



At Murdishaw West Community Primary School, we use ProjectEVOLVE resources which cover each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "[Education for a Connected World](#)" with perspectives; research; activities; outcomes; supporting resources and professional development materials. This vast library of content is managed by an innovative new engine, designed by the SWGfL Webteam. It's content has been written by a team of experts at the [UK Safer Internet Centre](#). It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century.

| Self Image & Identity | Online Relationships | Online Reputation | Online Bullying |
|--|---|---|--|
| <p>I can explain how other people may look and act differently online and offline.</p> <p>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.</p> | <p>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).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>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.</p> <p>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.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p> | <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> | <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame</p> <p>I can talk about how anyone experiencing bullying can get help.</p> |



Managing Online Information

Health, Well-Being & Lifestyle

Privacy & Security

Copyright & Ownership

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

I can explain how passwords can be used to protect information, accounts and devices.

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 recognise that content on the internet may belong to other people.

I can describe why other people's work belongs to them