

THE DCE PLANNER[©]

A CURRICULUM FRAMEWORK FOR DIGITAL CITIZENSHIP EDUCATION

©Council of Europe

The DCE Planner

A Curriculum Framework for Digital Citizenship Education

Empowering young citizens in the digital age

Introducing an important new resource for digital citizenship education—an essential tool for empowering young citizens in the digital era. Designed for educational professionals, this resource offers an easy and effective way to integrate digital citizenship education into any school’s teaching programme.

A flexible tool

Featuring 320 exemplar learning outcomes, arranged by age group and digital domain, the DCE Planner is a dynamic tool with the flexibility to meet the needs of a variety of educational professionals—teachers, school leaders, teacher educators, administrators and policy makers. Its accessible language and simple structure enable teachers to create meaningful learning experiences for students. School leaders can draw on it to decide school priorities. Teacher educators can use it to plan professional development, and administrators to monitor educational outcomes. Policy makers can look to it for direction on addressing current educational challenges arising from the way digitalisation is impacting on society, human rights and democracy.

Citizenship education for the digital age

The DCE Planner isn't just about integrating elements of digital citizenship into school programmes—it's about creating an agreed vision of the issues citizens need to explore to successfully navigate the challenges of the digital age. The clarity of its vision ensures that educators focus on the teaching of key principles, such as ethical behaviour, rights and responsibilities, critical thinking and democracy, in a cohesive and impactful way. Its clear goals and emphasis on active participation help educators build learners’ confidence, enabling them to take control of their online experiences and play their part in shaping the digital environment.

Simple to use

Whatever your interest, using the Planner is simple. You just select the outcomes appropriate for your situation, and adapt, arrange or elaborate them further to suit your needs.

Available now

This resource is available now for immediate download or interactive use online. If you find it useful, you may also be interested in playing a part in developing it further in the future. Join us today to help empower the next generation of digital citizens.

Being Online – Access and Inclusion

Students learn how to make the benefits of technology accessible to all

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
The benefits of technology	1.1.1 Can give examples of ways technology helps people to connect, share and learn together	1.2.1 Can give examples of ways technology helps them to share ideas and work together	1.3.1 Can give examples of ways technology improves life in their local community	1.4.1 Can give examples of ways technology creates opportunities for citizens to participate in decision-making
Widening opportunities	1.1.2 Can include their peers in simple collaborative activities	1.2.2 Can describe how technology can bring classmates together to support each other	1.3.2 Can describe how technology helps people to access public services	1.4.2 Can describe how technology helps to improve citizens' educational, economic and healthcare opportunities
Assistive technology	1.1.3 Can identify disabilities that make it difficult for children to use digital devices	1.2.3 Can give examples of tools designed to help people with disabilities access the digital environment	1.3.3 Can assess the strengths and weaknesses of a websites, app or an other digital product from the perspective of accessibility	1.4.3 Can incorporate accessibility principles in a digital assignment or project
Gender equality	1.1.4 Can recognise that boys and girls, and men and women are equally good at using technology	1.2.4 Can agree some classroom rules for ensuring that boys and girls get the same access to technology for learning	1.3.4 Can explore reasons why girls and women may sometimes be excluded from the digital environment	1.4.4 Can research an issue of gender equality in the design, development or application of technology
Linguistic and cultural inclusion	1.1.5 Can act out ways of communicating with someone who doesn't speak their language	1.2.5 Can incorporate elements of the language and way of life of another culture into a story or activity involving technology	1.3.5 Can assess the strengths and weaknesses of an online platform from the perspective of another ethnic group or culture	1.4.5 Can elaborate inclusive design principles for a digital product, to reflect European linguistic and cultural diversity
Digital exclusion	1.1.6 Can recognise that not all children in the world have access to technology	1.2.6 Can discuss some of the consequences of not having access to technology or the internet	1.3.6 Can identify social, economic and geographical barriers limiting digital access	1.4.6 Can assess the impact of digital exclusion on social and economic opportunities
Policy on digital access	1.1.7 Can make up their own rules for sharing toys, taking turns in games or managing screen time	1.2.7 Can describe how rules and decisions by adults can help to make technology more available to people	1.3.7 Can consider what the minimum access to technology should be in today's society	1.4.7 Can discuss what they think society should do about digital exclusion
Action to promote inclusion	1.1.8 Can describe ways to make others feel included and valued	1.2.8 Can suggest classroom rules to ensure all students have access to the technology they need for their schoolwork	1.3.8 Can design community guidelines for an online platform that promote inclusion	1.4.8 Can evaluate the work of an organisation or initiative that promotes digital inclusion

Being Online – Learning and Creativity

Students learn how technology helps them to learn and use their creativity to help others

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Learning with technology	2.1.1 Can talk about things they learn from using technology	2.2.1 Can describe the sorts of technology they use at school, and how these help them to learn	2.3.1 Can assess the benefits of learning in a virtual classroom	2.4.1 Can explore ways in which AI-powered tools help to improve learning
Creating with a purpose	2.1.2 Can create a simple piece of digital content on a social theme	2.2.2 Can create a digital story or animation about an issue in their school or neighbourhood	2.3.2 Can produce a podcast or video expressing their view on an issue affecting young people	2.4.2 Can set up an online campaign or challenge to change public opinion on an issue
Creating together	2.1.3 Can share toys, materials and ideas with each other, and take turns during activities	2.2.3 Can use technology to share and build on each others' ideas in a joint activity or project	2.3.4 Can use technology to facilitate a group discussion or debate	2.4.3 Can use technology bring together a group of like-minded peers to work on an online project
Creating ethically	2.1.4 Can recognise the importance of asking permission before using someone else's things	2.2.4 Can describe how to credit people whose ideas, words or images they use online	2.3.4 Can describe ways of checking facts and figures before sharing them online	2.4.4 Can outline the ethical and academic implications of plagiarism
Copyright	2.1.5 Can recognise that everything they see or hear online has been made by someone	2.2.5 Can explain how copyright law protects their digital work	2.3.5 Can give examples of digital material protected by copyright, and explain the penalties for using them without permission	2.4.5 Can identify copyright issues surrounding the use of AI for content creation
Open source	2.1.6 Can create things for others to use and enjoy	2.2.6 Can describe where to find free-to-use materials online	2.3.6 Can explain what open-source materials are, and how they are useful for creative and educational projects	2.4.6 Can describe ways of participating in an open-source community
Cultural understanding	2.1.7 Can identify music, clothing, or other traditions from around the world in stories and videos they enjoy	2.2.7 Can connect with children in other schools, locally or globally, using digital technology	2.3.7 Can identify principles for creating content that respects different cultures and traditions	2.4.7 Can identify ways to involve people from different cultures and traditions in an online group or open-source project
Responsible innovation	2.1.8 Can describe ways of spreading kindness	2.2.8 Can suggest ways of using technology to care for people or other creatures	2.3.8 Can suggest ways of using technology to solve a school or community problem	2.4.8 Can suggest ways of using technology to solve a social or environmental problem

Being Online – Media and Information Literacy

Students learn how to assess the reliability of online news and information

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Keeping informed	3.1.1 Can recognise ‘news’ as things that are happening now somewhere in the world	3.2.1 Can use child-friendly apps and websites to analyse stories about people and events in the news	3.3.1 Can assess the advantages and disadvantages of different ways of accessing news online	3.4.1 Can reflect on how their online behaviour dictates the news they get, and how they might break free from this
Who or what is behind the news	3.1.2 Can retell a fairy tale or event from a children’s book or video from the perspective of different characters	3.2.2 Can explain what ‘clickbait’ is and how it influences the news that people read	3.3.2 Can explain what ‘filter bubbles’ are, and how they influence the way people perceive the world	3.4.2 Can examine the influence of media ownership on the content of online news
Being critical	3.1.3 Can sort simple examples of digital content into ‘real’ and ‘pretended’ or ‘made up’	3.2.3 Can distinguish between facts and opinions in different types of online news	3.3.3 Can assess the reliability of information provided by different bloggers	3.4.3 Can explain what ‘conspiracy theories’ are, and the effects they have on society
Propaganda and manipulation	3.1.4 Can analyse a simple story or visual with obvious inconsistencies and spot what does not make sense	3.2.4 Can recognise some of the deceptive tactics used to make people believe online news that isn’t true	3.3.5. Can recognise propaganda techniques and other forms of manipulation used on the internet to influence public opinion	3.4.4 Can assess the impact of online disinformation on an electoral campaign
Why truth matters	3.1.5 Can describe how telling lies leads to misunderstandings and hurt feelings	3.2.5 Can identify ways in which fabricated information online harms children	3.3.5.Can identify ways in which fabricated information distorts people’s understanding of important issues and influences their decisions	3.4.5 Can identify ways in which fabricated information erodes trust in public institutions and the democratic process
Finding news you can trust	3.1.6 Can explain why it is important to check with a trusted adult if they spot something new, strange or exciting	3.2.6 Can recognise the clues that suggest a news story is likely to be fake	3.3.6 Can assess the reliability of an online news story using a variety of verification techniques	3.4.6 Can assess the credibility of different digital media providers using the indicators of responsible journalism
Sharing information responsibly	3.1.7 Can recognise the importance of checking with a trusted adult if they are unsure whether something is okay to share	3.2.7 Can agree some simple ‘dos and don’ts’ for sharing news and information online responsibly	3.3.7 Can identify ways in which the things they share online may be interpreted differently by other people	3.4.7 Can review legislation designed to combat fabricated information online, and consider whether it needs strengthening
Creating your own news content	3.1.8 Can share some news with others - about family, friends or something in their immediate environment	3.2.8 Can create a news report about their school for the school newsletter or website	3.3.8 Can create a news report about young people for a video-sharing or social media platform	3.4.8 Can research a news story trending online and publish their own version

Well-being Online – Ethics and Empathy

Students learn how their online behaviour impacts on other people

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
How people behave online	4.1.1 Can talk about how they like to use technology, such as whether they like to be on their own or play with friends	4.2.1 Can identify ways in which talking to someone online is different from speaking face-to-face	4.3.1 Can consider why people's behaviour online is often different from the way they are offline	4.4.1 Can describe how the internet both enhances and erodes human qualities like empathy and respect for others
Thinking about others	4.1.1 Can recognise that they should treat people online with kindness and respect just like anybody else	4.2.2 Can explain what 'netiquette' is, and why it is important	4.3.2 Can identify ways of showing empathy online	4.4.2 Can describe online situations where other people may need their support
Fostering inclusion	4.1.3 Can suggest ways of making sure others don't feel left out	4.2.3 Can suggest practical things they can do to make people feel welcome and included online	4.3.3 Can identify the dangers of social media cliques, and explore ways of making their own social media presence more inclusive	4.4.3 Can identify voices that tend to be missing from social media, and consider what may be done to include them
Hurtful behaviour	4.1.4 Can recognise that people can be unkind online	4.2.4 Can identify different types of hurtful online behaviour	4.3.4 Can describe different forms of online harassment	4.4.4 Can discuss how they think society should respond to the problem of online abuse
Cyber-bullying	4.1.5 Can recognise that being mean to someone on purpose, over and over again, is bullying	4.2.5 Can explain what cyber-bullying is	4.3.5 Can explain the personal and legal consequences of cyberbullying	4.4.5 Can consider the extent to which social media are to blame for online bullying
What bullying does to someone	4.1.6 Can describe how someone who is being bullied is likely to feel	4.2.6 Can discuss the difference between cyber-bullying and so-called 'harmless jokes'	4.3.6 Can discuss the impact of online bullying on relations in the classroom, and how to address this	4.4.6 Can examine ways in which online abuse and harassment impacts on public debate and the democratic process
Protecting yourself	4.1.7 Can recognise the importance of reporting upsetting or confusing conversations to a trusted adult	4.2.7 Can explain what to do if they are bullied online	4.3.7 Can describe precautions they can take to protect themselves from online abuse	4.4.7 Can explain how to document and report incidents of online harassment and abuse
Taking action to help others	4.1.8 Can suggest simple activities for promoting kindness in school, like a 'buddy bench' or 'thank you wall'	4.2.8 Can explain what to do if they witness cyber-bullying	4.3.8 Can suggest ways in which students can contribute to school policies on digital safeguarding	4.4.8 Can evaluate a national initiative designed to address cyberbullying

Well-being Online – Health and Well-being

Students learn how technology impacts on their mental and physical health and well-being

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
General health benefits	5.1.1 Can recognise ways in which technology helps their family to stay healthy	5.2.1 Can describe ways in which technology helps them make friends and keep in touch with their family	5.3.1 Can describe ways in which technology helps them to express their identity and build new relationships	5.4.1 Can describe ways in which technology helps marginalised and vulnerable groups in society to improve their well-being
Digital health tools	5.1.2 Can use apps, websites or videos that promote children's health	5.2.2 Can give examples of health and fitness apps appropriate for their age-group	5.3.2 Can give examples of apps, websites or videos that help young people with their mental well-being	5.4.2 Can assess the pros and cons of using the internet for health information and medical advice
Overuse and addiction	5.1.3 Can talk about the dangers of too much screen time	5.2.3 Can describe the physical consequences of excessive use of technology	5.3.3 Can recognise signs of smartphone addiction	5.4.3 Can identify the dangers of relying on the internet as a means of forming relationships
Unhealthy content	5.1.4 Can explain what to do if digital content makes them feel uncomfortable	5.2.4 Can identify dangers associated with online challenges, and consider what attracts children to these activities	5.3.4 Can identify the dangers of unrealistic body images and lifestyles promoted by influencers	5.4.4 Can consider how society should respond to platforms promoting destructive behaviours like eating disorders and self-harm
Gaming and health	5.1.5 Can identify safe versus risky situations in video games	5.2.5 Can identify the features of video games that make users want to keep on playing	5.3.5 Can describe the symptoms of video game disorder	5.4.5 Can debate the ethics of including gambling-like systems of randomised rewards in video games, like loot-boxes
Getting a healthy balance	5.1.6 Can explain the importance of taking regular breaks from screen activities	5.2.6 Can agree some basic rules for staying healthy when using technology	5.3.6 Can identify precautions young people can take to avoid technology disorders	5.4.6 Can recognise the signs of problematic technology use
A healthier digital culture	5.1.7 Can give examples of fun activities that don't involve screen time	5.2.7 Can compare the benefits of playing video games with playing face-to-face games, reading a book or doing a sport	5.3.7 Can use technology to track and analyse their own digital habits	5.4.7 Can review legislation on the impact of technology on health and well-being, and consider whether it needs strengthening
Action on digital health	5.1.8 Can work together to create a simple plan for practising healthy digital habits	5.2.8 Can contribute to a class activity promoting healthy digital habits	5.3.8 Can design an initiative to raise awareness of the negative effects of digitally-altered body images	5.4.8 Can carry out a local investigation into the impact of technology on people's lifestyle choices

Well-being Online – e-Presence and Communications

Students learn how to create and maintain a healthy digital presence

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
What is in your digital footprint	6.1.1 Can explain why they should be careful about what they say and who they say it to	6.2.1 Can explain what their digital footprint is, and the sorts of things that are likely to be in it	6.3.1 Can check their own digital footprint and reflect on what it contains	6.4.1 Can analyse Terms and Conditions contracts to find the data companies are authorised to collect from them
How your footprint is created	6.1.2 Can recognise that whenever they use the internet it remembers information about them	6.2.2 Can explain how their digital footprint is created	6.3.2 Can describe the different ways in which they influence their own digital footprint	6.4.2 Can reflect on their personal search history and online behaviour and what it says about them
Getting a reputation	6.1.3 Can recognise that how they behave affects what people think about them	6.2.3 Can identify types of online behaviour likely to damage their reputation	6.3.3 Can consider why people often try to present an idealised image of themselves online	6.4.3 Can consider how pressure to maintain a perfect online presence impacts on individuals and on society in general
Virtual characters and avatars	6.1.4 Can say why they like the avatars or virtual characters they choose to represent themselves	6.2.4 Can explain how their choice of avatars and virtual characters tells other people about their personality and interests	6.3.4 Can explain how their choice of usernames and profile pictures affects how other people see and react to them	6.4.4 Can discuss the extent to which people can be held morally responsible for characters they inhabit in virtual reality
How others affect your reputation	6.1.5 Can describe how mean things that people say spread	6.2.5 Can identify ways in which their reputation can be affected by things their friends do or say about them online	6.3.5 Can consider ways in which their online reputation can be damaged by people they don't even know	6.4.4 Can explore ways of trying to protect their online reputation from damage by others
Why your footprint matters	6.1.6 Can recognise that everything they do online is there for all to see and lasts for ever	6.2.6 Can identify ways in which sharing personal information online can impact on their safety	6.3.6 Can analyse ways in which their digital footprint can affect friendships and relationships with others	6.4.6 Can analyse ways in which their digital footprint can affect their future opportunities
The right to control your data	6.1.7 Can recognise they can say 'no' if a game or website asks them for information they don't want to share	6.2.7 Can explain how to update basic online information about themselves, such as usernames and profile pictures	6.3.7 Can give examples of situations where they have the right to ask a platform to remove content they have posted	6.4.7 Can explain the 'right to be forgotten' and give examples of online situations where it can be applied
Managing your online presence	6.1.8 Can describe the personal information they should always keep safe and ask a trusted adult before sharing	6.2.8 Can agree some simple rules for maintaining a good reputation online	6.3.8 Can assess strategies for limiting the personal information they make available on the internet	6.4.8 Can debate the pros and cons of online anonymity

Rights Online – Active Participation

Students learn about ways of using technology to make a difference to their communities and to society

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Finding out about society	7.1.1 Can find out about people in society who help us, like doctors, police-officers and fire-fighters	7.2.1 Can use the internet to find information about organisations that help children	7.3.1 Can use the internet to find information about youth and civil society organisations and their activities	7.4.1 Can use the internet to find information about political parties and what they stand for
Researching issues and opinions	7.1.2 Can present two sides to a story, or two opinions on a topic	7.2.2 Can use technology to collect and present classmates’ opinions on an issue relating to school life	7.3.2 Can use technology to research and present a topical citizenship issue	7.4.2 Can use technology to research and present public opinion on a topic trending in the news
Participating in debate	7.1.3 Can participate in a simple picture-based discussion, taking turns to express their views	7.2.3 Can agree simple rules for how to behave in an online discussion	7.3.3 Can assess the pros and cons of different opportunities for online discussions	7.4.3 Can discuss the difficulties of debating sensitive and controversial issues online
Advocacy and activism	7.1.4 Can create a simple visual message expressing their view on something they care about in their immediate environment	7.2.4 Can create some simple digital content on something in the world they would like to change	7.3.4 Can describe different digital advocacy tools and explain how to use them	7.4.4 Can assess the pros and cons of different forms of digital activism
Lobbying	7.1.5 Can create a simple visual petition about something they would like to happen, and collect some ‘signatures’	7.2.5 Can organise a digital petition to lobby their student council on a school issue	7.3.5 Can write an email to an elected representative	7.4.5 Can research an example of online lobbying and assess its effectiveness
Organising and campaigning	7.1.6 Can create a simple piece of digital content, like a poster, to promote a school event	7.2.6 Can use technology to help organise a school-based event	7.3.6 Can describe how to set up an online social campaign or support group	7.4.6 Can plan a digitally-based community action project designed to solve a local problem
Voting	7.1.7 Can participate in a simple online vote	7.2.7 Can use technology to help run a school election	7.3.7 Can suggest ways of using technology to increase student participation in school decision-making	7.4.7 Can assess the pros and cons of electronic voting in elections
Local action	7.1.8 Can participate in a simple online classroom event, like a video conference	7.2.8 Can write a blog on a local issue for their school website or social media page	7.3.8 Can suggest ways of using technology to increase parental community participation in school life	7.4.8 Can use technology to publicise local volunteering opportunities for young people

Rights Online – Rights and Responsibilities

Students learn about rights and responsibilities in the digital environment

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Understanding your rights	8.1.1 Can describe the devices they are allowed use and not allowed to use	8.2.1 Can give examples of their digital rights, such as privacy, freedom of expression and protection from online harm	8.3.1 Can give examples of situations where children's digital rights are violated	8.4.1 Can debate whether internet access should be made a basic human right
Knowing your responsibilities	8.1.2 Can describe what they are allowed to do and not allowed to do with devices	8.2.2 Can agree some simple 'do's and don'ts' for messaging or playing with friends online	8.3.2. Can give examples of the rules that platforms and apps ask them to follow, and consider why they are important	8.4.2 Can discuss the responsibilities of digital citizens, and reflect on how well they live up these responsibilities themselves
Defending your rights	8.1.3. Can say what they should do if someone treats them badly	8.2.3 Can describe actions they can take if they their digital rights are violated	8.3.3 Can identify organisations and individuals they can turn to if their digital rights are violated	8.4.3 Can describe the steps platforms take to protect users' rights, and consider whether they should be asked to do more
Protecting one other	8.1.4 Can speak up when they think someone is being treated badly	8.2.4 Can describe how to report harmful or inappropriate online content	8.3.4 Can describe ways of protecting each other's digital rights	8.4.4. Can identify situations where friends may be in trouble online, and consider the best ways to help
Freedom of expression	8.1.5.Can express their feelings using simple tools like 'emotion charts' or the 'traffic light' technique	8.2.5 Can describe opportunities for expressing their opinions online	8.3.5 Can assess the pros and cons of online platforms that provide opportunities for young people's voices to be heard	8.4.5 Can debate the limits to freedom of expression on the internet
Freedom from discrimination	8.1.6 Can give examples of fictional characters who are treated unfairly	8.2.6 Can discuss whether girls are given the same opportunities to use technology as boys	8.3.6. Can analyse online images for evidence of gender, racial or other forms of stereotyping	8.4.6. Can identify ways in which AI systems perpetuate existing forms of bias and discrimination
Hate speech	8.1.7 Can recognise the difference between saying things that make people feel welcome and making them feel not welcome	8.2.7 Can recognise that people belong to different groups, and that making mean comments about an entire group is wrong	8.3.7 Can recognise different forms of hate speech online, and consider how they can be addressed	8.4.7 Can assess the social impact of hate speech, both historically and in today's digital world
Taking action on rights	8.1.8 Can speak out when they see something wrong, even if others stay quiet	8.2.8 Can take part in a simple awareness-raising activity designed to promote children's digital rights	8.3.8 Can design a video, blog or social media campaign advocating for stronger protection for young people's digital rights	8.4.8 Can lobby an elected representative on an issue of young people's digital rights

Rights Online – Privacy and Security

Students learn how to protect themselves and others online

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Data collection	9.1.1 Can give examples of personal data – such as their name, age and what they like to do	9.2.1 Can describe simple ways of controlling how much of their personal data gets on the internet	9.3.1 Can explain how companies use their personal data to personalise their internet use	9.4.1 Can examine the ethical implications of data collection, both for individuals and for society in general
Threats to privacy and security	9.1.2 Can give examples of what is safe to share online, and what may be harmful	9.2.2 Can identify common online scams	9.3.2 Can describe ways in which social media platforms can threaten the privacy or security of users	9.4.2 Can describe security threats that companies and organisations face
Protecting online privacy	9.1.3 Can explain what to do if they want to take a picture of their classmates or to share information about them	9.2.3 Can agree some simple rules for protecting each other's online privacy	9.3.3 Can assess their school's online policies or procedures from the perspective of student privacy	9.4.3 Can describe how the General Data Protection Regulation (GDPR) protects the online privacy of citizens
Inappropriate content	9.1.4 Can name their 'trusted adults' for when they need help with digital issues	9.2.4 Can explain what to do if they come across digital content that is frightening, upsetting or feels wrong	9.3.4 Can talk about the effects of watching or sharing extreme content, like violence, war, crime, accidents or pornography	9.4.4 Can assess the effectiveness of strategies for protecting children from extreme content
Sharing explicit images	9.1.5 Can recognise when something feels uncomfortable online	9.2.5 Can explain the dangers of sharing photos or videos of themselves or others online	9.3.5 Can explain what to do if personal images are shared online without consent	9.4.5 Can examine the potential consequences of sharing personal images online, both socially and in terms of education and career
Online predators	9.1.6 Can recognise that some people online are not who they say they are	9.2.6 Can describe tactics online predators use to help them win the trust of young people	9.3.6 Can explain what grooming is, and how to recognise signs of grooming behaviour	9.4.6 Can discuss how they think society should respond to the problem of online predators
Keeping safe	9.1.7 Can identify examples of online situations as 'safe' or 'unsafe'	9.2.7 Can describe how to block and report someone behaving inappropriately online	9.3.7 Can describe how people can be radicalised online	9.4.7 Can review legislation on internet safety and consider whether it needs strengthening
Action for a safer internet	9.1.8 Can check with adults before using new equipment, applications or functions	9.2.8 Can some agree some simple rules for making friends online without putting themselves in danger	9.3.8 Can advise others on how to stay safe on social media and messaging platforms	9.4.8 Can assess the effectiveness of safety tools on platforms and apps

Rights Online – Consumer Awareness

Students learn about the social and environmental consequences of their choices as digital consumers

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
Digital money	10.1.1 Can recognise that money is used to buy things even when they don't see physical coins or notes	10.2.1 Can recognise digital forms of payment, like debit and credit cards and digital wallets	10.3.1 Can describe the main features of digital payment platforms, and how to use them responsibly	10.4.1 Can describe the main features of cryptocurrencies, and the practical and ethical implications of investing in them
Consumer rights	10.1.2 Can recognise that everything they buy costs money, with some things costing more than others	10.2.2 Can describe the responsibilities that sellers and shopkeepers have to their customers	10.3.2 Can describe their rights if they have a problem with a product or service bought online	10.4.3 Can identify the consumer rights written into online purchase terms and conditions documents
Smart spending	10.1.3 Can recognise that they can't have anything they like, even with digital money	10.2.3 Can explain why 'free-to-play' games may not always be as free as they seem	10.3.3 Can recognise fake promotions and misleading offers online	10.4.3 Can describe ways of verifying an influencer or celebrity endorsement
Responsible shopping	10.1.4 Can explain the difference between things they need (like food) and things they want (like toys)	10.2.4 Can draw up a simple digital budget they can use to monitor their spending	10.3.4 Can agree some principles for responsible online shopping	10.4.4 Can compare the social and environmental impacts of shopping online with visiting a physical shop
Understanding advertising	10.1.5 Can recognise ads in various formats, such as on TV or in or before cartoons or videos	10.2.5 Can recognise some of the persuasive techniques used in online ads	10.3.5 Can describe some of the strategies used in online marketing, such as tracking tools and influencer partnerships	10.4.5 Can examine the role of ads in platforms that allow users access to free content and services
Environmental consequences	10.1.6 Can recognise that devices like computers, tablets and phones rely on electricity and contribute to carbon emissions	10.2.6 Can chart the environmental impact of a digital device from resource extraction to disposal	10.3.6 Can assess the energy use of online habits like streaming, gaming and frequent downloads	10.4.6 Can examine the environmental costs of AI
Sustainability	10.1.7 Can describe how to take care of devices, like not dropping them, keeping them clean and switching off when not in use	10.2.7 Can describe ways of recycling digital products to reduce electronic waste	10.3.7 Can investigate ways of using their personal devices more sustainably	10.4.7 Can evaluate environmental claims made by online platforms and companies
Ethical consumption	10.1.8 Can recognise that toys or games have to be paid for with money that their parents/carers work hard for	10.2.8 Can explain how their choice of apps, games and devices affects people round the world	10.3.8 Can examine the appeal of always getting the latest upgrade or gadget, and the consequences of this for the environment	10.4.8 Can investigate the ethical credentials of an online platform in relation to product sourcing, inclusion and labour practices