

3D PSHE Safe Zone Coverage Matrix

Key Stage 2

Year Three

Lesson 1	Self-Image and Identity	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media).
Lesson 2 Part 1	Online Relationships	<ul style="list-style-type: none"> • I can describe ways in which people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know very well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my, and other people's, feelings can be hurt by what is said or written online. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing some one in real life. • I can explain what is meant by 'trusting someone online.' I can explain why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing offline e.g. sharing images and videos.
Lesson 2 Part 2	Online Bullying	<ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support.

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Lesson 3	Online Reputation	<ul style="list-style-type: none"> • I can search for information about myself online. • I can recognise that I need to be careful before I share anything about myself or others online. • I can give examples of what anyone may or may not be willing to share about themselves online. • I know who I should ask if I am not sure if I should put something online.
	Managing Online Information	<ul style="list-style-type: none"> • I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain the difference between a 'belief', 'an opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
Lesson 4	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video). • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).
Lesson 5	Privacy and Security	<ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. • I can explain that if I am not sure or feel pressurised, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others.
Lesson 6	Copyright and Ownership	<ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be.

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Lesson 1	Online Relationships	<ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
	Online Bullying	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
Lesson 2	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> • I can explain how using technology can be a distraction from other things, in both a positive and negative way. • I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
	Managing Online Information	<ul style="list-style-type: none"> • I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

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Lesson 4	Self-Image and Identity	<ul style="list-style-type: none"> I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Lesson 5	Copyright and Ownership	<ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Lesson 6	Privacy and Security	<ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on the context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.

6 Lessons