

Year 1/2 PATHFINDERS – Safe Zone

Safe Zone Skills Progression (Education for a Connected World skills)			
Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can explain how other people may look and act differently online and offline. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
Online Reputation	Online Bullying	Online Reputation	Online Bullying
I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.

Safe Zone Skills Progression (Education for a Connected World skills)			
Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle
I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership
I can explain that passwords are used to protect information, accounts and devices.	I can explain why work I create using technology belongs to me.	I can explain how passwords can be used to protect information, accounts and devices.	I can recognise that content on the internet may belong to other people.

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.	I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I can describe why other people's work belongs to them.
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Safe Zone Knowledge Progression (from Education for a Connected World)

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
Lesson 1 – Copyright and Ownership In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to. Key Vocabulary create, belong, own, file, save, open, file name, copyright, self, self-portrait, paint, software	Lesson 1 – Self-Image and Identity In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause. Key Vocabulary honesty, kindness, identity, race, gender, online, offline, present, truthful, email
	Lesson 2 – Online Relationships & Privacy and Security In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication. Key Vocabulary friendship, communication, assessing risks, email, collaboration, contact, questions, safety
Lesson 2 – Self-Image and Identity, Online Bullying & Online Relationships In this lesson, pupils learn about self-image and identity and look at how other people's comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person. Key Vocabulary identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying	Lesson 3 – Online Reputation In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation. Key Vocabulary reputation, online, post, create, content, image, responsibility, honesty, kindness
	Lesson 4 – Online Bullying In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them. Key Vocabulary bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust

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Lesson 3 – Managing Online Information In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately. Key Vocabulary search, online, definition, risk, assess, Google, YouTube, videos, sad, worried, uncomfortable	Lesson 5 – Managing Online Information In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons. Key Vocabulary search, internet, voice-activated, search result, accurate, clear, appropriate, research, information
	Lesson 6 – Copyright and Ownership In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work. Key Vocabulary copyright, ownership, create, owner, content, facts, copy, reuse, quote
Lesson 4 – Privacy and Security & Online Reputation In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety. Key Vocabulary personal, private, information, privacy, security, adult, trust, access, stranger, online, safety, sharing	Lesson 7 – Privacy and Security In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network. Key Vocabulary key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique