



Inspire, challenge, learn

ONLINE SAFETY
CURRICULUM

Pool Hayes Primary
School

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Walsall
Council

Online Safety Yearly Overview

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Online Safety Yearly Overview

Key stage One Computing curriculum

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage Two Computing curriculum

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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Education in a connected world



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Physical health and mental wellbeing (June 2019) – statutory guidance

By the end of primary school:

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Relationships Education (Primary) (June 2019) – statutory guidance

By the end of primary:

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online Safety Yearly Overview

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

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[Teaching online safety in school – guidance for schools from DFE](#)

Underpinning knowledge and behaviours include:

How to evaluate what they see online -

This will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. Schools can help pupils consider questions including:

- is this website/URL/email fake? How can I tell?
- what does this cookie do and what information am I sharing?
- is this person who they say they are?
 - why does someone want me to see this?
 - why does someone want me to send this?
 - why would someone want me to believe this?
 - why does this person want my personal information?
- what's behind this post?
 - is this too good to be true?
 - is this fact or opinion?

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How to recognise techniques used for persuasion

- This will enable pupils to recognise the techniques that are often used to persuade or manipulate others. Understanding that a strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

Schools can help pupils to recognise:

- online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation),
- techniques that companies use to persuade people to buy something,
- ways in which games and social media companies try to keep users online longer (persuasive/sticky design); and
- criminal activities such as grooming.

Online behaviour

- This will enable pupils to understand what acceptable and unacceptable online behaviour look like. Schools should teach pupils that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others. Schools should also teach pupils to recognise unacceptable behaviour in others.

Schools can help pupils to recognise acceptable and unacceptable behaviour by:

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and

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- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.

How to identify online risks

- This will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

Schools can help pupils to identify and manage risk by:

- discussing the ways in which someone may put themselves at risk online,
- discussing risks posed by another person's online behaviour,
- discussing when risk taking can be positive and negative,
- discussing "online reputation" and the positive and negative aspects of an online digital footprint
- discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with; and
- asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

How and when to seek support

- This will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online. Schools can help pupils by:

- helping them to identify who trusted adults are,

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- looking at the different ways to access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations such as Child line and Internet Watch Foundation. This should link to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff (see Keeping Children Safe in Education); and
- helping them to understand that various platforms and apps will have ways in which inappropriate contact or content can be reported.

Potential risks and harm:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design
- Privacy settings
- Targeting of online content including social media and search engines

How to stay safe online risks and harms:

- Abuse
- Challenges
- Content which incites
- Fake profiles
- Grooming
- Live streaming
- Pornography

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- Unsafe communication

Wellbeing

- Impact on confidence including body confidence
- Impact on quality of life, physical and mental health and relationships
- Online vs offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

Also reference:

[Keeping Children safe in Education](#)

[Vulnerable Children in a Digital World - Internet Matters](#)

[STAR SEN toolkit](#)

[Common sense media Digital Citizenship curriculum](#)

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School identified issues:

Spring Term 2021

As children have experienced remote and blended learning over a longer period in 2020 and 2021 our children and families have experienced a wide variety of online software and resources, therefore interactions with people on the Internet have increased. Families are well placed to report any concerns when using the Internet for education and leisure activities.

The main incidents that have arisen this academic year are pupil interactions with people they don't know online. This is mainly through online gaming communities (when gaming using a console such as Xbox and PlayStation) and chat options on apps such as Roblox and TikTok.

These issues are robustly addressed firstly through use of the school reporting platform - Tootoot. This enables children to report a concern to a member of staff at any time of the day when in attendance or outside of school. All concerns are then addressed by a member of the safeguarding team and recorded on CPOMS. All cases are reviewed termly and trends are addressed through digital citizenship curriculum as outlined in this overview. Any specific class issues are addressed immediately and communicated to parents, with any additional support materials or advice supplied via Class Dojo.

Pool Hayes Primary also use E-Cadets to support classes and get regular feedback from children across the school to ensure that children have ownership of their responsibilities when using the Internet.

EYFS - Nursery

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Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Technology scavenger hunt at home and in school

Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g echo/home

Children could send photos or videos in for remote learning/homework

Education for Connected World statements-

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.

Demonstrate searching

Teacher to search for terms given, model using Swiggle (<https://swiggle.org.uk/>) search engine for given prior checked terms by teacher.

Children could answer questions given by teacher about a certain site or animal/topic

Education for Connected World statements-

I can talk about how I can use the internet to find things out.

I can identify devices I could use

Online Safety Yearly Overview

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

to access information on the internet.

I can give simple examples of how to find information

Support for vulnerable pupils

Links to other subjects

Technology in the curriculum, exploring the world around us

Technology, Computing, exploring the world around us

I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset

Online relationships

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.

Online reputation

I can identify ways that I can put information on the internet

Online Safety Yearly Overview

Online bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

Managing online information

I can talk about how I can use the internet to find things out.

I can identify devices I could use to access information on the internet.

I can give simple examples of how to find information

Health, Well-being and lifestyle

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

I can give some examples.

Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

EYFS - Reception

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Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Privacy and security lesson

Use (you will need to create a free account) -

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-identify-some-simple-examples-of-my-personal-information-e-g-name-address-birthday-age-location/?from=years>

Education for Connected World statements-

Recognising devices that use the internet

Use -

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-identify-rules-that-help-keep-us-safe-and-healthy-in-and-beyond-the-home-when-using-technology/?from=years>

Or - Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g echo/home

Children could send photos or videos in

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I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

I can describe the people I can trust and can share this with; I can explain why I trust them.

for remote learning/homework

Education for Connected World statements-

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 identify ways that I can put information on the internet

I can talk about how I can use the internet to find things out.

I can identify devices I could use to access information on the internet.

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I can give simple examples of how to find information

Support for vulnerable pupils

Links to other subjects

Link to using a computer and logging in, what we did at home at the weekend or in holidays, sharing and not sharing appropriately

Link to using a computer and logging in, what technology do we have at home

Self image and identity - EinCW

I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset

Online relationships

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.

Online reputation

I can identify ways that I can put information on the internet

Online bullying

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I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

Managing online information

I can talk about how I can use the internet to find things out.

I can identify devices I could use to access information on the internet.

I can give simple examples of how to find information

Health, Well-being and lifestyle

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

I can give some examples.

Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

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.

Year 1

Autumn 1

Autumn 2

Spring 1

Gaming

Use Jessie and friends video:

<https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>

Story book for school or home use:

https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow-parents/pdf/thinkuknow-jessie--friends_playing-the-storybook.pdf

Discussion and activity around - What games are appropriate for them and related to PEGI ratings and what they are and how they should be used.

Online Safety Yearly Overview

Spring 2

Searching

Appropriate searching lesson

Teach this in a computing lesson - (you will need to sign up for a free account)

<https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light>

Note - As part of the lesson ensure you talk about trusted adults and who they are

Then use the skills in real life - Children to search for pre-planned terms given, model using Swiggle (<https://swiggle.org.uk/>) search engine for given prior checked terms by teacher.

Summer 1

Summer 2

Online Safety Yearly Overview

Education for
Connected World
statements-

I can explain rules to
keep myself safe
when using
technology both in
and beyond the
home.

Children could
answer questions or
a quiz on a topic
given by teacher
about a certain site
or animal/topic

Teacher could model
using voice activated
searching on
different devices (if
they have them) -
create video to show
pupils or pupils
create to share with
other pupils

Education for
Connected World
statements-

I can give simple
examples of how to
find information using
digital technologies,
e.g. **search engines**,
voice activated
searching.

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

Online Safety Yearly Overview

or make believe / a
joke.
I know how to get help
from a **trusted adult**
if we see content that
makes us feel sad,
uncomfortable worried
or frightened.

Support for vulnerable pupils

Links to other subjects

Relate to
differences between
old and modern toys

Relate to topic or
Science, History,
toys

Self image and identity - EinCW

I can recognise that there may be people online who could make me feel sad, embarrassed 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.

Online relationships

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 (e.g. video call apps or 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.

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Online reputation

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.

Online bullying

I can describe how to behave online in ways that do not upset others and can give examples

Managing online information

I can give simple examples of how to find information using digital technologies, e.g. **search engines, voice activated searching.**

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 makes us feel sad, uncomfortable worried or frightened.

Health, Well- being and lifestyle

I can explain rules to keep myself safe when using technology both in and beyond the home.

Privacy and security

I can explain that passwords are used to protect information, accounts and devices.

I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Online Safety Yearly Overview

Copyright and ownership

I can explain why work I create using technology belongs to me.

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').

I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).

I understand that work created by others does not belong to me even if I save a copy.

Year 2

Online Safety Yearly Overview

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Digital trails/ Footprints

Use (you will need a free account)-

<https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails>

Activity - relating to own personal information what is ok to share and not ok to share in a venn diagram using different scenarios -

(Ensure you are aware what has been taught in EYFS Reception Spring 1)

Education for Connected World statements-

I can explain how information put online

Putting a STOP to online meanness

Use (you will need a free account)-

<https://www.commonsense.org/education/digital-citizenship/lesson/putting-a-stop-to-online-meanness>

Activity - handout relating to Jada scenario

Education for Connected World statements-

I can give examples of bullying behaviour and how it could look online.

I can explain why anyone who experiences bullying is not to blame.

Online Safety Yearly Overview

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 is incorrect.

I can describe and explain some rules for keeping my information private.

I can explain how information put online about me can last for a long time.

I can recognise that content on the internet may belong to other people.

I can describe why other people's work belongs to them.

I can talk about how anyone experiencing bullying can get help. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

I can explain how other people may look and act differently online and offline.

Online Safety Yearly Overview

Support for vulnerable pupils

Could be done as a whole class or group activity using hula hoops and printed scenarios with paper

Links to other subjects

Relate to all about me in PHSE - what information is appropriate to share etc.

Relate to PHSE and Community - being a team player

Relate to evaluating website - Jada situation

Self-image and identity - EinCW

I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

I can explain how other people may look and act differently online and offline.

Online relationships

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. (e.g. email, online gaming, a pen-pal in another school / country).

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 or don't want to do.

I can identify who can help me if something happens online without my consent.

Online Safety Yearly Overview

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

I can explain how information 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 is incorrect.

Online bullying

I can give examples of bullying behaviour and how it could look online.

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

I can use keywords in search engines

I can demonstrate how to navigate a simple webpage to get information that I need (e.g. back, home, forward, links, tabs and sections)

I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri)

I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

I can explain why some information I find online may not be true.

Health, Well-being and lifestyle

I can explain simple guidance for using technology in different environments and settings.

Online Safety Yearly Overview

I can say how those rules/guides can help me.

Privacy and security

I can describe how online information about me can be seen by others.

I can describe and explain some rules for keeping my information private.

I can explain what passwords are and can use passwords for my accounts and devices.

I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Copyright and Ownership

I can recognise that content on the internet may belong to other people.

I can describe why other people's work belongs to them.

Year 3

Online Safety Yearly Overview

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Writing Good emails

(Relationships and Communication)

Pupils and students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. Link to topic or English writing tasks

Use

<https://www.teachingenGLISH.org.uk/article/email-writing> to

teach about ordering email, use

<https://ifaketextmessage.com/> to create

fake text messages, use

<https://zeoob.com/>

to create social media posts for

Digital friendships

(Relationships and communication)

Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.

Use - (you will need a free account)

<https://www.common-sense.org/education/digital-citizenship/lesson/digital-friendships>

Activity related to scenario based story

Ensure you discuss what to do if someone sends inappropriate messages, who our trusted adults are, how they can help us online

Online Safety Yearly Overview

characters or topic
related
conversations

Ensure you discuss the differences in different kinds of communication, sharing personal information, who we share with, people we like, follow and play games with aren't necessarily friends. Avoid the term strangers online as pupils may think because they are friends or play together they aren't strangers.

Education for
Connected World
statements-

I can describe ways people who have similar likes and interests can get together online.

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', why this is different from

Education for
Connected World
statements-

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

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'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 explain why
someone may change
their mind about
trusting anyone with
something 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 e.g.
sharing images and
videos.

Support for
vulnerable pupils

Could be done via
role play or actual
text or social media

Online Safety Yearly Overview

created
conversations (See
Spring 1 lesson)

Link to topic or
English writing

Link to PHSE and
English finish the
story - Quiz - could
be guided reading

Links to other subjects

Self-image and identity - EinCW

I can explain what is meant by the term identity.

I can explain how I can represent myself in different ways online.

I can explain ways in which and why I might change my identity depending on what I am doing online e.g. gaming, using an avatar, social media.

Online relationships

I can describe ways people who have similar likes and interests can get together online.

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', 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 explain why someone may change their mind about trusting anyone with something 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 e.g. sharing images and videos.

Online reputation

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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.

Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

Managing online information

I can demonstrate how to use key phrases in search engines to gather 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, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Health, Well-being and lifestyle

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 activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

Online Safety Yearly Overview

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Privacy and security

I can describe simple strategies for creating and keeping passwords private.

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 how connected devices can collect and share anyone's information with others.

Copyright and ownership

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Year 4

Autumn 1

Autumn 2

Spring 1

Rings of responsibility

(Self-image and identity, Relationships and communication)

Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens

Use - (you will need a free account) -

[https://www.commonsense.org/education/digital-citizenship/lesson/your-rings-of-responsibility](https://www.commonsense.org/education/digital-citizenship/lesson-your-rings-of-responsibility)

Activity related to rings of responsibility and colour coded (see

Online Safety Yearly Overview

Spring 2

Online relationships

Use -

<https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-describe-strategies-for-safe-and-fun-experiences-in-a-range-of-online-social-environments-e-g-livestreaming-gaming-platforms/?from=years>

Create and display Wordle for the words the children generate (see activity)

Remember to revisit helplines and support for feelings and when feel unsafe online

Education for Connected World statements-

Summer 1

Summer 2

Online Safety Yearly Overview

teacher version on site too)

Ensure as session you reference - trusted adults, NSPCC, Childline and the mix (<https://www.themix.org.uk/>), the term banter and what that means and how it might make others feel,

Education for Connected World statements-

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 (including 'banter') might be experienced by others as bullying.

I can explain how anyone can get help if they are being bullied online and identify

I can recognise when someone is upset, hurt or angry online.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

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 search for information about an individual online and summarise the information found.

I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

Online Safety Yearly Overview

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 (e.g. Childline or The Mix).

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 perceive them.

I can explain that others online can pretend to be someone else, including my

Online Safety Yearly Overview

friends, and can suggest reasons why they might do this.

Could be done practically in the classroom using hoops and masking tape on floor

Differentiate worksheets

Link to PHSE all around me

Link to PHSE all around me and community

Support for vulnerable pupils

Links to other subjects

Self image and identity - EinCW

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 perceive them.

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Online relationships

I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**).

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 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. (e.g. gaming communities or social media groups).

Online Safety Yearly Overview

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

Online reputation

I can search for information about an individual online and summarise the information found.

I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

Online bullying

I can recognise when someone is upset, hurt or angry online.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).

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).

Online Safety Yearly Overview

Managing online information

I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).

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 recognise some of these when they appear online.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. **bots**) 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.

Health, Well-being and lifestyle

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

Privacy and Security

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.

Online Safety Yearly Overview

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 online services asking for consent.

Copyright and ownership

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 of content which I must not use without permission from the owner, e.g. videos, music, images.

Year 5

Online Safety Yearly Overview

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Online relationships

Use - (you need to sign up for a free account) - <https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/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-fault/?from=years>

Starter activity - discuss difference between emoji, meme and GIF then sort on computer or paper examples into different headings

Ensure as session you reference - trusted adults, NSPCC, Childline and The Mix

What is cyberbullying?

Use (you need to sign up for a free account) -

<https://www.commonsense.org/education/digital-citizenship/lesson/is-it-cyberbullying>

Ensure as session you reference - banter and jokes, how they make people feel and revisit - trusted adults, NSPCC, Childline and The Mix (<https://www.themix.org.uk/>), CEOP and when to use them

Education for Connected World statements-

I can recognise online bullying can be different to bullying in the physical world and

Online Safety Yearly Overview

(<https://www.themix.org.uk/>), CEOP and when to use them

Education for Connected World statements-

I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**).

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 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. (e.g. gaming communities or social media groups).

can describe some of those differences.

I can describe how what one person perceives as playful joking and teasing (including '**banter**') might be experienced by others as bullying.

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 (e.g. Childline or The Mix).

Online Safety Yearly Overview

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

Support for vulnerable pupils

Links to other subjects

Differentiate questions

Link to PHSE community and keeping safe

Sondra activity could be used in Guided reading after lesson

Self-image and identity - EinCW

I can explain how identity online can be copied, modified and altered

I can demonstrate responsible choices about my online identity, depending on context

Online relationships

I can give examples of technology-specific forms of communication (e.g. **emojis**, **memes** and **GIFs**).

Online Safety Yearly Overview

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 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. (e.g. gaming communities or social media groups).

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

Online reputation

I can search for information about an individual online and summarise the information found.

I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

Online Safety Yearly Overview

Online bullying

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 (including '**banter**') might be experienced by others as bullying.

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 (e.g. Childline or The Mix).

Managing online information

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation 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 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 us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by **vloggers, content creators, influencers**).

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.

Online Safety Yearly Overview

I can describe how **fake news** may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a '**hoax**'. I can explain why someone would need to think carefully before they share.

Health, Well-being and lifestyle

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

I can describe some strategies, tips or advice to promote health and well-being with regards to technology.

I recognise the benefits and risks of accessing information about health and well-being 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 additional content (e.g. **in-app purchases, lootboxes**) and explain the importance of seeking permission from a trusted adult before purchasing.

Privacy and security

I can explain what a **strong password** is and demonstrate how to create one.

I can explain how many free apps or services may read and share private information (e.g. friends, contacts, **likes**, images, videos, voice, messages, **geolocation**) with others.

I can explain what app permissions are and can give some examples

Copyright and Ownership

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

Year 6

Online Safety Yearly Overview

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Explore time online

Use - (you will need a free account)-

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-identify-times-or-situations-when-someone-may-need-to-limit-the-amount-of-time-they-use-technology-e-g-i-can-suggest-strategies-to-help-with-limiting-this-time/?from=phases>

Activity - create own timetable for online

Could read - But it's just a game by Julia Cook as class reader to support

Ensure you discuss different strategies

Don't feed the phish

Use lesson and activities (you will need a free account)-

<https://www.commonsense.org/education/digital-citizenship/lesson/dont-feed-the-phish>

Ensure as session you revisit - trusted adults, NSPCC, Childline and The Mix (<https://www.themix.org.uk/>), CEOP and when to use them

Use for journalistic writing link in English to Fake news including examples - <https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education>

Online Safety Yearly Overview

for helping come off devices e.g. not on 1-2 hours before bed, device in different place in house, not using in bedroom, set times, using timers etc.

Education for Connected World statements-

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use).

I can assess and action different strategies to limit the impact of technology on health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).

Education for Connected World statements-

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams, phishing**).

I know that online services have **terms and conditions** that govern their use.

I can explain how search engines work and how results are selected and ranked.

I can explain how to use search technologies effectively.

I can describe how some online information can be opinion and can offer examples.

I can explain how and why some people may

Online Safety Yearly Overview

present 'opinions' as 'facts';

why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and '**ad targeting**' and targeting for **fake news**).

I understand the concept of **persuasive design** and how it can be used to influence peoples' choices.

I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

Online Safety Yearly Overview

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 on-line **misinformation** and **dis-information**.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

I can identify, flag and report inappropriate content.

Link to Maths and time - creating timetables

Link to English fact and opinion on line, creating catchy tag lines

Support for vulnerable pupils

Links to other subjects

Online Safety Yearly Overview

PHSE - community
and Keeping safe

Link to PHSE
community and
keeping safe

Link to Art creating
persuasive design

Self-image and identity - EinCW

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

I can explain the importance of asking until I get the help needed.

Online relationships

I can explain how sharing something online may have an impact either positively or negatively.

I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

Online reputation

I can explain the ways in which anyone can develop a positive online reputation.

I can explain strategies anyone can use to protect their '**digital personality**' and online reputation, including degrees of **anonymity**.

Online Safety Yearly Overview

Online bullying

I can describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me.

I can explain how someone would report online bullying in different contexts.

Managing online information

I can explain how search engines work and how results are selected and ranked.

I can explain how to use search technologies effectively.

I can describe how some online information can be opinion and can offer examples.

I can explain how and why some people may present 'opinions' as 'facts';

why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and '**ad targeting**' and targeting for **fake news**).

I understand the concept of **persuasive design** and how it can be used to influence peoples' choices.

I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

I can describe the difference between on-line **misinformation** and **dis-information**.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

I can identify, flag and report inappropriate content.

Online Safety Yearly Overview

Health, Well-being and lifestyle

I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose.

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use).

I can assess and action different strategies to limit the impact of technology on health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).

Privacy and security

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

I can explain what to do if a password is shared, lost or stolen.

I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

I can describe simple ways to increase privacy on apps and services that provide privacy settings.

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**).

I know that online services have **terms and conditions** that govern their use.

Copyright and ownership

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.