Online Safety

Digital Literacy

Online Safety lessons are taught each term. They can be taught as a stand alone lesson or during circle time as long as the objectives are taught. Online Safety objectives and resources taken and adapted from Project Evolve. Teachers can use other objectives/resources from their Year Group for additional lessons and activities as appropriate/necessary. Online Safety is also taught through Anti-Bullying Week, Safer Internet Day and through our PSHE scheme.

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| Online Reputation – Autumn 1 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understanding what online information is. | To understand that information put online can stay there for a long time. | To understand what personal information is and to understand that information can be seen by others. | 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 ways that some of the information about anyone online could have been created, copied or shared by others. | I can search for information about an individual online and summarise the information found. | I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity. |
| Online Bullying – Autumn 2 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understand what online bullying is.  Understand how bullying can make others feel. | Understand what online bullying is.  Understand how actions affect how people feel. | Understand what online bullying is.  Understand how online bullying can make people feel.  Know who our trusted adults are. | Describe appropriate ways to behave towards other people online and why this is important.  Give examples of how bullying behaviour could appear online and how someone can get support. | To understand how people can be bullied through a range of media.  To understand 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). | Understand what banter is.  Understand how to block someone online. | Know how to capture and record evidence of online bullying.​  Know who we can report concerns to. |
| Online Relationships – Spring 1 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spot ways in which the internet can be used to communicate.  Identify how I might use technology to communicate with people I know. | To identify ways of communicating online.  I can explain why it is important to be considerate and kind to people online and to respect their choices. | I can describe different ways to ask for, give, or deny my permission online  I can identify who can help me if I am not sure. | 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 describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). | 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 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. |

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| Copyright and Ownership – Spring 2 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I know that work I create belongs to me | 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’). | Understand what copyright is.  Understand how content online belongs to someone.  Understand how to check who owns digital content. | 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. | 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 assess and justify when it is acceptable to use the work of others | I can demonstrate the use of search tools to find and access online content which can be reused by others. |
| Self-Image and Identity – Summer 1 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understand what to do when to somebody who asks me to do something that makes me feel sad, embarrassed or upset. | Identify who our trusted adults are.  Recognise that there may be people online who could make me feel sad, embarrassed or upset. | To understand how other people may look and act differently online and offline. | I can explain how people can represent themselves in different ways online | 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 demonstrate how to make responsible choices about having an online identity, depending on context. | I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. |

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| Privacy and Security – Summer 2 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To understand what personal information is.  To identify who our trusted adults are. | Understand what passwords are and what makes a strong password. | To understand how to keep our personal information safe and how to create a strong password. | 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 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 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 describe simple ways to increase privacy on apps and services that provide privacy settings. |
| Health, Well-Being and Lifestyle – Summer 2 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To understand how rules can help keep me safe and healthy when using technology. | To identify how to be safe when using technology or going online. | To understand how rules can help keep me safe and healthy when using technology and going online. | I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). | 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. | 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. | 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). |

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| Managing Online Information – Summer 2 | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Identify devices and technology we can use to find information. | Identify devices and technology we use to find information.  Understand that not everything on the internet is true or factual. | To understand that not everything on the internet is true.  To safely and accurately search for information on the internet. | 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 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. | 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 identify, flag and report inappropriate content. |