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| **Online Safety Lessons linked to Education for a Connected World** | | | |
|  | Term 1 | Term 2- Safer Internet Day | Term 3 |
| Nursery |  | **Online bullying**: -I can describe ways that some people can be unkind online.  -I can offer examples of how this can make others feel. | **Self-image and Identity**: 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. |
| Reception | **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.  **Online reputation**: I can identify ways that I can put information online. | **Managing Online Information**: -I can talk about how to use the internet as a way of finding information online.  -I can identify devices I could use to access information on the internet.  **Health, wellbeing and lifestyle:** I can identify rules that help keep us safe and healthy in and beyond the home when using technology. | **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. |
| Year 1 | **Online Bullying**: I can describe how to behave online in ways that do not upset others and can give examples.  **Health, wellbeing and lifestyle:** -I can explain rules to keep us safe when we are using technology both in and beyond the home.  -I can give examples of some of these rules.  **Copyright and Ownership**: \*Link to PM unit\*  -I know that work I create belongs to me.  -I can explain why work I create using technology belongs to me.  -I can say why it belongs to me (e.g. ‘It is my idea’ or ‘I designed it’). | **Self-Image and Identity:** -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 and how they can help.  **Online Reputation:** I can describe what information I should not put online without asking a trusted adult first. | **Online Relationships:** I can explain why it is important to be considerate and kind to people online and to respect their choices.  **Managing Online Information:** I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. |
| Year 2 | **Self-Image and Identity**: 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.  **Managing Online Information:** -I can use simple keywords in search engines.  -I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). | **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).  **Online Bullying:** I understand how bullying can make someone feel. | **Online Reputation:** I know who to talk to if something has been put online without consent or if it is incorrect.  **Privacy and Security**: I can explain how passwords can be used to protect information, accounts and devices. |
| Year 3 | **Self-Image and Identity:** -I can explain what is meant by the term ‘identity’.  -I can explain how people can represent themselves in different ways online.  -I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.  **Online Relationships**: I can describe ways people who have similar likes and interests can get together online. | **Online Reputation**: I can explain how to search for information about others online.  **Managing Online Information**: -I can demonstrate how to use key phrases in search engines to gather accurate information online.  -I can explain what autocomplete is and how to choose the best suggestion. | **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. |
| Year 4 | **Self-Image and Identity**: -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 how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. | **Online Reputation:** -I can describe how to find out information about others by searching online.  -I can explain ways that some of the information about anyone online could have been created, copied or shared by others.  **Online Bullying**: I can recognise when someone is upset, hurt or angry online.  **Health, wellbeing and lifestyle:** I can explain how using technology can be a distraction from other things, in both a positive and negative way. | **Online relationships:** I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  **Privacy and security:** -I can describe strategies for keeping personal information private, depending on context.  -I can explain what a strong password is and demonstrate how to create one. |
| Year 5 | **Self-Image and Identity:** I can explain how identity online can be copied, modified or altered.  **Online Relationships:** 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. | **Privacy and security:** 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.  **Health, Wellbeing and lifestyle:** I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. | **Online Bullying:** I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  **Managing Online Information**: -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.  **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 | **Self-Image and Identity**: -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.  **Managing Online information:** -I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.  -I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. | **Privacy and security:** 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).  **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. | **Copyright and ownership:** -I can demonstrate the use of search tools to find and access online content which can be reused by others.  -I can demonstrate how to make references to and acknowledge sources I have used from the internet.  **Online Reputation**: I can explain the ways in which anyone can develop a positive online reputation. |