3D PSHE Safe Zone Coverage Matrix
Key Stage 2
Year Five

Lesson 1	Privacy and Security	• 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 explain what a strong password is and demonstrate how to create one.
Lesson 2	Self-Image and Identity	• 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.
Lesson 3	Online Reputation	• 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.
	Managing Online Information	• I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. 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.

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Lesson 4	Health, Well-Being and Lifestyle	• I can describe ways technology can affect health and well-being both positively (e.g. wellbeing 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, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
Lesson 5	Copyright and Ownership	• 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.
Lesson 6	Online Relationships	• 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.
	Online Bullying	• 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).

6 Lessons

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Key Stage 2
Year Six

Lesson 1	**Online Reputation**	• 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.
	Managing Online Information	• 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 can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
Lesson 2	**Online Relationships**	• 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 Bullying	• 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.
Lesson 3	**Self-Image and Identity**	• 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.

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Key Stage 2
Year Six

Lesson 4	**Health, Well-Being and Lifestyle**	• 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).
	Managing Online Information	• I understand the concept of persuasive design and how it can be used to influence peoples' choices. • 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 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 can describe the difference between online misinformation and disinformation. • 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 demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
Lesson 5 and 6	**Privacy and Security**	• 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.
	Copyright and Ownership	• 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.

6 Lessons