How does Jigsaw PSHE 3-11 support 'Education for a Connected World – 2020 edition'

Education for a Connected World is a framework to equip children and young people for digital life. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

It focuses specifically on eight different aspects of online education:

1. Self-image and identity	This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.
2. Online relationships	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
3. Online reputation	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.
4. Online bullying	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
5. Managing online information	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
6. Health, well-being and lifestyle	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
7. Privacy and security	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
8. Copyright and ownership	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

School leaders, teachers and other members of the children's workforce can use this framework for a wide range of purposes, including:

– Developing a rich, effective and developmental curriculum, which will support young people to be safe, healthy and thriving online

– Auditing and evaluating existing provision of online safety education

– Coordinating delivery of online safety education throughout the curriculum

– Improving engagement across the wider school community on issues related to online safety

– Developing effective training for staff and governors / board members

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

According to the DfE, the body that wrote the guidance, much of the specific knowledge young people will need to enable them to live safely and thrive online are identified throughout the new statutory subjects of Relationships Education, Relationships and Sex Education and Health Education, all of which are now statutory from September 2020 in England. The document focuses on the importance of ensuring that factual knowledge is set within learning that provides a broader understanding of the digital world and the development of digital skills.

The mapping below outlines where Jigsaw PSHE 3-16 can support schools to ensure they are delivering high-quality online safety education. The mapping is intended to give a flavour of what Jigsaw PSHE 3-16 lesson can offer teachers when they come to use the framework in school. Whilst PSHE as a subject can provide many appropriate and relevant learning opportunities for children in terms of online safety, it is expected that other subjects will contribute to their learning too, as is expected of a broad and balanced curriculum. Likewise, in many schools, PSHE is afforded an hour of teaching per week, and in this time numerous other topics need to be covered, so teachers might find that they need to dedicate some specific teaching time to ensure they cover all of the framework's learning outcomes.

That said, Jigsaw PSHE 3-16 has always maintained the stance of teaching personal development relevant to students' real world; this enables strong skills-based foundations to be laid, so that when online, children and young people manage themselves and situations better – with more discernment, assertiveness and clarity.

Many of the learning outcomes laid out in the framework are couched in terms of being online, when in fact these skills are perhaps best learnt initially in offline examples; they can then be applied to online situations. Nevertheless, there are some explicit lessons that cover online safety in more depth, which are noted in the mapping below. Note that not all of the learning outcomes from the framework are covered in Jigsaw, and that Jigsaw, especially in younger year groups, but throughout the programme, enables safe online behaviour and relationships as well as focussing on healthy, positive offline relationships etc.

Jigsaw, the mindful approach to PSHE, for ages 3-16 is organised into x6 half-term units, called Puzzles, designed to be delivered in sequence from the beginning to the end of the school year in order to build progression in learning through this spiral curriculum.

The Puzzles:

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

These Puzzles are cited in the grid below, giving a flavour of how the outcomes in 'Education for a Connected World (2020)' are included in the Jigsaw Programme in the different Key Stages.

Self-image and identity

I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

I can explain how other people may look and act differently online and offline.

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.

F1/2 Jigsaw

Celebrating Difference

Piece 6 – Standing up for yourself

Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase.

Online relationships

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know.

I can give examples of when I should ask permission to do something online and explain why this is important.

I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

I can explain why it is important to be considerate and kind to people online and to respect their choices.

I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

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).

I can explain who I should ask before sharing things about myself or others online.

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.

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.

I can identify who can help me if something happens online without my consent.

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.

I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.

KS1 Jigsaw

Relationships

Additional lesson – Being safe online

Children learn to identify ways that some people might behave differently online and who to ask for help if they are worried; they also learn to recognise that not everything that is online is true, including who people say they are.

Online reputation

I can identify ways that I can put information on the internet.

I can recognise that information can stay online and could be copied.

I can describe what information I should not put online without asking a trusted adult first.

I can explain how information put online about someone can last for a long time.

I can describe how anyone's online information could be seen by others.

I know who to talk to if something has been put online without consent or if it is incorrect.

KS1 Jigsaw

Healthy Me

Additional lesson – Learning about the internet

Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.
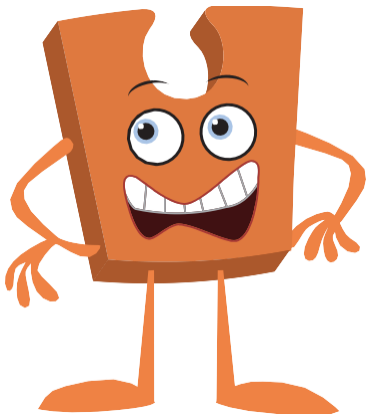
Online bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

I can describe how to behave online in ways that do not upset others and can give examples.

I can explain what bullying is, how people may bully others and how bullying can make someone feel.

I can explain why anyone who experiences bullying is not to blame.

I can talk about how anyone experiencing bullying can get help.

Year 1 Jigsaw

Celebrating Difference

Pieces 3 & 4

Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied and can Identify that bullying is sometimes about difference allows children to understand more and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves. This whole Puzzle reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.

Managing online information

I can talk about how to use the internet as a way of finding information online.

I can identify devices I could use to access information on the internet.

I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**).

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened.

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.

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.

Health, well-being and lifestyle

KS1 Jigsaw

Healthy Me

Additional lesson – Learning about the internet

Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

I can give some simple examples of these rules.

I can explain rules to keep myself safe when using technology both in and beyond the home.

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.

Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

I can explain that passwords are used to protect information, accounts and devices.

I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

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).

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.

Copyright and ownership

KS1 Jigsaw

All Puzzles

All Pieces

Children's use of the Jigsaw Journal can be seen as a portfolio of their work and reflections through each Puzzle, where they recognise their work as their own.

I know that work I create belongs to me.

I can name my work so that others know it belongs to me.

I can explain why work I create using technology belongs to me.

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').

I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).

I understand that work created by others does not belong to me even if I save a copy.

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

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

Self-image and identity

I can explain what is meant by the term 'identity'.

I can explain how people can represent themselves in different ways online.

I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an **avatar**; social media) and why.

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.

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 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.

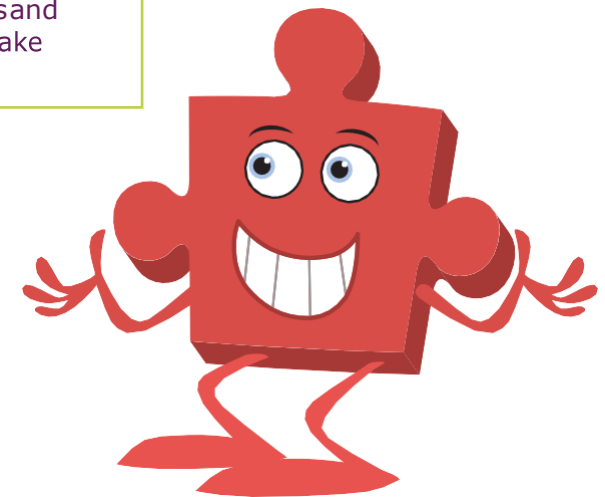**Year 6 Jigsaw**

Relationships

Piece 1 – Recognising Me

Children learn to have an accurate picture of who they are in terms of their characteristics and personal qualities.

Year 6 Jigsaw

Relationships

Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities are being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.

I can describe ways people who have similar likes and interests can get together online.

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

I can explain what is meant by 'trusting someone online', 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 why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

I can explain how someone's feelings can be hurt by what is said or written online.

I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, 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.

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 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.

Year 5 Jigsaw

Relationships

Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.

Year 6 Jigsaw

Relationships

Pieces 5 & 6 (Online safety lessons)

Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.

I can explain how to search for information about others online.

I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

I can explain who someone can ask if they are unsure about putting something online.

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.

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 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.

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 6 Jigsaw

Relationships

Piece 6 – Using technology responsibly

This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.
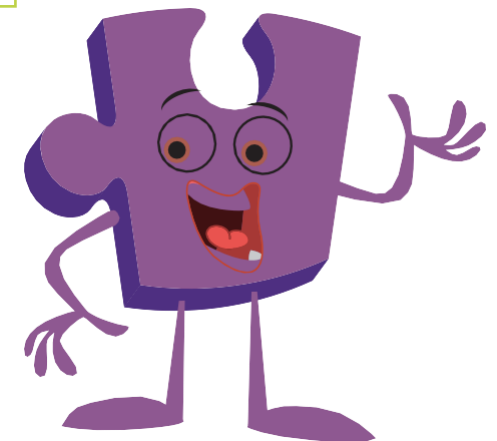
I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

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).

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 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.

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 5 Jigsaw

Relationships

Piece 2 – Being in an online community

This lesson covers the rights and responsibilities of being online, and how an online community can help or hinder an individual.

Year 6 Jigsaw

Celebrating Difference

Piece 4 – Why bully?

Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.

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 how the internet can be used to sell and buy things.

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 and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

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.

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 aim 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 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 influences peoples' choices.

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 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 online **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.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.

Year 6 Jigsaw

Relationships

Piece 5 – Being online: real or fake? Safe or unsafe?

This lesson helps children determine whether that they see online is safe and helpful – and whether it is true or fake. It also helps them to learn about resisting pressure online and becoming more discerning. The Jigsaw SMARRT rules are followed in this lesson, meaning that children have agency over their actions and know where to go for help if they need it.

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

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 web sites).

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.

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**, **lootboxes**) and explain the importance of seeking permission from a trusted adult before purchasing.

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).

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Screen time is a focus of Piece 5, as children learn to recognise when they are spending too long on their devices – and to know how to help themselves.

I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others.

I can describe strategies for keeping personal information private, depending on 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.

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 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.

Year 6 Jigsaw

*Relationships*

Piece 6 – Using technology responsibly

This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully. It allows children the opportunity to take responsibility for their own safety and their well-being.

Year 5 Jigsaw

Relationships

Piece 6 – Relationships and technology

Under the banner of keeping safe online, children learn about resisting pressure to use technology that could be risky or may cause harm to themselves or others.
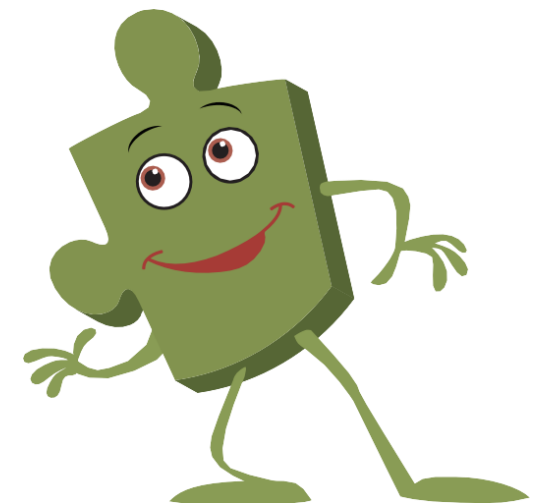
I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

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.

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 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.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Piece 4 focuses on the gaming community, where children can learn about some legalities of the internet, including what age limits and use limits exist within some online communities.