



*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

## Online Safety Yearly Overview

### 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.

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### 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

## Online Safety Yearly Overview

### 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

## **Online Safety Yearly Overview**

- 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](#)

## Online Safety Yearly Overview

### **School identified issues:**

#### **Presenting Needs**

All staff at PHP use CPOMS to record any concerns across a school year. The top five presenting needs at Pool Hayes Primary are:

- Low level mental health or emotional issues (some of these were due to online conflict/toxic gaming scenarios)
- Concerns in relation to attachment
- Minor health problems (attendance issues)
- Young or inexperienced parents
- Unresolved issues arising from family separation

The Safeguarding Team support children and staff effectively to promote a pro-active safeguarding environment. We use a partnership approach from all stakeholders working with children, young people and their families. The support is a bespoke support to children, young people and their families and as a partnership we have responsibilities to ensure this support is provided. As part of regular safeguarding CPD sessions, PHP staff are fully equipped to record concerns specific to the need that is being presented. Using the Early Help Partnership offer, School Health services, The West Bromwich Albion Foundation, Local PCSOs and in school support using OWL Consultancy, PHP staff use a multi-tiered approach effectively to promote a pro-active safeguarding environment. The PHP community has access to an extensive range of expertise and support actioned by the Safeguarding Team. Our team are a highly skilled team of six staff, five of whom are Level 3 trained, the DSL and DDSL are Level 3 Advance trained. Our school is aware of and assesses the risks/issues in the wider community when considering the well-being and safety of our pupils. Our approach to safeguarding always reflects local needs as a result of attending regular area safeguarding meetings, Locality Forums and receive Local Neighbourhood alerts via West Midlands Police. This means that our strategic intelligence gathering, and recording of it, is effective and efficient when any level of support is needed.

We are also aware of the over-arching presenting needs in the Walsall Local Authority. They are identified through the Early Help Team (at point of contact) as:

- Challenging behaviour
- Domestic Violence
- Emotional wellbeing
- Parent/carers mental health
- Domestic violence

Our curriculum for online safety, PSHE, RSHE and Walsall safeguarding procedures provide substantial support for children and families at Pool Hayes Primary school. Staff are fully aware of the presenting needs of the school and wider community and ensure curriculum and procedure is used to rigorously meet pupil's needs so they are equipped to thrive in the real and the digital world.

# EYFS - Nursery

## Online Safety Yearly Overview

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>Text – Penguin Pig</b> <b>(Online reputation)</b></p> <ul style="list-style-type: none"> <li>- Read book and discuss whether we can believe everything on the Internet</li> <li>- Create own fictional characters similar to Penguin Pig</li> <li>- Talk about general online safety messages e.g. should be supervised, age appropriate, personal details, who to tell if there is a problem.</li> </ul> <p>Could also use - <a href="https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-identify-ways-that-i-can-put-information-on-the-internet/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-identify-ways-that-i-can-put-information-on-the-internet/?from=years</a></p>	<p><b>Text – Chicken Clicking</b> <b>(Managing information online)</b></p> <ul style="list-style-type: none"> <li>- Read book and discuss issues in book</li> <li>- Create a word bank of technical words</li> <li>- Discuss supervision and what should be allowed on computers</li> <li>- Create a wish list of what chicken clicking could buy the child</li> </ul> <p>Can also use - <a href="https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-talk-">https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-talk-</a></p>	<p>Technology scavenger hunt at home and in school</p> <p>Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g. echo/home</p> <p>Children could send photos or videos in for remote learning/homework</p> <p>Education for Connected World statements-</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>Demonstrate searching</p> <p>Teacher to search for terms given, model using Swiggle (<a href="https://swiggle.org.uk/">https://swiggle.org.uk/</a>) search engine for given prior checked terms by teacher.</p> <p>Children could answer questions given by teacher about a certain site or animal/topic</p> <p>Education for Connected World statements-</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</p>	<p><b>Text – Webster's Bedtime</b> <b>(Digital footprint and reputation)</b></p> <p>Webster's bedtime by Hannah Whaley ISBN 978-0-9930012-3-9</p> <ul style="list-style-type: none"> <li>- Discussing different uses of devices and times of use</li> </ul> <p>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</p>	<p><b>Text – Webster's Manners</b> <b>(Cyberbullying)</b></p> <p>Webster's Manners by Hannah Whaley ISBN 978-0-9930012-5-3</p> <ul style="list-style-type: none"> <li>- Discuss what to do if someone is mean to you online and how you should behave online</li> </ul> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>

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I can identify ways that I can put information on the internet	<a href="#">about-how-to-use-the-internet-as-a-way-of-finding-information-online/?from=years</a>	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	to access information on the internet.
I can describe ways that some people can be unkind online.	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 describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can give simple examples of how to find information
I can offer examples of how this can make others feel.			

### Support for vulnerable pupils

#### Links to other subjects

Technology in the curriculum, exploring the world around us	Technology, Computing, exploring the world around us
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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 Safety Yearly Overview**

### **Online reputation**

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

### **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

## Online Safety Yearly Overview

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text - Digi Duck's Big Decision	Text - Smartie the Penguin	Privacy and security lesson	Recognising devices that use the internet	Logging onto the computer	Logging onto the computer
(Online bullying)	(Health wellbeing and lifestyle)	Use (you will need to create a free account) -	Use -	(Privacy and security)	(Privacy and security)
<ul style="list-style-type: none"> <li>- Read multiple times to get different messages across e.g. supervision, ages, photos sharing etc.</li> <li>- Write captions for images in the story</li> <li>- Write messages to Digi Duck and his friends</li> </ul> <a href="http://www.childnet.com/shop">http://www.childnet.com/shop</a>	<ul style="list-style-type: none"> <li>- Read the book</li> <li>- Watch associated video - Red and Murphy talk to Smartie the Penguin</li> <li>- Make masks/puppets</li> <li>- Make a storyboard/video</li> </ul>	<a href="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">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</a>	<a href="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">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</a>	Remembering usernames and passwords.	Remembering usernames and passwords.
Can also use - <a href="https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-ways-that-some-people-can-be-">https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-ways-that-some-people-can-be-</a>	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,	Education for Connected World statements-	Or - Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g echo/home	Once skill is mastered, pupils to use computer for an appropriate game or website.	Once skill is mastered, pupils to use computer for an appropriate game or website
			Children could send photos or videos in	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.	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.

[unkind-online/?from=years](#)

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

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

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

I can give some examples.

embarrassed or upset

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.

## **Online Safety Yearly Overview**

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.

I know that work I create belongs to me. I can name my work so that others know it belongs to me.

I know that work I create belongs to me. I can name my work so that others know it belongs to me.

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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

Pupils need to be  
able to log on to  
computer and  
devices - technician  
to sort log ins to  
computer - small  
group or 1:1 practice  
initially, helps with  
keyboard recognition  
and name spelling

Once to pupils can  
log in - give them  
something else to do  
e.g Purple Mash,  
reading, etc

### 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 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.

### **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

## Online Safety Yearly Overview

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Acceptable use policy and logging in</p> <p>(Privacy and security)</p> <p>Use privacy and security knowledge map on project evolve as baseline task first -</p> <p><a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a></p> <p>Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book/poster.</p> <p>Pupils to practise logging onto the computer into something the pupils will use e.g TTrockstars, reading</p>	<p>Kindness costs nothing</p> <p>(Online relationships)</p> <p>Use online relationships knowledge map on project evolve as baseline task first -</p> <p><a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-when-i-should-ask-permission-to-do-something-online-and-explain-why-this-is-important/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-when-i-should-ask-permission-to-do-something-online-and-explain-why-this-is-important/?from=years</a></p>	<p><b>Gaming</b></p> <p>Use Jessie and friends video:</p> <p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a></p> <p>Story book for school or home use:</p> <p><a href="https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie--friends_playing-games_the-storybook.pdf">https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie--friends_playing-games_the-storybook.pdf</a></p> <p>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.</p>	<p><b>Searching</b></p> <p>Appropriate searching lesson</p> <p>Teach this in a computing lesson - (you will need to sign up for a free account)</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light">https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light</a></p> <p>Note - As part of the lesson ensure you talk about trusted adults and who they are</p> <p>Then use the skills in real life - Children to search for pre-planned terms given, model using Swiggle (<a href="https://swiggle.org.uk/">https://swiggle.org.uk/</a>) search engine for given prior checked terms by teacher.</p>	<p><b>Self image and identity</b></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-someone-feel-sad-embarrassed-or-upset/?from=years">https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-someone-feel-sad-embarrassed-or-upset/?from=years</a></p> <p>I can recognise 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><b>That's private</b></p> <p><a href="https://www.commonsense.org/education/digital-citizenship/lesson/that-s-private">https://www.commonsense.org/education/digital-citizenship/lesson/that-s-private</a></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. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>

## Online Safety Yearly Overview

scheme, class dojo  
etc

Can use -

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-that-passwords-are-used-to-protect-information-accounts-and-devices/?from=years>  
to support

Use cybersprinters  
activity 1a -  
[https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section\\_1](https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section_1) to download ppt

I can explain that  
passwords are used  
to protect  
information,

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

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

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.

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

Links to safe relationships in RSE/PHSE

Relate to topic or Science, History,

Links to safe relationships in RSE/PHSE

Relate to differences between old and modern toys

Relate to topic or Science, History, toys

May want to change to Autumn - as referenced in curriculum overview

Link to mental health and wellbeing and RSE/PHSE

Link to NSPCC - keeping privates private - keeping safe

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

## Online Safety Yearly Overview

### 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.

### Online reputation

I can recognise that information can stay online and could be copied.

## Online Safety Yearly Overview

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.

### Copyright and ownership

## **Online Safety Yearly Overview**

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

#### Acceptable use policy and logging in (Privacy and security)

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book or poster.

Pupils to practise logging onto the computer and something the pupils will use e.g. TTrockstars, reading scheme, class dojo etc.

Can use - <https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-how-passwords-can-be-used-to-protect-information-accounts-and-devices/?from=years> to support

### Autumn 2

#### Using webpages (Managing information online)

Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.

<https://www.commonsense.org/education/digital-citizenship/lesson/pause-think-online> or <https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-demonstrate-how-to-navigate-a-simple-webpage->

### Spring 1

#### 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

### Spring 2

#### 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.

### Summer 1

#### Reaching out

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-that-passwords-are-used-to-protect-information-accounts-and-devices/?from=years>

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

### Summer 2

#### The power of words

<https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words>

I know who to talk to if I think someone has made a mistake about putting something online.

## Online Safety Yearly Overview

Use Cyber security resources - Activity 1b  
2 factor authentication

[https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section\\_1](https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section_1) - to download ppt

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

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

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

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

I can explain how many devices in my home could be connected to the

[to-get-to-information-i-need-e-g-home-forward-back-buttons-links-tabs-and-sections/?from=years](https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section_1)

Use cyber sprinters resources - Lesson 2a - [https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section\\_1](https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section_1) to download ppt

I can describe and explain some rules for keeping my information private. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe how

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.

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.

I can explain how it may make others feel if I do not ask their permission or ignore their answers

## Online Safety Yearly Overview

internet and give examples (e.g. lights, fridges, toys, televisions).

online information about me could be seen by others

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.

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 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 safe relationships and use of passwords in computing session

Link to topic, create own page or site using Google sites, docs or slides or something similar, collaboratively so that multiple people can see and edit document and information

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

Link to topic - use a variety of communication technology as examples - emails from characters, text messages, social media - <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/>

Link to Eagle who thought it was a chicken and owl laughing at the eagle/chick

Link to communication on the internet - computing

### 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 Safety Yearly Overview**

### **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.

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**

## **Online Safety Yearly Overview**

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.

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

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Acceptable use policy and logging in (Health, wellbeing and lifestyle)	Powerful Passwords (Privacy and Security)	Writing Good emails (Relationships and Communication)	Digital friendships (Relationships and communication)	Self-image and identity Create an avatar	Managing information online
Use health wellbeing and lifestyle knowledge map as baseline before session - <a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a>	Use privacy and security knowledge map as baseline before session - <a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a>	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	Pupils and students explore the similarities and differences between in-person and online communication s, and then learn how to write clear and respectful messages.	<a href="https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-ways-in-which-someone-might-change-their-identity-depending-on-what-they-are-doing-online-e-g-gaming-using-an-avatar-social-media-and-why/?from=years">https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-ways-in-which-someone-might-change-their-identity-depending-on-what-they-are-doing-online-e-g-gaming-using-an-avatar-social-media-and-why/?from=years</a>	Teach how to search - using key phrases, explain autocomplete, difference between fact and opinion.
Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up">https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up</a>	Use <a href="https://www.teachingenglish.org.uk/article/email-writing">https://www.teachingenglish.org.uk/article/email-writing</a> to teach about ordering email, use <a href="https://ifaketextmessage.com/">https://ifaketextmessage.com/</a> to create fake text messages, use <a href="https://zeoob.com/">https://zeoob.com/</a> to create social media posts for	Use - (you will need a free account) <a href="https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships">https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships</a>	<a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_sow_year4_unit_4_7/Unit%204.7%20-%20Effective%20Searching.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_sow_year4_unit_4_7/Unit%204.7%20-%20Effective%20Searching.pdf</a>	<a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_sow_year4_unit_4_7/Unit%204.7%20-%20Effective%20Searching.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_sow_year4_unit_4_7/Unit%204.7%20-%20Effective%20Searching.pdf</a>
Pupils to practise logging onto the computer and something the pupils will use e.g. TTrockstars, reading scheme, class dojo etc.	or <a href="https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-simple-strategies-for-creating-and-keeping-passwords-private/?from=years">https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-simple-strategies-for-creating-and-keeping-passwords-private/?from=years</a>		Activity related to scenario based story	I can explain what is meant by the term identity.	
			Ensure you discuss what to do if someone sends inappropriate messages, who our trusted adults are, how they can help us online	I can explain how I can represent myself in different ways online.	I can demonstrate how to use key phrases in search engines to gather accurate information online.
				I can explain ways in which and why I	

## Online Safety Yearly Overview

Use - <https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-explain-why-spending-too-much-time-using-technology-can-sometimes-have-a-negative-impact-on-anyone-i-can-give-some-examples-of-both-positive-and-negative-activities-where-it-is-easy-to-spend-a-lot-of-time-engaged/?from=years>

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

Play cybersprinters game from session 1c  
Passwords and 2 factor authentication

[https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section\\_1](https://www.ncsc.gov.uk/information/cybersprinters-game-and-activities#section_1)

I understand and can give reasons why passwords are important.

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

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.

might change my identity depending on what I am doing online e.g. gaming, using an avatar, social media.

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.

I can explain how to search for

## Online Safety Yearly Overview

should tell a trusted adult.

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

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).

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

'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.

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

## Online Safety Yearly Overview

restricted gaming or  
web sites).

### Support for vulnerable pupils

Could be done via  
role play or actual  
text or social media  
created  
conversations (See  
Spring 1 lesson)

### Links to other subjects

Relate to RSE/PHSE  
safe relationships,  
self respect and  
negative impact  
technology can have  
on self.

Link to topic or  
English writing

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

Create an avatar in  
Egyptian style -  
discuss  
modifications to  
images and how  
filters and pictures  
can be edited not to  
be real.

Link to any topic -  
give children sites  
and search terms to  
use first that have  
been pre- planned  
and checked in  
school for content -  
use  
<https://swiggle.org.uk/>  
as search engine -  
due to higher  
filtering capability

### 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.

## **Online Safety Yearly Overview**

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**

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**

## Online Safety Yearly Overview

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).

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

## **Online Safety Yearly Overview**

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

## Online Safety Yearly Overview

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Acceptable use policy and logging in	Private and personal information	<u>Rings of responsibility</u>	Online relationships	The key to keywords -	Whose is it anyway?
(Health wellbeing and lifestyle)	(Privacy and security)	(Self-image and identity, Relationships and communication)	Use -	(Digital Literacy)	(Creative credit and copyright, Information Literacy)
Use health wellbeing and lifestyle knowledge map as baseline before session - <a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a>	Use privacy and security knowledge map as baseline before session - <a href="https://projectevolve.co.uk/toolkit/knowledge-map/">https://projectevolve.co.uk/toolkit/knowledge-map/</a>	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	<a href="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">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</a>	<a href="https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/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/?from=years">https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/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/?from=years</a>	Pupils and students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.
Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book/poster.	How can you protect yourself from online identity theft?	Use - (you will need a free account) - <a href="https://www.commonsense.org/education/digital-citizenship/lesson/your-rings-of-responsibility">https://www.commonsense.org/education/digital-citizenship/lesson/your-rings-of-responsibility</a>	Create and display Wordle for the words the children generate (see activity)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit">https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit</a>	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit">https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit</a>
Pupils to practise logging onto the computer and something the pupils will use e.g. TTrockstars, reading scheme, class dojo etc.	Pupils and students think critically about the information they share online. <a href="https://www.commonsense.org/education/digital-citizenship/lesson/private-and-personal-information">https://www.commonsense.org/education/digital-citizenship/lesson/private-and-personal-information</a>  <a href="#">or</a>	Activity related to rings of responsibility and colour coded (see	Remember to revisit helplines and support for feelings and when feel unsafe online	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	When searching on the internet for content to use, I can explain why I need to consider who

## Online Safety Yearly Overview

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 online services asking for consent.

### Health, Well- being and lifestyle

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and->

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-strategies-for-keeping-personal-information-private-depending-on-context/?from=years>

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.

I can explain how my online identity can be different to the identity I present in 'real life'

Knowing this, I can describe the right decisions about how I interact with

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.

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

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.

I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.

I can describe how I can search for information within a wide group of technologies (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

## Online Safety Yearly Overview

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=years

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.

others and how others perceive me.

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

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.

offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.

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

## 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

### Support for vulnerable pupils

### Links to other subjects

Relate to PHSE/RSE/ Online safety

Relate to all Online safety

Link to PHSE all around me

Link to PHSE all around me and community

Link to Literacy - T could create fake newspaper/ social media for a character - <https://www.teachingenGLISH.org.uk/article/email-writing-to-teach-about-ordering-email-use>, use <https://ifaketextmessage.com/> to create fake text messages, use <https://zeoob.com/>

Link to any topic - to produce a brochure/leaflet in purple mash or MS Word - getting pictures or information from the internet and referencing it

Link to keeping safe

## **Online Safety Yearly Overview**

### **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).

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**).

## **Online Safety Yearly Overview**

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

Acceptable use policy and logging in (Health wellbeing and lifestyle)

Use health wellbeing and lifestyle knowledge map as baseline before session - <https://projectevolve.co.uk/toolkit/knowledge-map/>

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and something the pupils will use e.g. TTrockstars, reading scheme, class dojo etc.

Play cybersprinters - <https://www.ncsc.gov.uk/training/ncsc->

### Autumn 2

Image alteration (Self-image and identity lesson)

Use self-image and identity knowledge map as baseline before session - <https://projectevolve.co.uk/toolkit/knowledge-map/>

<https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-how-identity-online-can-be-copied-modified-or-altered/?from=years>

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

### Spring 1

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-our-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

### Spring 2

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

### Summer 1

Research of a topic Create a profile/ blog for the area of Syria or character

Add in warnings to a blog post about content that may not be appropriate for other children e.g contains swearing or vulgar content

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.

I can use different search technologies.

I can evaluate digital content and

### Summer 2

Data and how it is used about you

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

<https://www.barefootcomputing.org/resources/stop-think-do-i-consent>

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

## Online Safety Yearly Overview

cyber-security-for-young-people-english-scorm-v2/index.html

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

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-describe-ways-technology-can-affect-health-and-well-being-both-positively-e-g-mindfulness-apps-and-negatively/?from=years>

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

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

(<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).

can explain how I make choices from search results.

I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.

I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).

I can explain what is meant by 'being sceptical'. I can give examples of when and why it is

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

## Online Safety Yearly Overview

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.

**Link to maths - pupils to do survey related to mental health and wellbeing of pupils when using devices and then present research to parents.**

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.

important to be 'sceptical'.

I can explain what is meant by a 'hoax'.

I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal.

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 either by accident or on purpose).

I can assess and justify when it is acceptable to use the work of others.

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

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

## Online Safety Yearly Overview

I can give examples of content that is permitted to be reused and know how this content can be found online.

### Support for vulnerable pupils

#### Links to other subjects

Link to Online safety and computing session, PHSE/RSE

Complete an Art session altering photographs using filters on devices

Link to PHSE community and keeping safe

Differentiate questions

Sondra activity could be used in Guided reading after lesson

Link to history or English

Link to Maths and data - link to RSE/Online safety activities

### 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**).

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.

## **Online Safety Yearly Overview**

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

Acceptable use policy, logging in and changing passwords

(Privacy and security)

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and Play cybersprinters - <https://www.ncsc.gov.uk/training/ncsc-cyber-security-for-young-people-english-scorm-v2/index.html>

Discuss the need for secure and updated passwords. Pupils

### Autumn 2

Talking safely online (Online relationships)

Link to gaming and 'banter' in social media

<https://www.common-sense.org/education/digital-citizenship/lesson/cyber-hatting-safely-online>

Learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online

I can explain how sharing something online may have an

### Spring 1

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

### Spring 2

Don't feed the phish

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

<https://www.common-sense.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/news/2019/oct/07/lesson-5-spotting-fake-news-pshe-education>

### Summer 1

Things spread quickly online

Link to gaming and social media

<https://www.tes.com/teaching-resource/things-spread-quickly-online-a-lesson-to-get-your-class-moving-for-safer-internet-day-11825786>

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.

I can describe how to capture bullying content as evidence

### Summer 2

Stereotypes lesson

<https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/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/?from=years>

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

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change their passwords.

Lesson on password security - <https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-describe-effective-ways-people-can-manage-passwords-e-g-storing-them-securely-or-saving-them-in-the-browser/?from=year5> and

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/7-11/i-can-explain-what-to-do-if-a-password-is-shared-lost-or-stolen/?from=years>

I can describe effective ways people can manage passwords

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.

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

(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.

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.

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(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 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.

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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.

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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.

### Support for vulnerable pupils

#### Links to other subjects

Relate to safe relationships and keeping safe online in computing

Link to PHSE/RSE - create a multimedia presentation based on relationships

Link to Maths and time - creating timetables

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

Teacher to create social media examples for English characters or historical figures

Relate to RE respect for all - could use some example downloaded Tik tok videos to prompt discussions e.g.

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online from  
computing skills

PHSE - community  
and Keeping safe

Link to PHSE  
community and  
keeping safe

Link to Art creating  
persuasive design

and pupil analyse  
digital footprints -  
could be retrieval  
lesson for Guided  
reading Use -  
[https://ifaketextme  
ssage.com/](https://ifaketextmessage.com/) to create  
fake text messages,  
use  
<https://zeoob.com/>  
for social media

'undateables' snippets  
those with additional  
needs have the same  
rights etc. or  
programme with  
disabled presenter and  
also gender  
stereotyped roles etc.

### **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.

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### 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 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**).

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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.

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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.

### 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

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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.