



## Digital Resilience at Rose Wood



The growth and change in technologies is evolving so quickly that it is impossible to keep up with the latest advancement. Our aim at Rose Wood Academy is to provide children with the tools to become digitally resilient. If we educate children on how to recognise the dangers, then they can protect themselves across the vast range of applications, social medias, gaming and live streaming platforms. Our aim is to ensure that children recognise the risk and know how to keep themselves safe in an ever-changing digital world.

To ensure we provide the correct information, we aim to cover a range of areas of online safety: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, well-being and lifestyle; privacy and security and copyright and ownership.

Each year group will tackle these areas throughout the school year. The following page will highlight what we will address with your child to ensure they become digitally resilient. It would be great if you could discuss these with your child throughout this school year.

The designated Digital Resilience Lead at Rose Wood is Mr Millward. If you have any concerns/questions, please don't hesitate to get in contact.



### **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.



### **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.



### **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 and ethical publishing.



### **Health, well-being 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.



### **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.

	Year 1
Self-image and identity	<ul style="list-style-type: none"> <li>• I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>• 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.</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>• I can use the internet with adult support to communicate with people I know.</li> <li>• I can explain why it is important to be considerate and kind to people online.</li> </ul>
Online Reputation	<ul style="list-style-type: none"> <li>• I can recognise that information can stay online and could be copied.</li> <li>• I can describe what information I should not put online without asking a trusted adult first.</li> </ul>
Online Bullying	<ul style="list-style-type: none"> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>
Managing online information	<ul style="list-style-type: none"> <li>• I can use the internet to find things out.</li> <li>• I can use simple keywords in search engines.</li> <li>• 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.</li> </ul>
Health, well-being and lifestyle	<ul style="list-style-type: none"> <li>• I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> <li>• I can give examples of some of these rules.</li> </ul>
Privacy and security	<ul style="list-style-type: none"> <li>• 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).</li> <li>• I can explain why I should always ask a trusted adult before I share any information about myself online.</li> <li>• I can explain how passwords can be used to protect information and devices.</li> </ul>
Copyright and ownership	<ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me.</li> <li>• I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</li> <li>• I can save my work so that others know it belongs to me (e.g. filename, name on content).</li> </ul>