Digital Literacy and Citizenship in a Connected Culture
Learning Descriptors by Key Stage

	Unit	FS/KS1	KS1/KS2	KS2	KS3	KS4/5
Safety and security	**Safety**	Pupils learn that the Internet is a great place, but they also learn to be cautious. They learn that computers can be used to visit far-away places and learn new things and that staying safe online is similar to staying safe in the real world.	Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognize websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information.	Pupils learn that the Internet is a great place where online Relationships can be developed. They compare and contrast online friends and real life, face-to-face friends and learn how to respond if an online friend asks them personal questions.	Students explore the benefits and risks of online talk, learn to recognise inappropriate conversations. They start to recognise and understand patterns of online predators, and learn to apply strategies for safe online communication.	Students discuss stereotypes associated with the term "online child predator" and learn why it can be misleading. They learn why certain online relationships are risky, and how to avoid these types of manipulative situations.
	Security		Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge.	Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the information that they share online.	Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure. Students will also start to understand viruses, malware and spyware.	Students learn how their personal and private information can wind up in the hands of others online if they are not careful. They learn strategies for guarding against identity theft and phishing scams. They also reflect on the benefits and drawbacks of targeting and tracking.
Digital Citizenship	**Digital Life**	Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not.	Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment.	Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world (and beyond)	Students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly	Students explore the role of digital media in their lives and in our society. They think critically about the positive and negative aspects of online life, and consider the meaning of digital citizenship.
	Privacy and Digital Footprint		Pupils learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others.	Pupils begin to explore the nature of online audiences, the permanency of information online. They begin to understand the significance of published personal information.	Students actively manage their digital footprint so that they share but do not over-share information. They learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others	Students learn that everything they, or anyone else, posts about them is permanent, traceable, and replicable. They think critically about their online presence, otherwise known as a "digital footprint," and brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information online.
	Connected culture		Pupils explore how they interact with others online and are introduced to the concept of cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture.	Pupils learn what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture	Students explore the ethics of online relationships – both the negative behaviours to avoid, such as cyberbullying and hate speech, and the positive behaviours that support collaboration and community.	Students explore the ethics of online relationships. They learn about cruel online behaviour, such as cyberbullying and hate speech, as well as positive behaviours that support collaboration and community. Students also explore the possibilities and risks of carrying out their romantic relationships in the digital world.

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	Self-Expression and identity			Pupils begin to consider the impact of their online presence on their own self-image and the way others see them and explore how to construct a positive online profile.	Students explore their online versus their offline identity. Students learn how they present themselves online can affect their relationships, sense of self, and reputations	Students reflect on how they present themselves to the world online and offline, and consider the benefits and risks they pose to themselves and to others when assuming different Web personas. Students reflect on ways to "keep it real" while using the Internet, without compromising creativity, fun, and personal exploration.
	Respecting Creative Work			Pupils learn about the do's and don'ts of copying and pasting information and how to avoid plagiarism. They learn how to avoid plagiarism by putting information into their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit.	Students learn about their rights and responsibilities as 21st-century creative artists, and the ethics of using creative work from others. They explore topics ranging from copyright to fair use	Students celebrate the unique aspects of 21st-century creation. They learn that they have rights and responsibilities when it comes to receiving and providing credit for online creative work.
Research and Information Literacy	**Searching**	Pupils are introduced to the basics of online searching.	Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information.	Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyze the usefulness and relevancy of their results. They learn to conduct searches that provide them with the most helpful and relevant information.	Students learn that different genres of search sites have different attributes and capabilities. They will also develop strategies to increase the accuracy of their keyword searches.	Students learn the importance of having a plan in order to search for information online. They learn concrete tips for strategic searching and apply their newfound online searching strategies in a role-playing activity.
	Research and Evaluation	Pupils learn to explore websites and to say whether they like them or not and why.	Pupils learn skills for evaluating websites, online information, and advertising, and learn to identify different types of online advertising.	Pupils develop skills for evaluating websites, online information, and advertising by rating the trustworthiness and usefulness of websites, and learning to identify different types of online advertising.	Students learn they must navigate websites with a critical eye for quality, invasive websites and pop-ups. Equipped with evaluation strategies, students will also learn how to correctly cite online sources	Students think critically about how information is collected, reshaped, and shared online. They consider the upsides and downsides of collective intelligence and photo alteration, and how these practices impact online communities.