At Murdishaw West Community Primary School, we use ProjectEVOLVE resources which cover each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

This vast library of content is managed by an innovative new engine, designed by the SWGfL Webteam. It's content has been written by a team of experts at the UK Safer Internet Centre. It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century.

Self Image & Identity	Online Relationships	Online Reputation	Online Bullying
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.

Managing Online Information	Health, Well-Being & Lifestyle	Privacy & Security	Copyright & Ownership
I can explain how search engines work and how results are selected and ranked. Managing Online Information I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information 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 or disinformation). I can identify, flag and report inappropriate content.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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). I know that online services have terms and conditions that govern their use.	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.