Digital Literacy – Online Safety

Online Safety at St. Mark's, follows the National Curriculum. Teachers use the Education for a Connected World 2020 Edition document to support the teaching of these lessons.

Digital Literacy programmes of study in computing are as follows:

Key Stage 1

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 1 and 2	Autumn 2	Spring 1	Spring 1 and 2	Spring 2	Summer 1	Summer 2
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 | Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them. | 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. | 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. | 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. | Privacy and Settings

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. |
| **World Mental Health Day** Thursday 10th October 2024 | | **Anti-Bullying Week** 11th-15th November 2024

World Kindness Day 13th November 2024 | **Safer Internet Day** Tuesday 11th February 2025 | | | **World Password Day** Thursday 1st May 2025 | |