**Boughton-under-Blean and Dunkirk Methodist Primary School Digital Citizenship Planning 2024**

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| Theme | **TERM 1**  **Media Balance and Wellbeing** | **TERM 2**  **Cyber-bullying, Digital Drama and Hate Speech** | **TERM 3**  **Relationships and Communication** | **TERM 4**  **News and Media Literacy** | **TERM 5**  **Privacy and Security** | **TERM 6**  **Digital Footprint and Identity** |
| **Reception** | Meet the Digital Citizens- Arms | Meet the Digital Citizens- Legs | Meet the Digital Citizens- Heart | Meet the Digital Citizens- Head | Meet the Digital Citizens- Guts | Meet the Digital Citizens- Feet |
| **Year 1** | Pause for People | Media Balance is Important | Device Advice- Why we Pause for People | Media Balance is Important- Quick Bite | Safety in my Online Neighbourhood | Device Advice- Caring for Our Devices |
| **Year 2** | How Technology Makes you Feel | Pause for People | Device Advice- Our Device Charter | Device Advice- Managing Device Distractions | Internet Traffic Light | Pause for People- Quick Bite |
| **Year 3** | Device-Free Moments | Putting a STOP to Online Meanness | Who is in your Online Community? | We the Digital Citizens  Digital Trails | That’s Private! | We the Digital Citizens  Digital Trails |
| **Year 4** | Your Rings of Responsibility | The Power of Words | Our Digital Citizenship Pledge | Is Seeing Believing? | Password Power-Up | This is Me |
| **Year 5** | My Media Choices | Be a Super Digital Citizen | Keeping Games Fun and Friendly | A Creator’s Rights and Responsibilities | Private and Personal Information | Our Online Tracks |
| **Year 6** | Finding my Media Balance | Is it Cyberbullying? | Digital Friendships | Reading News Online | You Won’t Believe This! | Beyond Gender Stereotypes |

### Year 1-6 Curriculum Standards Alignment

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| [**Education for a Connected World**](https://www.gov.uk/government/publications/education-for-a-connected-world)'s strands align with [**Common Sense Education's Digital Citizenship**](https://www.commonsense.org/education/sites/default/files/tlr_recognition_page/common_sense_education_one_pager_uk.pdf)strands:  **Education for a Connected World Common Sense Education**   * 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 | |
| [**National Curriculum in England: Computing Programmes of Study**](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/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**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) | **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. |
| [**Keeping Children Safe in Education**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf) | * 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. |
| [**Teaching Online Safety in School**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf) | * Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects. |