

Online Safety Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Self-image and identity</p>	<p>I can recognize that I can say no/ please stop/I'll ask / I'll tell to somebody who does something that makes me feel sad / embarrassed or upset.</p> <p>I can explain how this could be either in real life or online.</p>	<p>I can recognize that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>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,</p>	<p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened;</p> <p>I can give examples of how I might get help.</p>	<p>I can explain by what is meant by identity.</p> <p>I can explain how I can represent myself in different ways online,</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (gaming / using an avatar / gaming/ social media)</p>	<p>I can explain how my own online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>	<p>I can describe ways in which media can shape ideas about gender</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I challenge and explain why it is important to reflect inappropriate messages about gender online.</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>I know and can give examples of how I might get help, both on and off line.</p>
 <p>Online relationships</p>	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>I can explain why it is important to be considerate and kind to people online</p> <p>I can use the internet with adult support to communicate with people I know</p>	<p>I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).</p> <p>I can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak)</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'.</p> <p>I can explain why this is different from 'liking someone online'.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>I can give examples of how to be respectful to others online</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm.</p> <p>I can recognise that this is not my/our</p> <p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p>	<p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) I can demonstrate ways of reporting problems online for both myself and my friends. online.</p>
 <p>Online reputation</p>	<p>I can identify ways that I can put information on the internet.</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online</p>	<p>I can search for information about myself online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p>I can search for information about myself online.</p>	<p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>

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 <p>Online bullying</p>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p>	<p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p>	<p>I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p>
 <p>Managing online information</p>	<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>I can use the internet to find things out.</p> <p>I can use simple keywords in search engines.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p>	<p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria have to be met before something is a 'fact'.</p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognize some of these when they appear online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p>I can use different search technologies.</p> <p>I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can explain what is meant by 'being sceptical'.</p> <p>I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'.</p> <p>I can explain why I need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue.</p> <p>I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can explain how search engines work and how results are selected and ranked I can use search technologies effectively.</p>

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 <p>Health, well-being and lifestyle</p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.</p>	<p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can give examples of some of these rules</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p>I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time.</p>	<p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p>
 <p>Privacy and security</p>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p>	<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>I can explain how passwords can be used to protect information and devices.</p>	<p>I can describe how online information about me could be seen by others.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p>	<p>I can give reasons why I should only share information with people I choose to and can trust.</p> <p>I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can explain what a strong password is.</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people, including my friends.</p> <p>I can suggest reasons why they might do this. I can explain how internet use can be monitored.</p>	<p>I can create and use strong and secure passwords I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	<p>I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>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).</p> <p>I know what to do if my password is lost or stolen. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>I use different passwords for a range of online services.</p>
 <p>Copyright and ownership</p>	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p>I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.</p>	<p>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 reuse it. I can give some simple examples</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>