

Education for a Connected World

A framework to equip children and young people for digital life





Introduction

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online.

This framework describes the skills and understanding that children and young people should have the opportunity to develop at different ages and stages. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely.

Aims of the Framework

Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance

to support children and young people to live knowledgeably, responsibly and safely in a digital world.

It focuses specifically on eight different aspects of online education:

1. **Self-image and Identity**
2. **Online relationships**
3. **Online reputation**
4. **Online bullying**
5. **Managing online information**
6. **Health, wellbeing and lifestyle**
7. **Privacy and security**
8. **Copyright and ownership**

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

Using Education for a Connected World

School leaders, teachers and other members of the children's workforce can

use this framework for a wide range of purposes, including:

- Developing a rich, effective and developmental curriculum, which will support young people to be safe, healthy and thriving online
- Auditing and evaluating existing provision of online safety education
- Coordinating delivery of online safety education throughout the curriculum
- Improving engagement across the wider school community on issues related to online safety
- Developing effective training for staff and governors/board members

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

About us

Members of the UKCCIS Education Working Group have developed the framework. UKCCIS is a group of more than 200 organisations drawn from across

government, industry, law, academia and charity sectors working in partnership to help keep children safe online.

The UKCCIS Education Working Group brings together leading organisations in online safety in education: Barnardo's, CEOP (the child protection command of the National Crime Agency), Childnet, Department for Education, Kent County Council, London Grid for Learning, the NSPCC, Parent Zone, the PSHE Association, South West Grid for Learning and the UK Safer Internet Centre. It focuses on how education settings in the UK are responding to the challenges of keeping their pupils safe online.

Feedback and development

Education for a Connected World is a working document and we would appreciate your feedback. You can report on your use of the framework and your online safety education needs by completing **this survey**.



Self-image and identity



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media affects gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Early Years - 7

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.

I can explain how this could be either in real life or online.

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

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

I can explain how other people's identity online can be different to their identity in real life.

I can describe ways in which people might make themselves look different online.

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.



Online relationships



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.

Early years – 7

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

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

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

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

I can use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country).

I can give examples of how I might use technology to communicate with others I do not know well.



Online reputation



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.

Early Years - 7

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

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

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

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

I know who to talk to if I think someone has made a mistake about putting something online.



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.

Early Years - 7

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

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

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

I can give examples of bullying behaviour and how it could look online.

I understand how bullying can make someone feel.

I can talk about how someone can/would get help about being bullied online or offline.



Managing online information



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.

Early Years - 7

I can talk about how I can use the internet to find things out.

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

I can give simple examples of how to find information (e.g. **search engine**, **voice activated searching**).

I can use the internet to find things out.

I can use simple keywords in **search engines**.

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.

I can use keywords in search engines.

I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

I can explain what **voice activated searching** is and how it might be used (e.g. Alexa, Google Now, and Siri).

I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

I can explain why some information I find online may not be true.



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.

Early Years - 7

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.

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.

I can explain simple guidance for using technology in different environments and settings.

I can say how those rules/guides can help me.



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.

Early years – 7

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

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 describe how online information about me could be seen by others.

I can describe the people I can trust and can share this with; I can explain why I can trust them.

I can explain why I should always ask a trusted adult before I share any information about myself online.

I can describe and explain some rules for keeping my information private.

I can explain how passwords can be used to protect information and devices.

I can explain what passwords are and can use passwords for my accounts and devices.

I can explain how many devices in my home could be connected to the internet and can list some of those devices.



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.

Early years - 7

I know that work I create belongs to me.

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

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

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

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

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

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