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How does Natterhub fit with UKCIS - Education for a Connected World?

Natterhub meets all UKCIS targets from 'Education for a Connected World' for ages 4-7 and 7-11

Natterhub Badges

4-7

Self-image and Identity

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can recognise online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarassed or upset.	✓								
I can recognise that there may be people online who could make someone feel sad, embarassed 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 and how they can help.		✓						✓	
I can explain how other people may look and act differently online and offline.		✓				✓	✓		
I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.		✓			✓				

Online Relationships

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know.		✓		✓		✓		✓	
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 give examples of when I should ask permission to do something online and examples of why this is important.				✓			✓	✓	
I can use the internet with adult support to communicate with people I know (eg. video call apps of services).	✓								
I can explain why it is important to be considerate and kind to people online and to respect their choices.	✓				✓		✓		
I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	✓	✓			✓		✓		
I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.	✓				✓		✓		
I can explain who I should ask before sharing things about myself or others online.		✓		✓	✓				
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	✓					✓	✓	✓	
I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about of don't want to do.			✓			✓	✓	✓	
I can identify who can help me if something happens online without my consent.		✓			✓		✓	✓	
I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.					✓	✓	✓		
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.		✓					✓	✓	

Online Reputation

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
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 describe what information I should not put online without asking a trusted adult first.		✓		✓			✓	✓	
I can explain how information is put online about someone can last for a long time.		✓		✓					
I can describe how anyone's online information could be seen by others.		✓		✓			✓	✓	
I know who to talk to if something has been put online without consent or if it's incorrect.		✓					✓	✓	

Online Bullying

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
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 so not upset others and can give examples.	✓				✓		✓		
I can explain what bullying is, how people may bully others and how bullying can make someone feel.	✓				✓		✓		
I can explain why anyone who experiences bullying is not to blame.					✓		✓		
I can talk about how anyone experiencing bullying can get help.		✓			✓		✓		

Managing Online Information

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can talk about how to use the internet as a way of finding information online.				✓		✓			
I can identify devices I could use to access information on the internet.				✓		✓			
I can give simple examples of how to find information using digital technologies.				✓		✓			
I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke				✓		✓	✓		
I know how to get help from a trusted adult if we see content that make us feel sad, uncomfortable, worried or frightened.		✓		✓			✓	✓	
I can use simple keywords in a search engine.				✓		✓			
I can demonstrate how to navigate a simple webpage to get information I need.				✓		✓			
I can explain what voice activated searching is an how it might be used, and know it is not a real person.				✓		✓			
I can explain the difference between things that are imaginary and things that are real.				✓		✓	✓		
I can explain why some information I find online may not be real or true.				✓		✓	✓		

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Health, well-being and lifestyle									
I can identify rules that help keep is safe and healthy in and beyond the home when using technology.			✓				✓	✓	
I can give some simple examples of these rules.			✓				✓	✓	
I can explain rules to keep myself safe when using technology both in and beyond the home.			✓				✓	✓	
I can explain simple guidance for using technology in different environments and settings.			✓				✓	✓	
I can say how those rules/guides can help anyone accessing online technologies.			✓				✓	✓	
Privacy and Security									
I can identify some simple examples of my personal information.								✓	
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.		✓					✓	✓	
I can explain that passwords are used to protect inforamtion, accounts and devices.								✓	
I can recognise more detailed examples of information that is personal to someone.								✓	
I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.		✓					✓	✓	
I can explain and give examples of what is meant by 'private' and 'keeping things private'.								✓	
I can describe and explain some rules for keeping personal information private.								✓	
I can explain how some people may have devices in their homes connected to the internet and give examples.								✓	
Copyright and Ownership									
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.			✓				✓		
I can save my work under a suitable title/name so that others know it belongs to me,			✓				✓		
I understand that work created by others does not belong to me even if I save a copy.			✓				✓		
I can recognise that content on the internet may belong to other people.			✓				✓		
I can describe why other people's work belongs to them.			✓				✓		

7-11

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Self-image and Identity									
I can explain what is meant by the term 'identity'		✓					✓		
I can explain how people can represent themselves in different ways online.		✓				✓	✓		
I can explain ways in which someone might change their identity depending on what they are doing online and why.		✓				✓	✓		
I can explain how my online identity can be different to my offline identity.		✓	✓			✓	✓		
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others percieve them. I can explain that others online can pretened to be someone else, including my friends, and can suggest reasons why they might do this.		✓	✓			✓	✓		
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		✓				✓	✓		
I can explain how identity online can be copied, modified or altered.		✓				✓		✓	
I can demonstrate how to make responsible choices about having an online identity, depending on context.		✓					✓		
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 challenge and explain why it is important to reject inappropriate messages 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.		✓	✓		✓		✓		
Online Relationships									
I can describe ways people who have similar likes and interest can get together online.	✓				✓				
I can give examples of technology-specific forms of communication (eg. emojis, acronyms, text speak.)	✓								
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	✓						✓	✓	
I can explain what is meant by 'trusting someone' online. I can explain why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	✓						✓	✓	
I can describe strategies for safe and fun experiences in a range of online social environments.	✓						✓	✓	
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	✓				✓		✓		

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I can explain why someone may change their mind about trusting someone if they feel nervous, uncomfortable or worried.		✓			✓	✓			
I can explain how someone's feelings can be hurt by what is said or written online.	✓				✓		✓		
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline.		✓					✓		
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I Can recognise that this is not my/our fault.	✓						✓		
I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.		✓			✓		✓		
I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.	✓	✓			✓		✓		
I can show I understand my responsibilities for the wellbeing of others in my online social group.	✓	✓	✓			✓			
I can demonstrate how to support others online.	✓	✓			✓		✓		
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.		✓					✓		
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 explain how things shared privately online can have unintended consequences for others.		✓			✓		✓		
I can explain that taking or sharing inappropriate images of someone, even if they say it's okay, may have an impact for the sharer and others; and who can help if someone is worried about this.		✓			✓		✓		

Online Reputation

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can explain how to search for information about others online.		✓							
I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.		✓				✓		✓	
I can explain who someone can ask if they are unsure about putting something online.		✓					✓	✓	
I can describe how to find out information about others by searching online.		✓				✓			
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.		✓				✓			
I can search for information about an individual online and create summarise the information found.		✓							
I can describe way that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.		✓							
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 their degrees of anonymity.	✓	✓		✓	✓		✓		

Online Bullying

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can give examples of how bullying behaviour could apear online and how someone can get support.						✓			
I can describe appropriate ways to behave towards other people online and why this is important.	✓			✓	✓		✓	✓	
I can describe ways people can be bullied through a range of media.						✓			
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	✓	✓	✓		✓	✓	✓		
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.		✓					✓		
I can describe how what one person perceives as playful, joking and teasing might be experienced by others as bullying.	✓	✓			✓		✓		
I can recognise when someone is upset, hurt or angry online.					✓				
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.					✓		✓		
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.		✓							
I can explain how to block abusive users.				✓	✓			✓	
I can describe the helpline services which can help people experiencing bullying, and how to access them.					✓		✓		
I can describe how to capture bullying content as evidence (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

Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can demonstrate how to use key phrases in search engines to gater accurate information online.	✓			✓		✓			
I can explain what autocomplete is and how to choose the best suggestion.						✓			
I can explain how the internet can be used to sell and buy things.						✓			
I can explain the difference between a 'belief', an 'opinion' and a 'fact', and can give examples of how and where they might be shared online, e.g. in videos, memes, posts and news stories.	✓	✓				✓			
I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content and that me decisions are respected by others.					✓	✓			
I can describe how I can search for information within a wide group of technologies and make a judgement about the probably accuraycy.					✓	✓			
I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online.						✓			
I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be.							✓	✓	
I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.							✓	✓	

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I can explain why lots of people sharing the same opinions or beliefs online does not make those opinion or beliefs true		✓				✓			
I can explain the benefits and limitations of using different types of search technologies e.g. voice avtivation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.		✓					✓		
I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be sceptical.		✓				✓			
I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.		✓				✓		✓	
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.						✓			
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.		✓				✓	✓		
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	✓	✓		✓					
I can identify ways the internet can draw ius to information for different agendas, e.g. website notifications, pop-ups and targeted ads.						✓	✓		
I can use search technologies effectively.					✓	✓			
I can explain how search engines work and how results are selected and ranked.						✓			
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 I might encounter these online.	✓					✓			
I can demonstrate how to analyse and evaluate the validity of 'fact's and I can explain why using these strategies are important.						✓			
I can identify, flag and report inappropriate content.						✓		✓	
I understand the concept of persuasive design and how it can be used to influence peoples' choices.		✓				✓	✓		
I can describe ways on identifying when online content has been commercially sponsored or boosted. I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.		✓			✓	✓	✓	✓	
I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.		✓			✓		✓		
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.		✓				✓	✓		

Health, Well-being and Lifestyle

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activiites where it is easy to spent a lot of time engaged.		✓	✓				✓		
I can explain why some online activiites have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or fo something online that makes me feel uncomfortable.		✓					✓	✓	
I can explain how using technology can distract me from other things, in both a positive and negative way.		✓	✓						
I can identify times or situations when someone might need to limit the amount of time I use technology e.g. I can suggest strategies to help with limiting this time.		✓	✓						
I can describe way technology can affect health and wellbeing both positively and negatively.		✓	✓						
I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.		✓	✓						
I recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults and professionals.			✓		✓		✓		
I can explain how and why some apps and games may request or take payment for addition content and explain the importance of seeking permission from a trusted adult before purchasing.		✓				✓	✓	✓	
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.						✓	✓		
I can describe common systems that regulate age-related content (PEGI, BBFC, parental warnings) and describe their purpose.		✓	✓			✓	✓		
I can assess and action different strategies to limit the impact of technology on my health.		✓	✓						
I can explain the importance of self-regulating my use of technology; I can demonstrate these strategies I use to do this.		✓	✓						

Privacy and Security

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.						✓	✓	✓	
I can describe simple strategies for creating and keeping passwords private.								✓	
I can describe how connected devices can collect and share anyoue's information with others.								✓	
I can describe strategies for keeping personal information private, depending on context.						✓		✓	
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.					✓			✓	
I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.		✓				✓		✓	
I know what the digital age of consent is and the impact this has on onloine services asking for consent.		✓				✓		✓	
I can explain what a strong password is and demonstrate how to create one.								✓	
I can explain how many free apps or servces may read and share my private inforantion with others.								✓	
I can describe effective ways people can manage passwords.								✓	
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.							✓	✓	
I can explain what app permissions are and can give some examples.								✓	
I know that online services have terms and conditions that govern their use.							✓	✓	

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		Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑	I can describe simple ways to increase privacy on aps 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 my identify such content.						☑		☑	
	Copyright and Ownership									
☑	I can explain why copying some else's work from the internet without permission isn't fair and can explain what problems this might cause.	☑			☑		☑	☑		
☑	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.		☑					☑		
☑	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to use it; I can give examples of this.				☑		☑	☑		
☑	I can assess and justify when it is acceptable to use the work of others.		☑		☑		☑	☑	☑	
☑	I can give examples of content that is permitted to be reused and know how this content can be found online.		☑		☑		☑	☑	☑	
☑	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.				☑		☑	☑		