



**Education for a Connected
World with Purple Mash**

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Introduction

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

1. Self-image and Identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and 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 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 and ethical publishing.

6. Health, wellbeing and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. 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.

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.



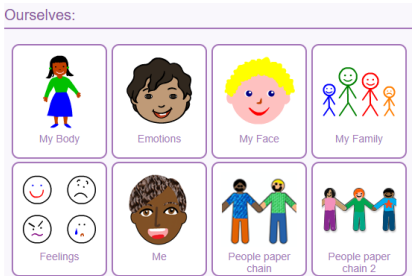
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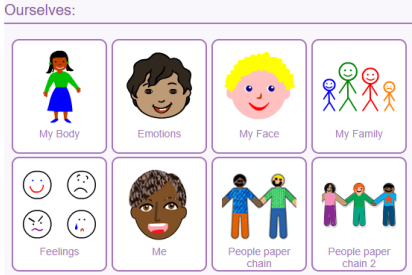
Early Years

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
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	
I can explain how this could be either in real life or online.	When using Purple Mash, introduce the idea of online and the distinction between safe and unsafe online environments as part of class talk	
<u>Online relationships</u>		
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.	https://www.purplemash.com/#tab/pm-home/minimash
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 https://www.purplemash.com/#tab/pm-home/tools/paintprojects 2Paint a Picture https://www.purplemash.com/app/tools/2paintapic Simple City https://www.purplemash.com/#app/games/simplecity

<u>Online reputation</u>		
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 2Build-A-Profile (if used in the setting).
<u>Online bullying</u>		
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. Use of Paint Projects (Ourselves section) to support children’s communications of feelings.	Available within Mini Mash or direct link: Paint Projects https://www.purplemash.com/#tab/pm-home/tools/paintprojects 
<u>Managing online information</u>		
I can talk about how I can use the internet to find things out.	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.	
I can give simple examples of how to find information (e.g. search engine, voice activated searching).	Part of class discussion and role play.	

<u>Health, wellbeing and lifestyle</u>		
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
<u>Privacy and security</u>		
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	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 https://www.purplemash.com/#tab/pm-home/topics/pshe/about_me Purple Mash Keeping Safe topic https://www.purplemash.com/#tab/keeping_safe
<u>Copyright and ownership</u>		
I know that work I create belongs to me.	Use of named trays within Mini Mash.	https://www.purplemash.com/#tab/pm-home/minimash
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.	https://www.purplemash.com/#tab/pm-home/minimash

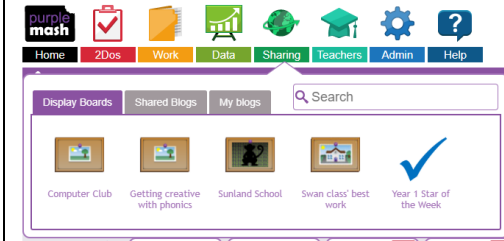
Year 1

Objective	Purple Mash Resources	Link to Resources
<p><u>Self-image and identity</u></p>		
<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p>	<p>Relate this to face-to-face communication. Use of Paint Projects (Ourselves section) to support children’s communications of feelings.</p>	<p>Paint Projects https://www.purplemash.com/#tab/pm-home/tools/paintprojects</p> <p>Ourselves:</p> 
<p>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.</p>	<p>Discussion as part of topics including People who help us and Keeping Safe. Use of Purple Mash resources to stimulate discussion.</p>	<p>Purple Mash About Me topic https://www.purplemash.com/#tab/pm-home/topics/pshe/about_me</p> <p>Purple Mash Keeping Safe topic https://www.purplemash.com/#tab/keeping_safe</p>

Online relationships

I can use the internet with adult support to communicate with people I know.

Use of Purple Mash Displayboards for sharing work within the class or school.



User Guide:

https://www.purplemash.com/app/guides/Displayboards_pdf_Guide

I can explain why it is important to be considerate and kind to people online

Relate this to face-to-face communication.

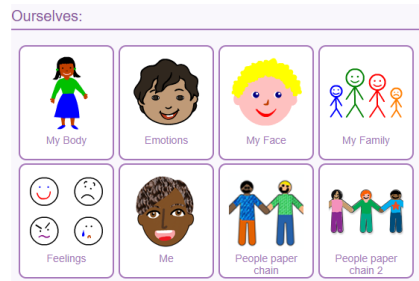
Use of Purple Mash Blogs for two-way communication within the class.



User Guide:

https://www.purplemash.com/app/guides/2Blog_pdf_Guide

Feedback session using Purple Mash displayboards to share work on the whiteboard with spoken feedback from peers.

<u>Online reputation</u>		
I can recognise that information can stay online and could be copied.	Include in class discussion when sharing work. Year 1 computing scheme of work unit 1.1 (Online Safety) includes focus on ownership and privacy.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-1
I can describe what information I should not put online without asking a trusted adult first.	Year 1 computing scheme of work unit 1.1 (Online Safety) includes focus on ownership and privacy.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-1
<u>Online bullying</u>		
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.	<p>Paint Projects https://www.purplemash.com/#tab/pm-home/tools/paintprojects</p> <p>Ourselves:</p> 
<u>Managing online information</u>		
I can use the internet to find things out.	Year 1 computing scheme of work unit 1.1 (Online Safety) includes use of the search within Purple Mash for this purpose.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-1
I can use simple keywords in search engines.	Modelled by the teacher during class talk.	

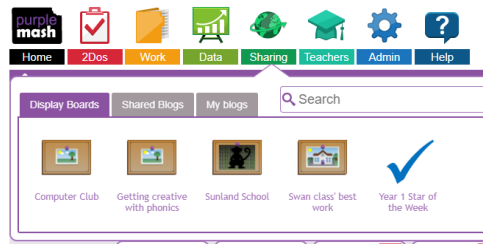
<p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p>	<p>Discussion as part of topics including People who help us and Keeping Safe. Use of Purple Mash resources to stimulate discussion.</p>	<p>Purple Mash About Me topic https://www.purplemash.com/#tab/pm-home/topics/pshe/about_me Purple Mash Keeping Safe topic https://www.purplemash.com/#tab/keeping_safe</p>
<p><u>Health, wellbeing and lifestyle</u></p>		
<p>I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.</p>	<p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-9 Teacher Online Safety Resources</p>
<p><u>Privacy and security</u></p>		
<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.</p>	<p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-1</p>

<u>Copyright and ownership</u>		
<p>I can explain why work I create using technology belongs to me.</p>	<p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-1</p>
<p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p>		
<p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>		

Year 2

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
<p>I can explain how other people’s identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p>	<p>Year 2 computing scheme of work unit 2.2 (Online Safety) includes a focus on digital identity and digital footprint.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-2</p>
<p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>	<p>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.</p> <p>Sources of Support poster</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-2</p> <p>https://www.purplemash.com/app/pup/sources_support_poster</p>
<u>Online relationships</u>		
<p>I can use the internet to communicate with people I don’t know well (e.g. email a pen pal in another school/ country).</p> <p>I can give examples of how I might use technology to communicate with others I don’t know well.</p>	<p>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.</p> <p>Use of a variety of Purple Mash tools for communication:</p> <ul style="list-style-type: none"> • 2Email and 2Respond (customizable email simulations) • Purple Mash Displayboards 	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-2</p> <p>User Guides:</p> <p>https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>

- [Purple Mash Blogs](#)

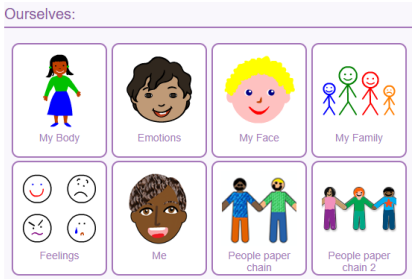


2Respond Activities:



https://www.purplemash.com/app/guides/Displayboards_pdf_Guide

https://www.purplemash.com/app/guides/2Blog_pdf_Guide

<u>Online reputation</u>		
<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p>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.</p> <p>Sources of Support poster</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-2</p> <p>https://www.purplemash.com/app/pup/sources_support_poster</p>
<u>Online bullying</u>		
<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p>	<p>Relate this to face-to-face communication.</p> <p>Use of Paint Projects (Ourselves section) to support children’s communications of feelings.</p> <p>Use of Anti Bullying resources within the PSHE topic</p> <p>Use of resources within the Computing – Online Safety topic. These could form the background to class discussion where the theme is age appropriate.</p>	<p>Paint Projects</p> <p>https://www.purplemash.com/#tab/pm-home/tools/paintprojects</p>  <p>https://www.purplemash.com/#tab/pm-home/topics/pshe</p> <p>https://www.purplemash.com/#tab/pm-home/computing</p>

	<p>Being a Good Role Model – digital citizenship writing template.</p> <p>Making Choices writing frame</p>	<p>https://www.purplemash.com/#app/leaflets/Digital_Citizenship_ks1</p> <p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas_35</p>
<p><u>Managing online information</u></p>		
<p>I can use keywords in search engines</p>	<p>Year 2 computing scheme of work unit 2.5 (Effective Searching).</p> <p>Slideshow – Introduction to the Internet and linked writing frame The Internet</p> <p>Writing Frames to use as the basis for discussion:</p> <p>How we Search</p> <p>Internet Research</p> <p>Searching for images</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-5</p> <p>https://www.purplemash.com/app/computing/internet_introduction_slideshow</p> <p>https://www.purplemash.com/#app/computing/the_internet</p> <p>https://www.purplemash.com/#app/pup/how_wesearch</p> <p>https://www.purplemash.com/#app/pup/internetresearch</p> <p>https://www.purplemash.com/#app/pup/imagerearch</p>
<p>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).</p>	<p>Layout, Icons and Buttons Quiz</p> <p>Browser Placing Activity</p>	<p>https://www.purplemash.com/#app/game/interface_layout_quiz</p> <p>https://www.purplemash.com/#app/game/browser_placing_activity</p>

<p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p>	<p>Slideshow – Introduction to the Internet and linked writing frame The Internet</p>	<p>https://www.purplemash.com/app/computing/internet_introduction_slideshow https://www.purplemash.com/#app/computing/the_internet</p>
<p>I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.</p>	<p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-8</p>
<p>I can explain why some information I find online may not be true.</p>	<p>Year 2 computing scheme of work unit 2.5 (Effective Searching).</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-5</p>
<p><u>Health, wellbeing and lifestyle</u></p>		
<p>I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.</p>	<p>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.</p>	<p>https://www.purplemash.com/#tab/keeping_safe https://www.purplemash.com/#tab/pm-home/computing/onlinesafety_teachers https://www.purplemash.com/#tab/pm-home/computing</p>

<u>Privacy and security</u>		
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
I can describe and explain some rules for keeping my information private.	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,	https://www.purplemash.com/#tab/pm-home/computing/onlinesafety_teachers https://www.purplemash.com/#tab/pm-home/computing
I can explain what passwords are and can use passwords for my accounts and devices.	Passwords writing template	https://www.purplemash.com/#app/pup/passwords
I can explain how many devices in my home could be connected to the internet and can list some of those devices.	Safer Internet Day 2019 Quiz Technology Outside School writing frame	https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_5_7 https://www.purplemash.com/#app/pup/technologyoutsideschool
<u>Copyright and ownership</u>		
I can describe why other people's work belongs to them.	Safer Internet Day 2019 Quiz (theme of Consent).	https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_5_7




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I can recognise that content on the internet may belong to other people.	Permission Pledge	https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_permission_pledge
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Year 3

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
<p>I can explain what is meant by the term ‘identity’</p>	<p>About Me topic</p>  <p>Writing Projects:</p> <p>Paint Projects:</p> <p>Database Quizzes:</p> <p>Writing frame About Me</p> <p>Writing frame My identity (content for older children)</p>	<p>https://www.purplemash.com/#tab/about_me</p> <p>https://www.purplemash.com/#app/pup/all_about_me</p> <p>https://www.purplemash.com/app/pup/my_identity</p>
<p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1).</p> <p>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:</p>	

	<p>Digital footprint slideshow (see the lesson plan for how this is used).</p> <p>Digital Footprint Quiz</p> <p>Digital Footprint concept map</p> <p>Digital Footprint writing template</p>	<p>https://www.purplemash.com/site#app/bloglinks/digital_footprint_Example</p> <p>https://www.purplemash.com/site#app/pup/Digital_Footprint_Quiz</p> <p>https://www.purplemash.com/site#app/guides/Digitalfootprint_Conceptmap</p> <p>https://www.purplemash.com/site#app/pup/Digitalfootprint_Pup</p>
<u>Online relationships</u>		
I can describe ways people who have similar likes and interests can get together online.	Social Network debate	https://www.purplemash.com/site#app/pup/socialnetworkdebate
I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).	<p>A limited selection of emojis can be incorporated into text within 2Email.</p> <p>Unit 3.5 of the Computing Scheme of Work teaches email in depth including the use of emojis.</p> <p>Teachers can also use emojis within 'Work' when giving pupil feedback.</p>	<p>https://www.purplemash.com/app/links/2email#/inbox</p> <p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-5</p> <p>https://www.purplemash.com/#docs/My%20Work/</p>
<p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p>	<p>Computing Scheme of Work Unit 3.5 (Email)</p> <p>Computing Scheme of Work Unit 3.2 (Online Safety) building upon online safety units from previous years to broaden and deepen understanding.</p>	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3

	Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.	https://www.purplemash.com/#app/pup/onlinenegame
<p>I can explain how my and other people’s feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by ‘trusting someone online’. I can explain why this is different from ‘liking someone online’.</p>	<p>Use of resources within the Computing topic</p> <p>Use of resources within the PSHE topic:</p> <p>Upsetting video writing frame – how to handle upsetting content.</p> <p>Being a Good Role Model – digital citizenship writing template.</p> <p>Making Choices writing frame</p>	<p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>https://www.purplemash.com/#tab/pm-home/topics/pshe</p> <p>https://www.purplemash.com/#app/pup/videwatch</p> <p>https://www.purplemash.com/#app/leaflets/Digital_Citizenship_ks1</p> <p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas_35</p>
<u>Online reputation</u>		
I can search for information about myself online.	N/A	
I can recognise I need to be careful before I share anything about myself or others online.	Reflecting upon year 2 computing scheme of work online safety unit (2.2) where the focus was digital footprint.	
I know who I should ask if I am not sure if I should put something online.	Computing Scheme of Work Unit 3.2 (Online Safety)	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2


<u>Online bullying</u>		
<p>I can explain what bullying is and can describe how people may bully others.</p>	<p>Use of resources within the Computing - Online Safety topic. These could form the background to class discussion where the theme is age appropriate.</p> <p>Use of anti-bullying resources within the PSHE topic:</p>	<p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>https://www.purplemash.com/#tab/pm-home/topics/pshe</p>
<p>I can describe rules about how to behave online and how I follow them.</p>	<p>Use of SMART screensavers and discussion of their content</p> <p>Use of writing templates within the computing topic to write guidance or rules: Online Safety Leaflet, Digital Citizenship, Keeping Safe whilst Online, Upsetting Video.</p> <p>Making Choices – dilemma template</p>	<p>https://www.purplemash.com/#tab/pm-home/computing/onlinesafety_teachers</p> <p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>https://www.purplemash.com/#app/pup/SID2019 Purple Mash Template Dilemmas 35</p>
<u>Managing online information</u>		
<p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p>	<p>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:</p> <p>Internet Slideshow and linked writing frame</p> <p>Searching slideshow</p>	<p>https://www.purplemash.com/site#app/computing/internet_introduction_slideshow</p> <p>https://www.purplemash.com/#app/computing/the_internet</p> <p>https://www.purplemash.com/#app/pup/Effective Internet searching</p>

	<p>Internet Quiz</p> <p>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.</p> <p>Writing Frames to use as the basis for discussion:</p> <p>How we Search</p> <p>Internet Research</p> <p>Searching for images</p>	<p>https://www.purplemash.com/#app/pup/Internet_Quiz</p> <p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2</p> <p>https://www.purplemash.com/#app/pup/how_wesearch</p> <p>https://www.purplemash.com/#app/pup/internetresearch</p> <p>https://www.purplemash.com/#app/pup/imagesearch</p>
<p>I can explain how the internet can be used to sell and buy things.</p>	<p>Internet Slideshow and linked writing frame</p>	<p>https://www.purplemash.com/site#app/computing/internet_introduction_slideshow</p> <p>https://www.purplemash.com/#app/computing/the_internet</p>
<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>Year 3 computing scheme of work unit 3.2 (Online Safety)</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2</p>
<p><u>Health, wellbeing and lifestyle</u></p>		
<p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities</p>	<p>As part of the year 4 Computing scheme of work unit 4.2 (online safety) children undertake a screen time study and explore this topic in detail.</p>	<p>https://www.purplemash.com/site#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2</p>

where it is easy to spend a lot of time engaged (e.g. games, films, videos).	In year 3, children explore ratings and the meanings behind them.	
<u>Privacy and security</u>		
I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private.	Year 3 computing scheme of work unit 3.2 (Online Safety)	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2
I can describe how connected devices can collect and share my 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	https://www.purplemash.com/site#app/pup/transferringfiles_betweendevices https://www.purplemash.com/site#app/games/2diy/Computer_networks_quiz
<u>Copyright and ownership</u>		
I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.	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 their own and others' work. As part of the year 4 and 5 Computing scheme of work units	https://www.purplemash.com/#app/pup/internetresearch

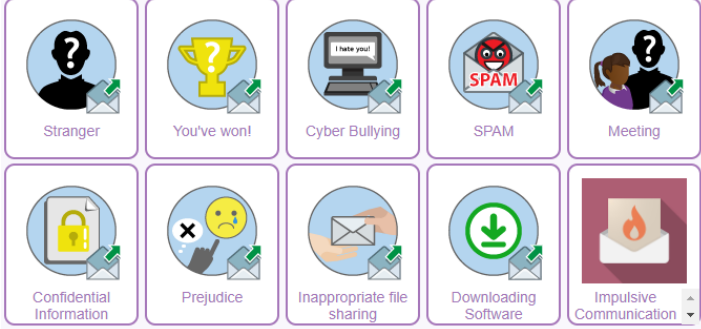

	<p>4.2 and 5.2 (online safety) children study this aspect in greater depth.</p> <p>In year 3, children focus on the source of the information that they encounter on the Internet. Developing the idea that all content has ownership.</p> <p>Choices Writing template</p> <p>Permissions and consent quiz</p>	<p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas_35</p> <p>https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_5_7</p>
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Year 4

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
<p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me</p>	<p>Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1).</p> <p>Children are introduced to the idea of a digital footprint in year 2 and reference is made to such aspects throughout the lessons.</p> <p>Digital Footprint 2Connect example – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button .</p> <p>Digital Footprint writing template.</p> <p>Digital Footprint Quiz</p> <p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2</p> <p>https://www.purplemash.com/#app/guides/Digitalfootprint_Conceptmap</p> <p>https://www.purplemash.com/#app/pup/Digitalfootprint_Pup</p> <p>https://www.purplemash.com/#app/pup/Digital_Footprint_Quiz</p>

<u>Online relationships</u>		
<p>I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>Social Network debate</p> <p>Keeping Safe Online leaflet template</p> <p>Friendbook writing frame – discusses the issue of social network under-age and privacy settings.</p> <p>Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.</p> <p>Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.</p> <p>Upsetting video writing frame – how to handle upsetting content.</p> <p>Using email safely slideshow</p> <p>Using email safely quiz</p> <p>2Email 2Respond</p> <p>online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation.</p>	<p>https://www.purplemash.com/site#app/pup/socialnetworkdebate</p> <p>https://www.purplemash.com/#app/leaflets/keepingsafe_whileonline</p> <p>https://www.purplemash.com/#app/pup/socialnetwork</p> <p>https://www.purplemash.com/#app/pup/friendbookparty</p> <p>https://www.purplemash.com/#app/pup/onlinegame</p> <p>https://www.purplemash.com/#app/pup/video/watch</p> <p>https://www.purplemash.com/#app/guides/Using_Email_Safely_slideshow</p> <p>https://www.purplemash.com/#app/guides/Using_Email_Safely_Quiz</p> <p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>



	 <p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2</p>
<p>I can give examples of how to be respectful to others online.</p>	<p>Digital Citizenship leaflet template.</p> <p>2Email 2Respond online safety simulations: realistic simulations with a variety of themes (see above).</p>	<p>https://www.purplemash.com/#app/leaflets/Digital_Citizenship</p> <p>https://www.purplemash.com/#tab/pm-home/tools/2email</p>
<p><u>Online reputation</u></p>		
<p>I can describe how others can find out information about me by looking online.</p>	<p>Digital Footprint 2Connect example – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button .</p> <p>Digital Footprint writing template.</p>	<p>https://www.purplemash.com/#app/guides/Digitalfootprint_Conceptmap</p> <p>https://www.purplemash.com/#app/pup/Digitalfootprint_Pup</p>

	<p>Digital Footprint Quiz</p> <p>Friendbook writing frame – discusses the issue of social network under-age and privacy settings.</p> <p>Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.</p>	<p>https://www.purplemash.com/#app/pup/Digital_Footprint_Quiz</p> <p>https://www.purplemash.com/#app/pup/socialnetwork</p> <p>https://www.purplemash.com/#app/pup/friendbookparty</p>
<p>I can explain ways that some of the information about me online could have been created, copied or shared by others</p>	<p>Computing Scheme of Work Unit 4.2 (Online Safety) lesson 3 focuses on plagiarism.</p> <p>2Email 2Respond simulation 'Inappropriate file sharing'. See the user guide for the scripts of each simulation.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2</p> <p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>
<p><u>Online bullying</u></p>		
<p>I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p>Friendbook writing frame – discusses the issue of social network under-age and privacy settings.</p> <p>Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.</p>	<p>https://www.purplemash.com/#app/pup/socialnetwork</p> <p>https://www.purplemash.com/#app/pup/friendbookparty</p>

	<p>Computing Scheme of Work Unit 4.2 (Online Safety) lesson 1 focuses on phishing scams.</p> <p>2Email 2Respond simulations: Stranger, Cyber Bullying, Prejudice, Inappropriate file sharing. See the user guide for the scripts of each simulation.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2</p> <p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>
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).	<p>Dilemmas- digital citizenship writing template</p> <p>Permission Pledge template</p>	<p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas</p> <p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_permission_pledge</p>
<u>Managing online information</u>		
I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts. I understand what criteria have to be met before something is a ‘fact’.	Computing Scheme of Work Unit 4.7 (Effective Searching) lesson 3 focuses on reliable sources.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-7
I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).	Computing Scheme of Work Unit 4.7 (Effective Searching)	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_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)	Computing Scheme of Work Unit 4.2 (Online Safety) lesson 2 focuses on malware	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2

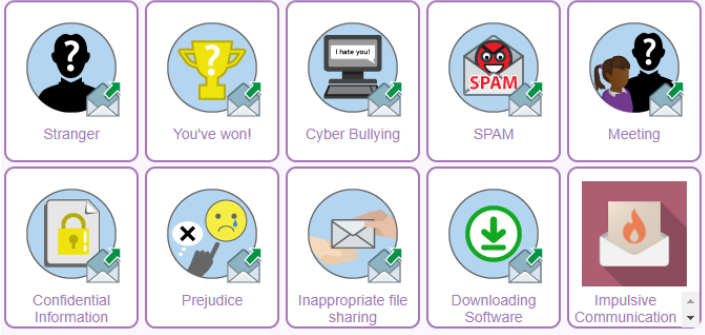
and can recognise some of these when they appear online.	2Email 2Respond simulations: You've won! Spam, Downloading Software. See the user guide for the scripts of each simulation.	https://www.purplemash.com/#tab/pm-home/computing 2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf
I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people	Compare online and face-to-face meeting Making sense of online communication - quiz	https://www.purplemash.com/#app/pup/identities_meeting_online https://www.purplemash.com/site#app/game/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	https://www.purplemash.com/site#app/game/Online_Communications_Quiz
<u>Health, wellbeing and lifestyle</u>		
I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.	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

<u>Privacy and security</u>		
I can explain what a strong password is.	Passwords writing frame	https://www.purplemash.com/#app/pup/passwords
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.	https://www.purplemash.com/#tab/Teachers/computing_sow
I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this.	In the year 4 Online Safety unit 4.2, there is a focus on online scams including phishing and malware. 2Email 2Respond simulations. Create customised email simulations in 2Email to illustrate this point (see user guide).	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2 https://www.purplemash.com/#tab/pm-home/tools/2email 2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf
I can explain how internet use can be monitored.	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. PM has in-built systems to notify us and schools of inappropriate use of language within Purple Mash tools.	2Connect https://www.purplemash.com/#app/tools/2Connect User Guide https://www.purplemash.com/app/guides/2Connect_Guide

	<p>We regularly contact teachers to report such incidents so that they can deal with them.</p> <p>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.</p>	<p>2Write https://www.purplemash.com/#app/jsapps/write User Guide https://www.purplemash.com/app/guides/2Write User Guide</p>
<p><u>Copyright and ownership</u></p>		
<p>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.</p> <p>I can give some simple examples.</p>	<p>In the year 4 Online Safety unit 4.2, lesson 3 there is a focus on plagiarism.</p> <p>Consent and Permissions Quiz</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-2 https://www.purplemash.com/#app/games/2diy/SID2019 Purple Mash Quiz 7 11</p>

Year 5

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
I can explain how identity online can be copied, modified or altered	<p>Making sense of online communication – quiz</p> <p>In the Computing scheme of work unit 5.2 (online Safety) children will manipulate images in relation to this objective.</p> <p>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</p>	<p>https://www.purplemash.com/site#app/game/Online_Communications_Quiz</p> <p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2</p>
I can demonstrate responsible choices about my online identity, depending on context	<p>Digital Citizenship leaflet template</p> <p>Dilemmas template</p> <p>Making sense of online communication - quiz</p>	<p>https://www.purplemash.com/#app/leaflets/Digital_Citizenship</p> <p>https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas</p> <p>https://www.purplemash.com/site#app/game/Online_Communications_Quiz</p>

<u>Online relationships</u>		
<p>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.</p>	<p>2Email 2Respond online safety simulations: realistic simulations with a variety of themes. See the user guide for the scripts of each simulation.</p>  <p>All online safety units include content relating to how to report and get help with a 'no blame' stance.</p>	<p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>
<p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p>	<p>Creation of class and school blogs using 2Blog.</p> <p>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.</p> <p>Social Network debate</p>	<p>Tool links:</p> <p>Admin Tab → Manage Blogs</p> <p>Sharing Tab → Shared and Pupil Blogs</p> <p>https://www.purplemash.com/app/link/2blog/children</p> <p>User Guide: https://www.purplemash.com/app/guides/2Blog_pdf_Guide</p>

	Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.	https://www.purplemash.com/site#app/pup/socialnetworkdebate https://www.purplemash.com/#app/pup/onlinenegativegame
<u>Online reputation</u>		
<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	These aspects are explored in detail in the year 6 Computing Scheme of Work, unit 6.2 (Online Safety).	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2
<u>Online bullying</u>		
I can recognise when someone is upset, hurt or angry online.	<p>Friendbook writing frame – discusses the issue of social network under-age and privacy settings.</p> <p>Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.</p> <p>Upsetting video writing frame – how to handle upsetting content.</p> <p>2Email 2Respond online safety simulations: See the user guide for the scripts of each simulation.</p>	https://www.purplemash.com/#app/pup/socialnetwork https://www.purplemash.com/#app/pup/friendbookparty https://www.purplemash.com/#app/pup/video/watch https://www.purplemash.com/#tab/pm-home/computing <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>

I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.	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.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2 https://www.purplemash.com/#tab/pm-home/computing 2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf
I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use.	Computing Scheme of Work, unit 5.2 (Online Safety) lesson 1. Highlighting the 'Report to teacher' button in 2Email.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_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).	Read your school's relevant policies (e.g. Safeguarding) to guide you in the local and national services that your school uses.	
<u>Managing online information</u>		
I can use different search technologies	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.	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-7
I can evaluate digital content and can explain how I make choices from search results.	Computing Scheme of Work, units 3.2 and unit 5.2 (Online Safety) lesson 3	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2

<p>I can explain key concepts including data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p>	<p>Making sense of online communication – quiz</p> <p>Image searching writing frame and video</p> <p>Influence terms quiz</p>	<p>https://www.purplemash.com/site#app/game/Online_Communications_Quiz</p> <p>https://www.purplemash.com/#app/pup/imagesearch</p> <p>https://www.purplemash.com/app/game/online_influence_terms_quiz</p>
<p>I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’.</p>	<p>Computing Scheme of Work, unit 5.2 (Online Safety) lesson 3 but also developed throughout the scheme of work units.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2</p>
<p>I can explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online.</p>	<p>Computing Scheme of Work, unit 5.2 (Online Safety) lesson 3</p> <p>2Respond email simulations: See the user guide for the scripts of each simulation.</p> <p>Harry’s Winning email video</p>	<p>https://www.purplemash.com/#tab/pm-home/computing</p> <p>https://www.purplemash.com/#app/pup/Spam_Email</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>
<p>I can explain why some information I find online may not be honest, accurate or legal.</p>	<p>Computing Scheme of Work, unit 5.2 (Online Safety) lesson 3</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2</p>



<p>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 either by accident or on purpose).</p>	<p>Making sense of online communication - quiz Influence terms quiz Influence and Information writing frame</p>	<p>https://www.purplemash.com/site#app/game/Online_Communications_Quiz https://www.purplemash.com/app/game/online_influence_terms_quiz https://www.purplemash.com/app/pup/influence_and_information</p>
<p><u>Health, wellbeing and lifestyle</u></p>		
<p>I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p>	<p>In the year 4 Online Safety unit (4.2) lesson 4, children learnt about this aspect and did a screen time study. This aspect is revisited within the year 6 unit (6.2) lesson 3</p>	
<p><u>Privacy and security</u></p>		
<p>I can create and use strong and secure passwords.</p>	<p>Computing Scheme of Work, unit 5.2 (Online Safety) lesson 2</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2</p>
<p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should</p>	<p>Consent and Permission Quiz Dilemmas writing frame The specific examples are the focus of the year 6 Online Safety unit (6.2) lesson 1.</p>	<p>https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_7_11 https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas</p>

seek permission from a trusted adult before purchasing.	Malware slideshow	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2 https://www.purplemash.com/#app/bloglinks/Malware_slideshow
<u>Copyright and ownership</u>		
<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>	<p>Computing Scheme of Work, unit 5.2 (Online Safety) lessons 2 and 3.</p> <p>Consent and Permission Quiz</p> <p>Consent Vocabulary Quiz</p>	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-2 https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_7_11 https://www.purplemash.com/#app/games/2diy/SID2019_vocab_quiz

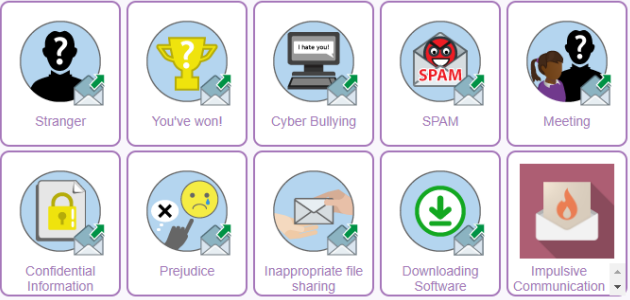
Year 6

Objective	Purple Mash Resources	Link to Resources
<u>Self-image and identity</u>		
<p>I can describe ways in which media can shape ideas about gender.</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender online</p>	<p>Writing frame My Identity</p> <p>Women in science quiz to be used during classroom discussion of this topic.</p> <p>Some aspects are better approached through PSHCE than computing.</p>	<p>https://www.purplemash.com/app/pup/my_identity</p> <p>https://www.purplemash.com/#app/games/2diy/women_science_quiz</p>
<p>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.</p> <p>I can explain why I should keep asking until I get the help I need.</p>	<p>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.</p> <p>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.</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2</p> <p>https://www.purplemash.com/site#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-5</p>

<u>Online relationships</u>		
<p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p>	<p>Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2</p> <p>Computing Scheme of Work, Unit 6.4 (Blogging).</p> <p>Digital Citizenship leaflet writing frame</p> <p>Friendbook writing frame – discusses the issue of social network under-age and privacy settings.</p> <p>Friendbook Party writing frame - discusses the issue of social network under-age and sharing personal details online.</p> <p>Upsetting video writing frame – how to handle upsetting content.</p> <p>Image searching writing frame and video</p> <p>Meeting up with a Gamer writing frame – discusses how to deal with online invitations to meet up.</p> <p>Online safety 2Respond – Impulsive Communication</p> <p>Linked writing frame – Capturing evidence</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2</p> <p>https://www.purplemash.com/app/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4</p> <p>https://www.purplemash.com/#app/leaflets/Digital_Citizenship</p> <p>https://www.purplemash.com/#app/pup/imagresearch</p> <p>https://www.purplemash.com/#app/pup/socialnetwork</p> <p>https://www.purplemash.com/#app/pup/friendbookparty</p> <p>https://www.purplemash.com/#app/pup/vidowatch</p> <p>https://www.purplemash.com/#app/pup/onlinenegame</p> <p>https://www.purplemash.com/app/2email/2respond/2respond_online_safety_rash_communication</p> <p>https://www.purplemash.com/app/leaflets/collecting_evidence_online</p>



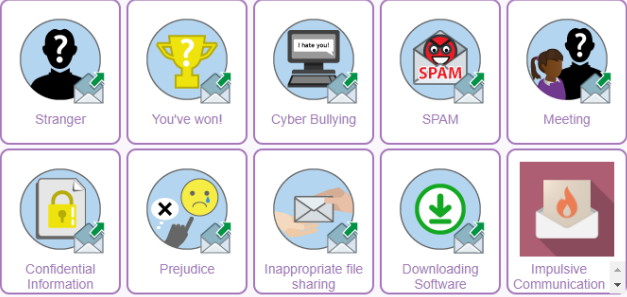
I can demonstrate ways of reporting problems online for both myself and my friends.	Consent and Permission Quiz Dilemmas writing frame	https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_7_11 https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas
<u>Online reputation</u>		
I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation.	Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2	https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2
<u>Online bullying</u>		
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	https://www.purplemash.com/app/2email/2respond/2respond_online_safety_rash_communication https://www.purplemash.com/app/leaflets/collecting_evidence_online
I can identify a range of ways to report concerns both in school and at home about online bullying.	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.	

<u>Managing online information</u>		
<p>I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p>	<p>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.</p> <p>How search engines work slideshow and writing template</p>	<p>https://www.purplemash.com/site#app/computing/How_search_engines_work</p> <p>https://www.purplemash.com/site#app/computing/searching_the_internet</p>
<p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present ‘opinions’ as ‘facts’.</p> <p>I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’).</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important</p>	<p>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.</p> <p>2Email 2Respond online safety simulations: realistic simulations with a variety of themes.</p> 	<p>https://www.purplemash.com/site#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p>



	<p>See the user guide for the scripts of each simulation.</p> <p>Influence terms quiz</p> <p>Influence and Information writing frame</p>	<p>https://www.purplemash.com/app/game/online_influence_terms_quiz</p> <p>https://www.purplemash.com/app/pup/influence_and_information</p>
<p>I can identify, flag and report inappropriate content.</p>	<p>Online safety 2Respond – Impulsive Communication</p> <p>Linked writing frame – Capturing evidence</p>	<p>https://www.purplemash.com/app/2email/2respond/2respond_online_safety_rash_communication</p> <p>https://www.purplemash.com/app/leaflets/collecting_evidence_online</p>
<p><u>Health, wellbeing and lifestyle</u></p>		
<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>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:</p> <p>Ratings Slideshow</p> <p>Appropriate content quiz</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2</p> <p>https://www.purplemash.com/#app/bloglinks/Film_and_Game_Ratings_Symbols_slideshow</p> <p>https://www.purplemash.com/#app/games/2diy/Appropriate_Content</p>
<p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 3</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2</p>

I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).		
<u>Privacy and security</u>		
<p>I use different passwords for a range of online services</p> <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>I know what to do if my password is lost or stolen.</p>	<p>Passwords were a focus in the computing scheme of work unit 3.2, lesson 1 and 5.2, lesson 2.</p> <p>Pupils should be applying the learnt strategies to other online services that they use.</p> <p>Password Quiz</p>	<p>https://www.purplemash.com/#app/games/2diy/Password_Quiz</p>
<p>I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>	<p>Computing Scheme of Work, Unit 6.2 (Online Safety), lesson 2</p>	<p>https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2</p>
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).	<p>Phishing and online scams were a focus in the computing scheme of work unit 4.2, lessons 1.and 2.</p> <p>Make use of the resources for this unit to recap the objective:</p> <p>Malware Slideshow</p>	<p>https://www.purplemash.com/#app/bloglinks/Malware_slideshow</p>

	<p>2Email 2Respond online safety simulations: realistic simulations with a variety of themes: Spam and Confidential Information.</p>  <p>See the user guide for the scripts of each simulation. Internet Censorship Debate frame</p>	<p>https://www.purplemash.com/site#tab/pm-home/computing</p> <p>2Email user guide: https://www.purplemash.com/app/lessonplans/info/2Email_Guide_pdf</p> <p>https://www.purplemash.com/#app/pup/Ethics_Communicationnetworks_debate</p>
<p><u>Copyright and ownership</u></p>		
<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>This was the focus of unit 4.2, lesson 3 and 5.2, lesson 3. Make use of the related resources to recap:</p> <p>Plagiarism Quiz</p> <p>Citations Slideshow</p> <p>Fact Finding Citations</p> <p>Consent Resources:</p>	<p>https://www.purplemash.com/#app/games/2diy/Plagiarism_Panic_Quiz</p> <p>https://www.purplemash.com/#app/bloglinks/citations_slideshow</p> <p>https://www.purplemash.com/#app/pup/Fact_Finding_Citation</p>



	Dilemmas	https://www.purplemash.com/#app/pup/SID2019_Purple_Mash_Template_Dilemmas
	Quiz	https://www.purplemash.com/#app/games/2diy/SID2019_Purple_Mash_Quiz_7_11
	Vocabulary quiz	https://www.purplemash.com/#app/games/2diy/SID2019_vocab_quiz

