

Year 5/6 NAVIGATORS – Safe Zone

Safe Zone Skills Progression (Education for a Connected World skills)			
Navigators 1 / Year 5		Navigators 2 / Year 6	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my /our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
Online Reputation	Online Bullying	Online Reputation	Online Bullying
I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.

Safe Zone Skills Progression (Education for a Connected World skills)			
Navigators 1 / Year 5		Navigators 2 / Year 6	
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between on-line misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
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Safe Zone Skills Progression (Education for a Connected World skills)			
Navigators 1 / Year 5		Navigators 2 / Year 6	
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership
I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Safe Zone Knowledge Progression (Education for a Connected World)	
Navigators 1 / Year 5	Navigators 2 / Year 6

Lesson 1 – Privacy and Security Mission: To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly. Key Vocabulary permissions, data, accept, company, money, profit, password, strong, special character, share, secure	Lesson 1 – Online Reputation & Managing Online Information Mission: To ensure your digital identity is protected and spot when something online might not be as it seems In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet Legends game 'Interland'. Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being
Lesson 2 – Self-Image and Identity Mission: To update our avatar for online presence and demonstrate a positive online presence In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves. Key Vocabulary copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change	Lesson 2 – Online Relationships & Online Bullying Mission: To debate whether the sharing of certain content online is okay In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online. Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing
Lesson 3 – Online Reputation & Managing Online Information Mission: Be sceptical and evaluate digital content before taking it as fact In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island. Key Vocabulary influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction	Lesson 3 –Self-Image and Identity Mission: To understand and challenge stereotypes online In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences. Key Vocabulary stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration

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Lesson 4 – Health, Well-Being and Lifestyle Mission: To understand the effect technology can have on our health and well-being both positive and negative In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky. Key Vocabulary mindfulness, meditation, relaxation, awareness, focus, health, mental health, hormones, age-appropriate, access, support, guidance, loot box, online purchasing, chance, gambling, finance	Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information Mission: To understand the challenges we face while using technology and identify strategies to stay healthy In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology. Key Vocabulary Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction
Lesson 5 – Copyright and Ownership Mission: To understand when online content can be reused and give examples In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages. Key Vocabulary reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution	Lesson 5 & 6 – Privacy and Security & Copyright and Ownership Mission: To understand good practice in terms of privacy and security and pass this on to others Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupil-led activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others. Key Vocabulary passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice
Lesson 6 – Online Relationships & Online Bullying Mission: To create an anti-cyberbullying video In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch. Key Vocabulary communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying	