purple mash

Education for a Connected World 2020 with Purple Mash

Contents

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Introduction

The government framework includes eight different aspects of online education. These are:

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.

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.

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.

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.

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.

Health, wellbeing 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.

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.

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.

There are objectives for four stages of children's school journey: Early Years/Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4-5.
This curriculum map breaks these objectives into year groups and gives examples of resources within Purple Mash that can be used to support the objectives that relate to Early Years, Key Stages 1 and 2.
Where units of the Computing Scheme of Work cover objectives this is highlighted in blue.

Early Years

Objective	Purple Mash Resources	Link to Resources
### Self-image and identity		
I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	N/A - Practical activity	
### Online relationships		
I can recognise some ways in which the internet can be used to communicate.	Use of Mini Mash trays for children to share their work with their teachers and then classmates.	Mini Mash
I can give examples of how I (might) use technology to communicate with people I know.	Use of Mini Mash video content such as that in Simple City to demonstrate online communication. Use of tools such as 2Paint a Picture and Paint Projects, within Mini Mash to support communication for children who are not writing yet.	Available within Mini Mash or direct links: Paint Projects 2Paint a Picture Simple City
### Online reputation		
I can identify ways that I can put information on the internet.	Discussion about what adults use technology for; sharing early years profiles or electronic learning journals within the context that these are secure, protected spaces.	For example, reference to **Evidence Me** (if used in the setting).
### Online bullying		
I can describe ways that some people can be unkind online.	Relate this to face-to-face communication within the early years setting.	
I can offer examples of how this can make others feel.	Relate this to face-to-face communication within the early years setting.	Available within Mini Mash or direct link: **Paint Projects** Paint Projects

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Objective	Purple Mash Resources	Link to Resources
	Use of Paint Projects (Ourselves section) to support children's communications of feelings.	

Managing online information

Objective	Purple Mash Resources	Link to Resources
I can talk about how to use the internet as a way of finding information online.	Watching an adult search for things within a protected online space such as Purple Mash.	
I can identify devices I could use to access information on the internet.	Part of class discussion and role play.	

Health, wellbeing and lifestyle

Objective	Purple Mash Resources	Link to Resources
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	Begin with role play and related to technology around us in everyday life with electrical and cooking equipment, smoke/fire alarms, road and car safety that uses technology to keep us safe. Begin to introduce the idea of online rules using SMART screensavers or desktop backgrounds on devices.	Teacher Online Safety Resources

Privacy and security

Objective	Purple Mash Resources	Link to Resources
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	Discussion as part of topics including People who help us and Keeping Safe. Pin the **Mini Mash** 'About Me' and 'People who help us' topics Use of Purple Mash resources to stimulate discussion.	Purple Mash About Me topic Purple Mash Keeping Safe topic

Objective	Purple Mash Resources	Link to Resources
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.		

Copyright and ownership

I know that work I create belongs to me.	Use of named trays within Mini Mash.	Mini Mash
I can name my work so that others know it belongs to me.	Encouraging children to add a name to work and save it in their named tray.	Mini Mash

Year 1

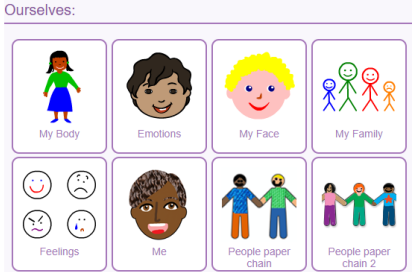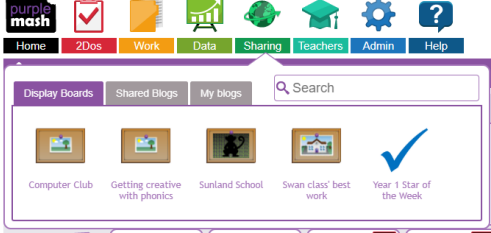| Objective	Purple Mash Resources	Link to Resources
Self-image and identity		
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	Relate this to face-to-face communication. Use of Paint Projects (Ourselves section) to support children's communications of feelings.	Paint Projects
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.	Discussion as part of topics including People who help us and Keeping Safe. Use of Purple Mash resources to stimulate discussion.	Purple Mash About Me topic Purple Mash Keeping Safe topic
Online relationships		
I can give examples of when I should ask permission to do something online and explain why this is important.	Consent and permission resources created for Safer Internet Day 2019.	Search Purple Mash with the term 'SID2019'
I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	Use of Purple Mash Displayboards for sharing work within the class or school.	 Displayboards User Guide

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Objective	Purple Mash Resources	Link to Resources
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.	Relate this to face-to-face communication. Use of Purple Mash Blogs for two-way communication within the class. Feedback session using Purple Mash displayboards to share work on the whiteboard with spoken feedback from peers. Model how to talk with empathy for the listener.	 2Blog User Guide

Online reputation

| 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. | Include in class discussion when sharing work.

Year 1 computing scheme of work unit 1.1 (Online Safety) includes focus on ownership and privacy. | Computing scheme of work unit 1.1 |

Online bullying

| I can describe how to behave online in ways that do not upset others and can give examples. | Relate this to face-to-face communication.
Use of Paint Projects (Ourselves section) to support children's communications of feelings. | **Paint Projects** Paint Projects
 |

Objective	Purple Mash Resources	Link to Resources
Managing online information		
I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**).	Year 1 computing scheme of work unit 1.1 (Online Safety) includes use of the search within Purple Mash for this purpose.	Year 1 computing scheme of work unit 1.1
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.	Discussion as part of topics including People who help us and Keeping Safe. Use of Purple Mash resources to stimulate discussion.	Purple Mash About Me topic Purple Mash Keeping Safe topic
Health, wellbeing and lifestyle		
I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give examples of some of these rules.	Year 1 computing scheme of work unit 1.9 (Technology Outside school). Begin with role play and related to technology around us in everyday life with electrical and cooking equipment, smoke/fire alarms, road and car safety that uses technology to keep us safe. Begin to introduce the idea of online rules using SMART screensavers or desktop backgrounds on devices.	Year 1 computing scheme of work unit 1.9 Teacher Online Safety Resources
Privacy and security		
I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).	Year 1 computing scheme of work unit 1.1 (Online Safety) includes focus on ownership and privacy including logging on and off and the reasons for this.	Year 1 computing scheme of work unit 1.1

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Objective	Purple Mash Resources	Link to Resources
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 that passwords are used to protect information, accounts and devices.		

Copyright and ownership

Objective	Purple Mash Resources	Link to Resources
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 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.	Year 1 computing scheme of work unit 1.1 (Online Safety) includes focus on ownership and privacy. Children names their work and save it in their own folder. Reasons for doing this are discussed in detail.	Computing scheme of work unit 1.1

Year 2

Objective	Purple Mash Resources	Link to Resources
Self-image and identity		
I can explain how other people may look and act differently online and offline.	Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on digital identity and digital footprint.	Computing scheme of work unit 2.2
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.	Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on the use of Email for and other online communication. This includes proper behaviours in online communication and who to turn to. Sources of Support poster	Computing scheme of work unit 2.2 Sources of Support poster
Online relationships		
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).	In the Year 2 computing scheme of work unit 2.2 (Online Safety) children share work within the school community using a Purple Mash Displayboard. They also use the 2Respond email simulations to learn about email. Use of a variety of Purple Mash tools for communication: • 2Email and 2Respond (customizable email simulations) • Purple Mash Displayboards • Purple Mash Blogs	Computing scheme of work unit 2.2 **User Guides:** 2Email User Guide Displayboards User Guide 2Blog User Guide

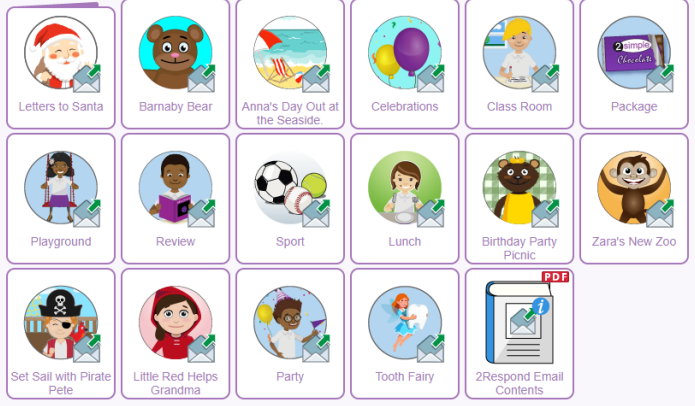**Need more support? Contact us:**

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Objective	Purple Mash Resources	Link to Resources
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	Consent and permission resources created for Safer Internet Day 2019. Use of 2Respond simulations to model appropriate responses to requests. Online Safety 2Responds could be adapted for youngest users or whole class activities • 2Email and 2Respond (customizable email simulations). 2Respond Activities: 	Search Purple Mash with the term 'SID2019'

Objective	Purple Mash Resources	Link to Resources
Online reputation		
I can explain how information put online about me 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.	Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on the use of Email for and other online communication. This includes proper behaviours in online communication and who to turn to. Sources of Support poster	Computing scheme of work unit 2.2 Sources of Support poster
Online bullying		
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.	Relate this to face-to-face communication. Use of Paint Projects (Ourselves section) to support children's communications of feelings. Use of Anti Bullying resources within the PSHE topic Use of resources within the Computing – Online Safety topic. These could form the background to class discussion where the theme is age appropriate. Being a Good Role Model – digital citizenship writing template. Making Choices writing frame	Paint Projects PSHE Computing – Online Safety Being a Good Role Model Making Choices
Managing online information		
I can use simple keywords in search engines	Year 2 computing scheme of work unit 2.5 (Effective Searching). **Slideshow** – Introduction to the Internet and linked writing frame The Internet **Writing Frames to use as the basis for discussion:** How we Search Internet Research	Computing scheme of work unit 2.5 Introduction to the Internet Slideshow The Internet - writing frame How we Search Internet Research Searching for images

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Objective	Purple Mash Resources	Link to Resources
	Searching for images	
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).	Layout, Icons and Buttons Quiz Browser Placing Activity	Layout, Icons and Buttons Quiz Browser Placing Activity
I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).	**Slideshow** – Introduction to the Internet and linked writing frame The Internet	Introduction to the Internet slideshow The Internet - writing frame
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	Year 2 computing scheme of work unit 2.8 (Presenting Ideas). This unit makes a distinction between fiction and non-fiction and could be used as a basis to discuss this objective.	Computing scheme of work unit 2.8
I can explain why some information I find online may not be real or true.	Year 2 computing scheme of work unit 2.5 (Effective Searching).	Computing scheme of work unit 2.5

Health, wellbeing and lifestyle

Objective	Purple Mash Resources	Link to Resources
I can explain rules to keep myself safe when using technology both in and beyond the home.	Purple Mash Keeping Safe topic Use of SMART screensavers and discussion of their content Use of writing templates within the computing topic to write guidance or rules: Online Safety Leaflet, Digital Citizenship, Keeping Safe whilst Online, Upsetting Video.	Keeping Safe topic Online Safety teacher section Computing Topic

Privacy and security

Objective	Purple Mash Resources	Link to Resources
I can describe how online information about me could be seen by others	Year 2 computing scheme of work unit 2.2 (Online Safety).	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-2

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Objective	Purple Mash Resources	Link to Resources
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).	Use of SMART screensavers and discussion of their content. Use of writing templates within the computing topic to write guidance or rules: Online Safety Leaflet, Digital Citizenship, Keeping Safe whilst Online, Upsetting Video,	Teacher online safety area Computing topic
I can explain how passwords can be used to protect information, accounts and devices.	Passwords writing template	Passwords writing template
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).	Safer Internet Day Quiz Technology Outside School writing frame	Safer Internet Day Quiz Technology Outside School writing frame
Copyright and ownership		
I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	Safer Internet Day Quiz (theme of Consent). Permission Pledge	Consent Quiz Permission Pledge

Year 3

Objective	Purple Mash Resources	Link to Resources
Self-image and identity		
I can explain what is meant by the term 'identity'	About Me topic Writing frame About Me Writing frame My identity (content for older children)	[About Me](#) [All About Me Writing frame](#) [My 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.	Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1). Reference to digital footprints – children focused on this in the Y2 Online Safety unit (2.2). Make use of resources used within this unit to recap: Digital footprint slideshow (see the lesson plan for how this is used). Digital Footprint Quiz Digital Footprint concept map Digital Footprint writing template	[Digital footprint example](#) [Digital Footprint Quiz](#) [Digital footprint Concept map](#) [Digital footprint writing template](#)

Objective	Purple Mash Resources	Link to Resources
Online relationships		
I can describe ways people who have similar likes and interests can get together online.	Social Network debate	Social Network debate
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	Computing Scheme of Work Unit 3.5 (Email) Computing Scheme of Work Unit 3.2 (Online Safety) building upon online safety units from previous years to broaden and deepen understanding.	Computing Scheme of Work Unit 3.5 Computing Scheme of Work Unit 3.2
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.	Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up. Use of resources within the Computing topic Use of resources within the PSHE topic: Upsetting video writing frame – how to handle upsetting content. Being a Good Role Model – digital citizenship writing template. Making Choices writing frame	Meeting up with a Gamer Computing topic PSHE topic Upsetting video writing frame Being a Good Role Model Making Choices writing frame Safer Internet Day 2019
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 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.	Safer Internet Day 2019 resources – theme of permission and consent.	
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.		
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.		

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Objective	Purple Mash Resources	Link to Resources
Online reputation		
I can search for information about others online.	Use of Purple Mash to search for historical or famous people and see what they can find out about them. Discuss reliability of Purple Mash as a reputable source of appropriately themed and worded content.	
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.	Reflecting upon year 2 computing scheme of work online safety unit (2.2) where the focus was digital footprint.	
I can explain who someone can ask if they are unsure about putting something online.	Computing Scheme of Work Unit 3.2 (Online Safety)	Computing Scheme of Work Unit 3.2
Online bullying		
I can describe appropriate ways to behave towards other people online and why this is important.	Use of resources within the Computing - Online Safety topic. These could form the background to class discussion where the theme is age appropriate. Use of anti-bullying resources within the PSHE topic:	Computing - Online Safety topic PSHE topic
I can give examples of how bullying behaviour could appear online and how someone can get support.	Use of SMART screensavers and discussion of their content Use of writing templates within the computing topic to write guidance or rules: Online Safety Leaflet, Digital Citizenship, Keeping Safe whilst Online, Upsetting Video. Making Choices – dilemma template	https://www.purplemash.com/#tab/pm-home/computing/onlinesafety_teachers Computing Topic Making Choices

Objective	Purple Mash Resources	Link to Resources
Managing online information		
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.	Year 2 computing scheme of work unit 2.5 (Effective Searching) focus was on this theme. Review the lesson content and use the resources to recap: Internet Slideshow and linked writing frame Searching slideshow Internet Quiz In the Year 3 computing scheme of work unit 3.2 (Online Safety) children build upon this with a focus on the validity of the information that they find when they search. **Writing Frames to use as the basis for discussion:** How we Search Internet Research Searching for images	Introduction to the Internet Slideshow The Internet - writing frame Effective Internet Searching Internet Quiz Computing scheme of work unit 3.2 How we Search Internet Research Searching for images
I can explain how the internet can be used to sell and buy things.	Internet Slideshow and linked writing frame	Introduction to the Internet Slideshow The Internet - writing frame
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).	Year 3 computing scheme of work unit 3.2 (Online Safety)	Computing scheme of work unit 3.2
I can describe and demonstrate how we can get help from a trusted adult if we see content	Discussion as part of topics including People who help us and Keeping Safe.	Purple Mash About Me topic

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Objective	Purple Mash Resources	Link to Resources
that makes us feel sad, uncomfortable worried or frightened.	Use of Purple Mash resources to stimulate discussion.	Purple Mash Keeping Safe topic

Health, wellbeing and lifestyle

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.	As part of the year 3 Computing scheme of work unit 3.2 (online safety) children explore ratings and the meanings behind them.	Computing scheme of work unit 3.2

Privacy and security

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.	Year 3 computing scheme of work unit 3.2 (Online Safety)	Computing scheme of work unit 3.2
I can describe how connected devices can collect and share anyone's information with others.	Use of writing template: Transferring files to guide and support discussion. Use the Computer networks quiz to build understanding of the mechanisms for sharing	Transferring files Computer networks quiz

Copyright and ownership

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.	Use of Internet Research writing template to discuss these issues. Throughout the Computing Scheme of Work Online Safety units, children develop their understanding of ownership and privacy in relation to	Internet Research writing template

Objective	Purple Mash Resources	Link to Resources
	their own and others' work. As part of the year 4 and 5 Computing scheme of work units 4.2 and 5.2 (online safety) children study this aspect in greater depth. In year 3, children focus on the source of the information that they encounter on the Internet. Developing the idea that all content has ownership. Choices Writing template Permissions and consent quiz	Choices Writing template Permissions and consent quiz
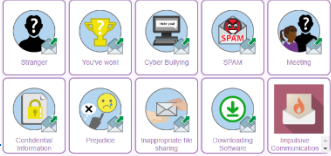
Year 4

Objective	Purple Mash Resources	Link to Resources
Self-image and identity		
I can explain how my online identity can be different to my offline the 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.	Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1). Children are introduced to the idea of a digital footprint in year 2 and reference is made to such aspects throughout the lessons. Digital Footprint 2Connect example – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button. Digital Footprint writing template. Digital Footprint Quiz In the year 4 Online Safety unit 4.2, children turn this understanding around in the study of online scams including phishing and malware demonstrating that assuming different identities can go both ways.	Computing Scheme of Work Unit 1-1 Digital footprint concept map Digital Footprint writing template Digital Footprint Quiz
Online relationships		
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	Social Network debate Keeping Safe Online leaflet template Friendbook writing frame – discusses the issue of social network under-age and privacy settings.	Social Network debate Keeping Safe Online leaflet template Friendbook writing frame

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Objective	Purple Mash Resources	Link to Resources
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.	Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online. Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up. Upsetting video writing frame – how to handle upsetting content. Using email safely slideshow Using email safely quiz 2Email 2Respond Online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation. Computing Scheme of Work Unit 4.2 (Online Safety) building upon online safety units from previous years with a focus on phishing, malware, plagiarism and screen time. Digital Citizenship leaflet template.	Friendbook Party writing frame Meeting up with a Gamer writing frame Upsetting video writing frame Using email safely slideshow Using email safely quiz 2Email 2Respond Simulations 2Email user guide: 2Email user guide Computing Digital Citizenship leaflet template.

Online reputation

I can describe how to find out information about others by searching online.	Use of Purple Mash to search for historical or famous people and see what they can find out about them. Discuss reliability of Purple Mash as a reputable source of appropriately themed and worded content. Digital Footprint 2Connect example – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button .	https://www.purplemash.com/#app/guides/Digitalfootprint_Conceptmap Digital Footprint 2Connect Digital Footprint writing template

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Objective	Purple Mash Resources	Link to Resources
	Digital Footprint writing template. Digital Footprint Quiz Friendbook writing frame – discusses the issue of social network under-age and privacy settings. Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.	Digital Footprint Quiz Friendbook writing frame Friendbook Party writing frame
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	Computing Scheme of Work Unit 4.2 (Online Safety) lesson 3 focuses on plagiarism. 2Email 2Respond simulation 'Inappropriate file sharing'. See the user guide for the scripts of each simulation.	Computing Scheme of Work Unit 4.2 2Email 2Email user guide

Online bullying

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**).	Friendbook writing frame – discusses the issue of social network under-age and privacy settings. Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online. Computing Scheme of Work Unit 4.2 (Online Safety) lesson 1 focuses on phishing scams. 2Email 2Respond simulations: Stranger, Cyber Bullying, Prejudice, Inappropriate file sharing. See the user guide for the scripts of each simulation.	Friendbook Friendbook Party Computing Scheme of Work Unit 4.2 2Email 2Email user guide
I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Dilemmas- digital citizenship writing template Permission Pledge template	Dilemmas - digital citizenship Permission Pledge template

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Objective	Purple Mash Resources	Link to Resources
Managing online information		
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.	Computing Scheme of Work Unit 4.7 (Effective Searching) lesson 3 focuses on reliable sources.	Computing Scheme of Work Unit 4.7
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).	Computing Scheme of Work Unit 4.7 (Effective Searching)	Computing Scheme of Work Unit 4.7
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.	Computing Scheme of Work Unit 4.2 (Online Safety) lesson 2 focuses on malware 2Email 2Respond simulations: You've won! Spam, Downloading Software. See the user guide for the scripts of each simulation.	Computing Scheme of Work Unit 4.2 2Email 2Respond Simulations 2Email user guide: 2Email user guide
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.	Compare online and face-to-face meeting Making sense of online communication - quiz	Identities: Meeting Online Online Communications Quiz
I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true	Making sense of online communication - quiz	Online Communications Quiz
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.	Computing Scheme of Work Unit 3.2: Online safety, lesson 2 focus on fake websites Computing Scheme of Work Unit 5.2 (Online Safety) Lesson 3 focus on reliability and validity.	Computing Scheme of Work Unit 3.2 Computing Scheme of Work Unit 5.2

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Objective	Purple Mash Resources	Link to Resources
Health, wellbeing and lifestyle		
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).	Computing Scheme of Work Unit 4.2 (Online Safety) lesson 4 focuses on screen time issues.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2
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).	As part of the year 3 Computing scheme of work unit 3.2 (online safety) children explore ratings and the meanings behind them.	Computing scheme of work unit 3.2
Privacy and security		
I can describe strategies for keeping my personal information private, depending on context.	By following the Computing Scheme of Work, children will have discussed passwords during various online safety units since year 1 with focused lessons in year 1, year 3 and year 5.	Computing Scheme of Work
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	Use of Purple Mash collaborative tools 2Connect and 2Write can be used to illustrate this within Purple Mash. In the computing Scheme of Work unit 3.2 (Online Safety), lesson 3, children experienced an example of this in 2Write. Recreate a similar experience using 2Connect.	2Connect User Guide 2Write User Guide

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Objective	Purple Mash Resources	Link to Resources
	PM has in-built systems to notify us and schools of inappropriate use of language within Purple Mash tools. We regularly contact teachers to report such incidents so that they can deal with them. If incidents occur when a child has used another child's identity to send such messages or create content, we are able to identify the individual machine (including home computers, ip addresses) that were used to create the content and work with schools to help them find the culprit. It is worth sharing this with your class and from here children can build up an understanding of how their use can be monitored by others as well; teachers, parents, companies and police.	
I know what the **digital age of consent** is and the impact this has on online services asking for consent. 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.	Consent vocabulary quiz Consent and Permissions Quizster	Digital Age of Consent Writing Template Consent vocabulary quiz Consent and Permissions Quiz

Copyright and ownership

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.	In the year 4 Online Safety unit 4.2, lesson 3 there is a focus on plagiarism. Consent and Permissions Quiz	Computing Scheme of Work Unit 4.2 Consent and Permissions Quiz

Objective	Purple Mash Resources	Link to Resources
I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.		

Year 5

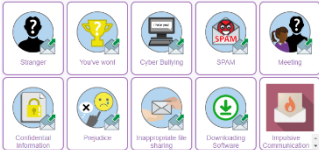| Objective	Purple Mash Resources	Link to Resources
Self-image and identity		
I can explain how identity online can be copied, modified or altered.	Making sense of online communication – quiz In the Computing scheme of work unit 5.2 (online Safety) children will manipulate images in relation to this objective. Children following the computing Scheme of Work are introduced to the idea of different online identities in year 1 using avatars to represent themselves, in year 2 with a focus on digital footprint. This understanding is further encountered using 2Respond email simulations. In the year 6 online safety unit children will be exploring the impact of a digital footprint in more depth	Online Communications Quiz Computing scheme of work unit 5.2
I can demonstrate how to make responsible choices about having an online identity, depending on context.	Digital Citizenship leaflet template Dilemmas template Making sense of online communication - quiz	Digital Citizenship leaflet template Dilemmas template Making sense of online communication - quiz
Online relationships		
I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).	A limited selection of emojis can be incorporated into text within 2Email. Unit 3.5 of the Computing Scheme of Work teaches email in depth including the use of emojis. Teachers can also use emojis within 'Work' when giving pupil feedback.	2Email Computing Scheme of work unit 3.2

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Objective	Purple Mash Resources	Link to Resources
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 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.	2Email 2Respond online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation. All online safety units include content relating to how to report and get help with a 'no blame' stance.	2Email 2Email user guide: 2Email User Guide
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).	Creation of class and school blogs using **2Blog**. 2Blog blogs can be set to allow public comments. These are always subject to teacher moderation before becoming live. Use of such blogs and discuss the surrounding issues. Year 6 unit 6.4 has a blogging focus; aspects of this could be used. Social Network debate Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.	Tool links: Admin Tab→ Manage Blogs Sharing Tab → Shared and Pupil Blogs 2Blog User Guide Social Network debate Meeting up with a Gamer writing frame

Online reputation

I can search for information about an individual online 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.	These aspects are explored in detail in the **year 6** Computing Scheme of Work, unit 6.2 (Online Safety).	Computing Scheme of Work Unit 6.2

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Objective	Purple Mash Resources	Link to Resources
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.	Friendbook writing frame – discusses the issue of social network under-age and privacy settings. Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online. Upsetting video writing frame – how to handle upsetting content. 2Email 2Respond online safety simulations: See the user guide for the scripts of each simulation.	Friendbook Friendbook Party Upsetting video writing frame 2Email 2Email user guide
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.	Computing Scheme of Work, unit 5.2 (Online Safety) lesson 1. 2Responds; Stranger, Meeting, Prejudice, Cyberbullying. See the user guide for the scripts of each simulation.	Computing Scheme of Work, unit 5.2 2Email and 2Respond 2Email user guide
I can explain how to block abusive users.	Computing Scheme of Work, unit 5.2 (Online Safety) lesson 1. Highlighting the 'Report to teacher' button in 2Email.	Computing Scheme of Work, unit 5.2
I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline or The Mix).	Read your school's relevant policies (e.g. Safeguarding) to guide you in the local and national services that your school uses.	
Managing online information		
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	In the Computing Scheme of Work Unit 4.7 (Effective Searching), children explored some of these aspects. Further work online in computing and other subjects will put this knowledge into practice.	Computing Scheme of Work Unit 4.7

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Objective	Purple Mash Resources	Link to Resources
information I aim presented with e.g. voice-activated searching giving one result.		
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 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.	Computing Scheme of Work, units 3.2 and unit 5.2 (Online Safety) lesson 3 Making sense of online communication – quiz Image searching writing frame and video 2Respond email simulations: See the user guide for the scripts of each simulation. Harry's Winning email video Influence terms quiz Influence and Information writing frame	Computing scheme of work unit 5.2 Online Communications Quiz Image Searching 2Email and 2Respond 2Email user guide Harry's Winning Email Influence terms quiz Influence and Information writing frame
I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.	Computing Scheme of Work, unit 5.2 (Online Safety) lesson 3 but also developed throughout the scheme of work units.	Computing Scheme of Work Unit 5.2

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Objective	Purple Mash Resources	Link to Resources
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.	Stereotype Slideshow Stereotype Quiz Stereotype Writing Template	Link to Stereotyping Resources (Behaviour Section of this page)

Health, wellbeing and lifestyle

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.	In the year 4 Online Safety unit (4.2) lesson 4, children learnt specifically about the effect of screen time on sleep about and did a screen time study. These aspects are revisited within the year 6 unit (6.2) lesson 3	
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	Getting Health Information online - writing template	Online Health Information Impact Writing Template
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.	Online Purchasing Writing Template	Purchasing Online Writing Template

Privacy and security

I can explain what a **strong password** is and demonstrate how to create one.	Computing Scheme of Work, unit 5.2 (Online Safety) lesson 2 Passwords writing frame	Computing Scheme of Work Unit 5.2 Passwords writing frame

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Objective	Purple Mash Resources	Link to Resources
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.	Consent and Permission Quiz Dilemmas writing frame The specific examples are the focus of the year 6 Online Safety unit (6.2) lesson 1. Malware slideshow	Consent and Permission Quiz Dilemmas writing frame Computing Scheme of Work Unit 6.2 Online Safety Malware slideshow

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.	Computing Scheme of Work, unit 5.2 (Online Safety) lessons 2 and 3. Consent and Permission Quiz Consent Vocabulary Quiz	Computing Scheme of Work Unit 5.2 Consent and Permission Quiz Consent Vocabulary Quiz

Year 6

Objective	Purple Mash Resources	Link to Resources
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.	Writing frame My Identity Use of a variety of activities within Purple Mash representative of a full cross-section of society. Use Purple Mash as an example of online content that aims to give accurate representations of society. Examples include: Women in Science Famous People category Religious Education category	My Identity Women in Science Famous People Religious Education
I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.	Computing Scheme of Work, unit 6.2 (Online Safety) lesson 1 is a lesson to recap online safety issues through creating a game. This aspect could be a focus for the game. Children could also make choose your own adventure type games using 2Create a Story to take a person on a path to getting support for a specific scenario. See the Computing Scheme of work unit 6.5 (Text Adventures) in which pupils make adventure games.	Computing Scheme of Work Unit 6.2 Computing Scheme of Work Unit 6.5

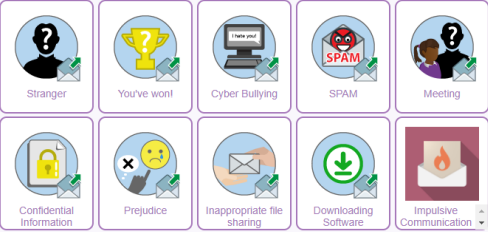| Objective	Purple Mash Resources	Link to Resources
Online relationships		
I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is 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.	Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2 Computing Scheme of Work, Unit 6.4 (Blogging). Digital Citizenship leaflet writing frame Friendbook writing frame – discusses the issue of social network under-age and privacy settings. Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online. Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up. Image searching writing frame and video Online safety 2Respond – Impulsive Communication Linked writing frame – Capturing evidence Consent and Permission Quiz Dilemmas writing frame	Computing Scheme of Work Unit 6.2 Computing Scheme of Work Unit 6.4 Digital Citizenship leaflet Friendbook writing frame Friendbook Party writing frame https://www.purplemash.com/#app/pup/videowatch Meeting a gamer writing frame Upsetting online images 2Respond – Impulsive Communication Capturing evidence Consent and Permission Quiz Dilemmas writing frame
Online reputation		
I can explain the ways in which anyone can develop a positive online reputation.	Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2	Computing Scheme of Work Unit 6

Objective	Purple Mash Resources	Link to Resources
I can explain strategies anyone can use to protect their '**digital personality**' and online reputation, including degrees of **anonymity**.		

Online bullying

Objective	Purple Mash Resources	Link to Resources
I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me.	Online safety 2Respond – Impulsive Communication Linked writing frame – Capturing evidence	Online safety 2Respond Collecting Evidence Leaflet
I can explain how someone would report online bullying in different contexts.	Throughout the units, children are advised about reporting concerns. Use your school's relevant policies (e.g. Safeguarding) to guide you in the local and national services that your school uses.	

Managing online information

Objective	Purple Mash Resources	Link to Resources
I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively.	In the Computing Scheme of Work Unit 4.7 (Effective Searching), children explored these aspects. Further work online in computing and other subjects will put this knowledge into practice. How search engines work slideshow and writing template	How search engines work - slideshow Searching the Internet
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	Persuasive Design information and writing template Computing Scheme of Work, units 3.2 (lesson 2) and 5.2 (lesson 3), children explore these aspects. In year 6 children should be using these methods whenever they use the Internet to search for anything.	Persuasive Design Resource 2Email and 2Respond 2Email user guide

Objective	Purple Mash Resources	Link to Resources
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 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.	2Email 2Respond online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation.	https://www.purplemash.com/#app/pup/influence_and_information https://www.purplemash.com/#app/game/online_influence_terms_quiz https://www.purplemash.com/#app/pup/financialcapability_advertising
I can describe the difference between on-line **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).	Influence terms quiz Influence and Information writing frame Harry's Winning email video	Influence terms quiz Influence and Information writing frame Harry's Winning Email
I can identify, flag and report inappropriate content.	Online safety 2Respond – Impulsive Communication	Impulsive Communication Capturing evidence

Objective	Purple Mash Resources	Link to Resources
	Linked writing frame – Capturing evidence	

Health, wellbeing and lifestyle

Objective	Purple Mash Resources	Link to Resources
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	These aspects are studied in the computing scheme of work unit 3.2, lesson 3. Make use of the resources for this unit to recap the objective: Ratings Slideshow Appropriate content quiz	Computing scheme of work unit 3.2 Ratings Slideshow Appropriate content quiz
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).	Persuasive Design information and writing template Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 3	Persuasive Design Resource Computing Scheme of Work Unit 6.2

Privacy and security

Objective	Purple Mash Resources	Link to Resources
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.	Passwords were a focus in the computing scheme of work unit 3.2, lesson 1 and 5.2, lesson 2. Pupils should be applying the learnt strategies to other online services that they use. Password Quiz	Password Quiz
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	Software Update poster and Information	Software Update poster and Information

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Objective	Purple Mash Resources	Link to Resources
I can describe simple ways to increase privacy on apps and services that provide privacy settings.	Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2	Computing Scheme of Work, Unit 6.2
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**).	Phishing and online scams were a focus in the computing scheme of work unit 4.2, lessons 1.and 2. Make use of the resources for this unit to recap the objective: Malware Slideshow 2Email 2Respond online safety simulations: realistic simulations with a variety of themes: Spam and Confidential Information. See the user guide for the scripts of each simulation. Internet Censorship Debate frame	Malware Slideshow 2Email user guide Internet Censorship Debate frame
I know that online services have **terms and conditions** that govern their use.	Exploring consent and permissions	Consent vocabulary quiz Consent and Permissions Quiz

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.	This was the focus of unit 4.2, lesson 3 and 5.2, lesson 3. Make use of the related resources to recap: Plagiarism Quiz Citations Slideshow Fact Finding Citations Consent Resources: Dilemmas Quiz Vocabulary quiz	Plagiarism Quiz Citations Slideshow Fact Finding Citations Dilemmas Quiz Vocabulary quiz

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