

# Digital Citizenship Year 1-13 Progression









## Common Sense Digital Citizenship Progression for Wales







This document outlines a mapping of Common Sense Education's Digital Citizenship Lessons on [hwb](https://www.hwb.gov.uk) by topic, year and term. Themes from Common Sense's Digital Citizenship topics are mapped to the Welsh Curriculum and are available on Hwb, for free, in English and Welsh.

### Digital Citizenship Lessons: EYFS-Y6 (age 3-11) Progression

#### Media Balance and Well-Being

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Common Sense Education		<a href="#">Media Balance Is Important</a>  25 mins	<a href="#">Pause for People</a>  30 mins	<a href="#">How Technology Makes You Feel</a>  30 mins	<a href="#">Device-Free Moments</a> 40 mins	<a href="#">Your Rings of Responsibility</a>  45 mins	<a href="#">My Media Choices</a>  45 mins	<a href="#">Finding My Media Balance</a>  45 mins

#### Cyberbullying, Digital Drama & Hate Speech

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Common Sense Education		<a href="#">Pause and think Online</a>  25 mins	<a href="#">Media Balance Is Important</a>  25 mins	<a href="#">Pause for People</a>  30 mins	<a href="#">Putting a STOP to Online Meanness</a> 35 mins	<a href="#">The Power of Words</a>  45 mins	<a href="#">Be a Super Digital Citizen</a>  45 mins	<a href="#">Is It Cyberbullying?</a>  45 mins

## Relationships & Communication

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Common Sense Education		Repeat lessons from Autumn term if desired, or explore the Safer Internet Day Resources	Pause and think Online ▶ 25 mins	Repeat lessons from Autumn term if desired, or explore the Safer Internet Day Resources	Who Is in Your Online Community? 30 mins	Our Digital Citizenship Pledge 45 mins	Keeping Games Fun and Friendly ▶ 45 mins	Digital Friendships 45 mins
	UK Supporting resource for Safer Internet Day	Safer Internet Day -- Reliability Online: Safer Internet Day Resources for 3-7 year olds				Safer Internet Day -- Reliability Online: Safer Internet Day resources for 7-11 year olds			



## News and Media Literacy

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Common Sense Education		Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below	Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below	Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below	We the Digital Citizens ▶ 20 mins  Digital Trails ▶ 40 mins	Is Seeing Believing? 45 mins	A Creator's Rights and Responsibilities 45 mins	Reading News Online ▶ 45 mins

## Privacy & Security

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Common Sense Education		Colouring Book	Safety in My Online Neighbourhood ▶ 30 mins	Internet Traffic Light ▶ 30 mins	That's Private! 30 mins	Password Power-Up 45 mins	Private and Personal Information ▶ 45 mins	You Won't Believe This! 45 mins

## Digital Footprint & Identity

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	Common Sense Education		<i>Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below</i>	<i>Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below</i>	<i>Repeat lessons from Autumn term if desired, or explore the additional lessons from Hwb, below</i>	<a href="#">We the Digital Citizens</a>  20 mins  <a href="#">Digital Trails</a>  40 mins	<a href="#">This Is Me</a> 45 mins	<a href="#">Our Online Tracks</a> 45 mins	<a href="#">Beyond Gender Stereotypes</a> 45 mins

## HWB Additional Resources

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Year				<a href="#">Lessons 1-6</a>	<a href="#">Lessons 1-3</a>	<a href="#">Lessons 1-6</a>			

## Year 1-6 Welsh Curriculum Standards Alignment

<b>Citizenship</b>	<p><b>Identity, Image and Reputation:</b></p> <ul style="list-style-type: none"> <li>I can distinguish between someone I know and someone I have never met. I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.</li> <li>I can identify the differences between private and personal information and know when to disclose it.</li> <li>I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.</li> <li>I can understand that providing information leaves a digital footprint.</li> <li>I can identify and use strategies for protecting personal data and hardware, e.g. using secure passwords.</li> <li>I can show an awareness of simple rules for sharing images and data.</li> <li>I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.</li> </ul> <p><b>Health and Wellbeing:</b></p>
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	<ul style="list-style-type: none"> <li>● I can make a choice when using digital media</li> <li>● I can identify and explain the advantages and disadvantages of digital media and devices, e.g. well-being effects of screen time.</li> <li>● I can identify marketing elements designed to draw my attention.</li> <li>● I can identify the wider positive and negative influences of technology, e.g. on my life, on society, on the environment.</li> <li>● I can understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.</li> </ul> <p><b>Online Behaviour and Online Bullying</b></p> <ul style="list-style-type: none"> <li>● I am beginning to become aware of the feelings of others.</li> <li>● I can communicate some of my feelings.</li> <li>● I can use digital technology to communicate and connect with others locally and globally.</li> <li>● I can identify different forms of bullying, including online bullying, and suggest strategies for dealing with it, e.g. follow the same rules when communicating face to face and online.</li> <li>● I can compose clear and appropriate messages in online communities and interact appropriately. I can use digital technology to communicate and connect with others locally and globally.</li> <li>● I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, reporting, block users.</li> <li>● I can identify stereotypes and their impact in a range of media.</li> </ul>
<p><b>Health and Wellbeing AoLE</b></p>	<p><b>Developing physical health and wellbeing has lifelong benefits</b></p> <ul style="list-style-type: none"> <li>● I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</li> </ul> <p><b>How we process and respond to our experiences affects our mental health and wellbeing</b></p> <ul style="list-style-type: none"> <li>● I have an awareness of the feelings of others</li> <li>● I have an understanding that things can be safe or unsafe.</li> <li>● I can notice and communicate how I am feeling.</li> <li>● I am beginning to have an awareness of how feelings are communicated through actions</li> <li>● I can reflect on my experiences.</li> <li>● I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</li> <li>● I can empathise with others.</li> <li>● I can ask for help when I need it from people I trust.</li> <li>● I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.</li> </ul> <p><b>Our decision making impacts on the quality of our lives and the lives of others</b></p> <ul style="list-style-type: none"> <li>● I can recognise and follow rules and norms in the groups and situations in which I take part. I can show care and respect for others</li> <li>● I have an understanding that things can be safe or unsafe.</li> <li>● I can make decisions based on what I know.</li> <li>● I can identify and assess risks, and I can take steps to reduce them.</li> <li>● I can recognise that my decisions can impact on me and others, both now and in the future.</li> <li>● I can research, examine and evaluate a range of evidence to make considered and informed decisions.</li> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>I can make considered decisions, taking into account available information, including past experiences.</li> <li>I can set appropriate goals.</li> </ul> <p><b>How we engage with social influences shapes who we are and affects our health and wellbeing</b></p> <ul style="list-style-type: none"> <li>I can show care and respect for others.</li> <li>I can recognise and follow the rules and norms of different groups and situations in which I take part.</li> <li>I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.</li> </ul> <p><b>Healthy relationships are fundamental to our wellbeing</b></p> <ul style="list-style-type: none"> <li>I can respect the rights of others and I understand how these impact on myself and others.</li> <li>I can interact pro-socially in different groups and situations.</li> <li>I can reflect on the characteristics of safe relationships and I can seek support when needed.</li> <li>I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.</li> </ul>
<b>Humanities and Science and Teach AoLE's</b>	<p><b>Enquiry, exploration and investigation inspire curiosity about the world</b></p> <ul style="list-style-type: none"> <li>I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence.</li> </ul>

Developed by Common Sense Media (UK) with Islington Schools, with thanks to Pip Bhol and Katy Potts.  
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## Digital Citizenship Lessons: Year 7-13 (age 11-18) Progression

Media Balance and Well-Being								
Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Common Sense Education	<p><b>Finding Balance in a Digital World</b></p> <p>▶ 50 mins</p> <p>Digital Connections - Digital Habits</p>	<p><b>My Media Use: A Personal Challenge</b></p> <p>55 mins</p> <p>Digital Well Being Lessons - My Values My Tech</p>	<p><b>Digital Media and Your Brain</b></p> <p>▶ 45 mins</p> <p>Digital Well Being Lessons - Positive Tech Habits</p>	<p><b>My Digital Life Is Like...</b></p> <p>45 mins</p> <p>Digital Well Being Lessons - Digital Media and Your Brain</p>	<p><b>Social Media and How You Feel</b></p> <p>50 mins</p> <p>Digital Well Being Lessons - Thinking Traps</p>	<p><b>Can Media Be Addictive?</b></p> <p>60 mins</p>	<p><b>The Health Effects of Screen Time</b></p> <p>45 mins</p>

Cyberbullying, Digital Drama & Online Hate Speech								
Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13

Autumn 2	Common Sense Education	Digital Drama Unplugged ▶ 45 mins	Upstanders and Allies: Taking Action Against Cyberbullying 45 mins	Responding to Online Hate Speech 45 mins	What You Send in "That Moment When..." 45 mins	Countering Hate Speech Online ▶ 50 mins	Online Disinhibition and Cyberbullying ▶ 45 mins	The Consequences of Online Hate Speech 50 mins
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### Relationships & Communication

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 1	Common Sense Education	Chatting Safely Online ▶ 45 mins	My Social Media Life ▶ 45 mins	Sexting and Relationships ▶ 55 mins	Chatting and Red Flags 45 mins	Rewarding Relationships 45 mins	Connecting with Digital Audiences 50 mins	We Are Civil Communicators ▶ 55 mins

### News and Media Literacy

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 2	Common Sense Education	Finding Credible News 45 mins	Copyright and Fair Dealing 50 mins	This Just In! 45 mins	Hoaxes and Fakes 50 mins	Challenging Confirmation Bias 45 mins	Clicks for Cash ▶ 45 mins	Filter Bubble Trouble 50 mins

### Privacy & Security

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 1	Common Sense Education	Don't Feed the Phish 45 mins	Big, Big Data 45 mins	Being Aware of What You Share 50 mins	The Big Data Dilemma 50 mins	Risk Check for New Tech ▶ 50 mins	How Young Is Too Young for Social Media? ▶ 45 mins	Debating the Privacy Line 55 mins

## Digital Footprint & Identity

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 2	Common Sense Education	<b>Who Are You Online?</b> 45 mins	<b>The Power of Digital Footprints</b> 45 mins	<b>Social Media and Digital Footprints: Our Responsibilities</b> 50 mins	<b>Protecting Online Reputations</b> 50 mins	<b>Curated Lives</b> 50 mins	<b>Who's Looking at Your Digital Footprint?</b> 50 mins	<b>The Change You Want to See</b> 50 mins

### Year 7-13 Welsh Curriculum Standards Alignment

<p><b>Citizenship</b></p>	<p><b>Identity, image and reputation</b></p> <ul style="list-style-type: none"> <li>I can reflect on the role of digital media in my life and habits.</li> <li>I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.</li> <li>I can discuss the benefits and risks of presenting myself in different ways online.</li> <li>I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.</li> <li>I can understand that I have a digital footprint and that this information can be searched, copied and passed on.</li> <li>I can make informed choices while making online choices, including making in-app purchases and clicking on adverts.</li> <li>I can recognise the risks and the uses of data/services on personal devices, within the terms and conditions of a range of software and web services, and identify how organisations become data compliant when using multi-national products.</li> <li>I can build a positive reputation in the context of employment prospects, e.g. use social media responsibly.</li> </ul> <p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>I can demonstrate healthy online behaviours and identify unacceptable behaviour.</li> <li>I can reflect on the role of digital media in my life and habits.</li> <li>I can make informed choices while making online choices, including making in-app purchases and clicking on adverts.</li> <li>I can identify ways of reporting unacceptable online behaviour.</li> <li>I can take reasonable steps to avoid health problems caused by the use of technology and suggest strategies to prevent or reduce the problems, both physical and psychological.</li> </ul> <p><b>Digital rights, licensing and ownership</b></p> <ul style="list-style-type: none"> <li>I can understand copyright and can explain the legal and ethical dimensions of respecting creative work, e.g. exploring the ethical and legal ramifications of piracy and plagiarism and know that they are irresponsible and disrespectful, and I can apply my understanding of the rules and regulations to different scenarios.</li> <li>I can act responsibly as creator and user of creative work, e.g. exploring decisions that creators make when exercising their creative rights and responsibilities, giving consideration to ethical, real-life issues.</li> </ul>
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	<p><b>Online behaviour and online bullying</b></p> <ul style="list-style-type: none"> <li>● I can act appropriately online, keeping myself safe and behaving in a responsible manner</li> <li>● I can understand the implications of online actions, including my digital footprint and the legal implications of sharing inappropriate material.</li> <li>● I can understand that photographs, locations and tags can be tracked and can make informed decisions accordingly.</li> <li>● I can understand the risks and legal consequences of sending intimate images and content/sexting.</li> <li>● I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.</li> <li>● I can apply appropriate strategies to protect the rights, identity, privacy and emotional safety of both myself and others in online communities.</li> <li>● I can continuously evaluate online behaviour, taking into consideration the consequences of actions; take action to minimise risk to safety and security; consider global and cultural perspectives and adapt behaviour accordingly.</li> </ul>
<p><b>Producing;</b></p>	<p><b>Sourcing, searching and planning digital content</b></p> <ul style="list-style-type: none"> <li>● I can search efficiently for information for my digital work and evaluate the reliability of sources of information, justifying opinions and reasons for choices, and I can reference work using appropriate methods.</li> </ul>
<p><b>Health and Wellbeing AoLE</b></p>	<p><b>Developing physical health and wellbeing has lifelong benefits</b></p> <ul style="list-style-type: none"> <li>● I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.</li> </ul> <p><b>How we process and respond to our experiences affects our mental health and wellbeing</b></p> <ul style="list-style-type: none"> <li>● I can identify different strategies to self-regulate my emotions in response to a range of experiences.</li> <li>● I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.</li> <li>● I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</li> <li>● I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others.</li> </ul> <p><b>Our decision making impacts on the quality of our lives and the lives of others</b></p> <ul style="list-style-type: none"> <li>● I can set appropriate goals and plan a course of action to achieve them.</li> <li>● I can anticipate, assess and manage risks.</li> <li>● I can research, examine and evaluate a range of evidence to make considered and informed decisions.</li> <li>● I can consider relevant factors and implications when making decisions individually and collectively.</li> <li>● I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.</li> </ul> <p><b>How we engage with social influences shapes who we are and affects our health and wellbeing</b></p> <ul style="list-style-type: none"> <li>● I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.</li> <li>● I can recognise and understand how people’s values, attitudes and identity are shaped by different groups and influences.</li> </ul> <p><b>Healthy relationships are fundamental to our wellbeing</b></p> <ul style="list-style-type: none"> <li>● I can form and maintain healthy relationships with a wider circle of people.</li> <li>● I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.</li> <li>● I can respect other people’s points of view and use this to help resolve conflict.</li> <li>● I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.</li> <li>● I can take steps to avoid conflict and to remove myself from unsafe relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>● I can draw on support systems for myself and others when needed.</li> <li>● I can communicate my needs and feelings, and respect those of others.</li> <li>● I can advocate the rights of myself and others.</li> </ul>
<p><b>Humanities and Science and Tech AoLE's</b></p>	<p><b>Enquiry, exploration and investigation inspire curiosity about the world</b></p> <ul style="list-style-type: none"> <li>● I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to my enquiry.</li> </ul> <p><b>Events and human experiences are complex, and are perceived, interpreted and represented in different ways</b></p> <ul style="list-style-type: none"> <li>● I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</li> <li>● I can appreciate a variety of perspectives on the world, recognise the limitations of my own perspective and have begun to challenge my values and opinions.</li> <li>● Computation is the foundation for our digital world</li> <li>● I can explain the importance of securing the technology I use and protecting the integrity of my data.</li> <li>● I can explain how my data is used by services, which can help me make more informed decisions when using technology.</li> <li>● I can identify positive and negative design elements that affect user interactions.</li> </ul>

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