life scenarios.</p>	<p><u>Reading News Online</u></p> <p><u>Digital Passport: Mix-n-Mash</u></p> <p>Understand the purposes of different parts of an online news page.</p> <p>Identify the parts and structure of an online news article.</p> <p>Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.</p>
	Supporting Resources	<u>Detective Digiduck</u>	<u>Fact Detectives!</u>	<u>The Adventures of Smartie the Penguin</u>	<u>Jargon Buster and See It From Both Sides</u> <u>Interland: Reality River</u>	<u>Scategories and Spot the Adverts</u> <u>All About Explorers</u>	<u>Spotting Fake News</u>	<u>BBC Young Reporter: Fake or Real</u>
		<u>Safer Internet Day -- Reliability Online: Safer Internet Day Resources for 3-7 year olds</u>				<u>Safer Internet Day -- Reliability Online: Safer Internet Day resources for 7-11 year olds</u>		

Privacy & Security

Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Common Sense Education		<p><u>Safety in My Online Neighbourhood</u></p> <p>Discover that the internet can be used to visit faraway places and learn new things.</p> <p>Compare how staying safe online is similar to staying safe in the real world.</p> <p>Explain rules for travelling safely on the internet.</p>	<p><u>Internet Traffic Light</u></p> <p>Understand that being safe online is similar to staying safe in real life.</p> <p>Learn to identify websites and apps that are "just right" and "not right" for them.</p> <p>Know how to get help from an adult if they are unsure about a website.</p>	<p><u>That's Private!</u></p> <p>Recognise the kind of information that is private.</p> <p>Understand that they should never give out private information online.</p>	<p><u>Password Power-Up</u></p> <p><u>Digital Passport: Password Protect</u></p> <p>Define the term "password" and describe its purpose.</p> <p>Understand why a strong password is important.</p> <p>Practise creating a memorable and strong password.</p>	<p><u>Private and Personal Information</u></p> <p><u>Digital Passport: Password Protect</u></p> <p>Identify the reasons why people share information about themselves online.</p> <p>Explain the difference between private and personal information.</p> <p>Explain why it is risky to share private information online.</p>	<p><u>You Won't Believe This!</u></p> <p><u>Digital Passport: Password Protect</u></p> <p>Define "the curiosity gap".</p> <p>Explain how clickbait uses the curiosity gap to get your attention.</p> <p>Use strategies for avoiding clickbait.</p>
	Supporting Resources	<p><u>Barefoot Computing: Safety Snakes</u></p>	<p><u>Jessie & Friends: Episode 2</u></p>	<p><u>Pantosaurus and His PANTS song</u></p>	<p><u>Interland: Tower of Treasure</u></p>	<p><u>Interland: Mindful Mountain</u></p>	<p><u>Band Runner: Lock</u></p> <p><u>ICO: Resources for Schools</u></p>	<p><u>Website Cookies Explained</u></p>

Digital Footprint & Identity

Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Common Sense Education		<p><u>Media Balance Is Important</u></p> <p>Know when and why to take breaks from device time.</p> <p>Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p><u>Pause for People</u></p> <p>Learn why it's important to be aware and respectful of people while using devices.</p>	<p><u>We the Digital Citizens</u></p> <p><u>Digital Trails</u></p> <p>Understand that being a good digital citizen means being safe and responsible online.</p> <p>Take a pledge to be a good digital citizen.</p>	<p><u>This Is Me</u></p> <p><u>Digital Passport: Share Jumper</u></p> <p>Consider how posting selfies or other images will lead others to make assumptions about them.</p> <p>Reflect on the most important parts of their unique identities.</p> <p>Identify ways they can post online to best reflect who they are.</p>	<p><u>Our Online Tracks</u></p> <p><u>Digital Passport: Share Jumper</u></p> <p>Define the term "digital footprint" and identify the online activities that contribute to it.</p> <p>Identify ways they are -- and are not -- in control of their digital footprint.</p> <p>Understand what responsibilities they have for the digital footprints of themselves and others.</p>	<p><u>Beyond Gender Stereotypes</u></p> <p><u>Digital Passport: Share Jumper</u></p> <p>Define "gender stereotypes" and describe how they can be present online.</p> <p>Describe how gender stereotypes can lead to unfairness or bias.</p> <p>Create an avatar and a poem that show how gender stereotypes impact who they are.</p>
	Supporting Resources		<p><u>Smartie the Penguin (Lesson Plan)</u></p>	<p><u>BBC Own It: Digital Footprint: What Is It and Why Should I Care?</u></p>	<p><u>BBC Own It: Where Are Your Photos Going?</u></p>	<p><u>The Adventures of Kara, Winston and the SMART Crew: Chapter 4</u></p>	<p><u>Search It Up: My Popstar Disaster</u></p>	<p><u>Are You Living an Insta Lie? Social Media vs. Reality</u></p>

Relationships & Communication

Term	Resource	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	Common Sense Education		<p><u>Media Balance Is Important</u> Know when and why to take breaks from device time.</p> <p>Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p><u>Pause for People</u> Learn why it's important to be aware and respectful of people while using devices.</p>	<p><u>Who Is in Your Online Community?</u> Compare and contrast how they are connected to different people and places, in person and on the internet.</p> <p>Demonstrate an understanding of how people can connect on the internet.</p>	<p><u>Our Digital Citizenship Pledge</u> Define what a community is, both in person and online.</p> <p>Explain how having norms helps people in a community achieve their goals.</p> <p>Create and pledge to adhere to shared norms for being in an online community.</p>	<p><u>Keeping Games Fun and Friendly</u> Define "social interaction" and give an example.</p> <p>Describe the positives and negatives of social interaction in online games.</p> <p>Create an online video game cover that includes guidelines for positive social interaction</p>	<p><u>Digital Friendships</u> Compare and contrast different kinds of online-only friendships.</p> <p>Describe the benefits and risks of online-only friendships.</p> <p>Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.</p>
	Supporting Resources	<u>Digiduck's Big Decision</u>	<u>Jessie & Friends: Episode 3</u>		<u>Band Runner: Share</u>	<u>Band Runner: Chat</u> <u>Minecraft Education: Becoming Digital Citizens</u>	<u>The Adventures of Kara, Winston and the SMART Crew: Chapter 5</u> <u>Chicken-Shop Grooming</u>	<u>Childnet: Trust Me Lessons</u>

Year 1-6 Curriculum Standards Alignment

Education for a Connected World's strands align with **Common Sense Education's Digital Citizenship** strands:

Education for a Connected World

- Self Image & Identity ----- Media Balance & Well-Being
- Online Relationships ----- Relationships & Communication
- Online Reputation ----- Relationships & Communication
- Online Bullying ----- Cyberbullying, Digital Drama & Hate Speech
- Managing Online Information ----- News & Media Literacy
- Health, Wellbeing and Lifestyle ----- Media Balance & Well-Being
- Privacy and Security ----- Privacy & Security
- Copyright and ownership ----- News & Media Literacy

Common Sense Education

National Curriculum in England:
Computing Programmes of
Study -- KS 1 & 2

Key Stage 1 - Pupils should be taught to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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

Key Stage 2 - 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

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Online Relationships - Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online even when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe - Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice (e.g. family, school and/or other sources).

Mental Well-Being - Pupils should know:

- that mental well-being is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities, on mental well-being and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- it is common for people to experience mental health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms - Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online, and the importance of keeping personal information private.
- why social media, some computer games, and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

<p><u>Keeping Children Safe in Education</u></p>	<ul style="list-style-type: none"> • Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. • This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations that will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. • Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
<p><u>Teaching Online Safety in School</u></p>	<ul style="list-style-type: none"> • Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.
<p><u>Digital Passport Educator Guide</u></p>	<ul style="list-style-type: none"> • This guide provides an overview of Digital Passport and each mini-game, additional downloadable classroom materials, and recommendations on aligned Digital Citizenship lessons.

Developed by Common Sense Media (UK) with Islington Schools. For more information contact Jenna Khanna jkhanna@commonsense.org