

Online Safety Units Medium Term Plan

The grid below outlines what children will learn across all online safety units. It includes the key inquiry question, as well as the progression of the learning outcomes in each unit in the Online Safety Curriculum.

Project Evolve							
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I say no to someone?	How can I tell someone I am sad, embarrassed, upset, worried, uncomfortable or frightened?	Why can people feel sad after being online?	What is an online identity?	Can I trust everyone I meet online?	Is my online identity safe?	What are stereotypes?
Self-Image and Identity (Shaping online identities and how media impacts on gender and stereotypes)	<ul style="list-style-type: none"> - I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. 	<ul style="list-style-type: none"> - I can recognise that there may be people online who could make someone 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. 	<ul style="list-style-type: none"> - I can explain how other people may look and act differently online and offline. - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context. 	<ul style="list-style-type: none"> - 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.

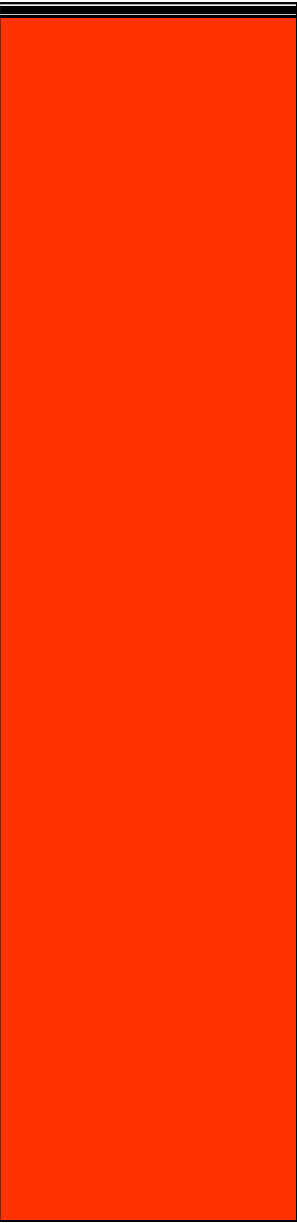
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	What is online communication?	Why is it important to ask permission before going online?	What is consent?	Can I trust my online friends?	What are healthy and unhealthy online behaviours?	How can I communicate respectfully and safely online?	What are boundaries?
Online Relationships (Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice)	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. - I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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

			<p>happens online without my consent.</p> <p>- 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.</p> <p>- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>be hurt by what is said or written online.</p> <p>- 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.</p>		<p>- I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>can help if someone is worried about this.</p>
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I put information online?	What is okay to put online?	What happens to information I put online?	Why must I be careful when sharing information online?	How can online information be manipulated?	How can online information influence my thinking?	What is an online reputation and digital personality?
Online Reputation (Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles)	<p>- I can identify ways that I can put information on the internet.</p>	<p>- I can recognise that information can stay online and could be copied.</p> <p>- I can describe what information I should not put online without asking a trusted adult first.</p>	<p>- I can explain how information put online about someone can last for a long time.</p> <p>- I can describe how anyone's online information could be seen by others.</p> <p>- I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>- I can explain how to search for information about others online.</p> <p>- 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.</p> <p>- I can explain who someone can ask if they are unsure about putting something online.</p>	<p>- I can describe how to find out information about others by searching online.</p> <p>- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>- I can search for information about an individual online and summarise the information found.</p> <p>- 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.</p>	<p>- I can explain the ways in which anyone can develop a positive online reputation.</p> <p>- I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I be kind online?	How can I be kind online?	What is online bullying?	How can I recognise bullying online?	How can online bullying effect someone?	What are different ways to get help for online bullying?	How can I report online bullying?
<p style="text-align: center;"> Online Bullying (Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation) </p>	<ul style="list-style-type: none"> - I can describe ways that some people can be unkind online. - I can offer examples of how this can make others feel. 	<ul style="list-style-type: none"> - I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> - I can explain what bullying is, how people may bully others and how bullying can make someone feel. - I can explain why anyone who experiences bullying is not to blame. - I can talk about how anyone experiencing bullying can get help. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - 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, 	<ul style="list-style-type: none"> - 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.

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How do I go to the online world?	How can I find information I need online?	Is all the information online real or true?	How do people share their information online?	How can online information influence my thinking?	Is it good to be sceptical?	What information should I believe and what information should I ignore or report?
Managing Online Information (Strategies for effective searching, critical evaluation and ethical publishing)	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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). - I can explain what voice activated searching is and how it might be used, and know it is not a real person (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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. - 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, 	<ul style="list-style-type: none"> - 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

and how to access them (e.g. Childline or The Mix).

			<p>online may not be real or true.</p>	<p>monsters under the bed).</p> <p>- 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.</p>	<p>- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>- 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.</p> <p>- 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.</p>	<p>fact, opinion, belief, validity, reliability and evidence.</p> <p>- I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>- 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).</p> <p>- 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.</p> <p>- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>- I can explain what is meant by a 'hoax'. I can explain why someone</p>	<p>how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>- I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>- I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>- 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.</p> <p>- I can describe the difference between online misinformation and dis-information.</p> <p>- 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</p>

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	Why do we need online safety rules?	What online safety rules must I follow?	Why can rules help me to stay safe online?	Is it healthy to live in an online world?	How can online activity affect me offline?	How can I balance my online and offline worlds?	How is the online world designed to help me and harm me?
Health, Well-being and Lifestyle (The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them)	<ul style="list-style-type: none"> - I can identify rules that help keep us safe and healthy in and beyond the home when using technology. - I can give some simple examples of these rules. 	<ul style="list-style-type: none"> - I can explain rules to keep myself safe when using technology both in and beyond the home. 	<ul style="list-style-type: none"> - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. - I can say how those rules / guides can help anyone accessing online technologies. 	<ul style="list-style-type: none"> - 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. - 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). 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 wellbeing 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 	<ul style="list-style-type: none"> - 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).

would need to think carefully before they share.

misinformation or disinformation).
- I can identify, flag and report inappropriate content

						the importance of seeking permission from a trusted adult before purchasing.	
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	What is personal information?	What is personal information?	How can I keep information private online?	Who should I share my information with online?	Is my information stored online?	Who can access my information online?	How can I protect my information online?
Privacy and Security (Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise)	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I can explain how 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. 	<ul style="list-style-type: none"> - I can explain how passwords can be used to protect information, accounts and devices. - I can explain and give examples of what is meant by 'private' and 'keeping things private'. - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). - 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). 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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

							<p>to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>- I know that online services have terms and conditions that govern their use.</p>
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I show my work belongs to me?	Why does my work belong to me?	Who does work on the internet belong to?	Is it okay to copy work from the internet?	How can I respect copyright online?	Can I explain when it is okay to copy information I find online?	How can I acknowledge someone else's online work?
Copyright and Ownership (Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution)	<p>- I know that work I create belongs to me.</p> <p>- I can name my work so that others know it belongs to me.</p>	<p>- I can explain why work I create using technology belongs to me.</p> <p>- I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>- I can save my work under a suitable title or 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>	<p>- I can recognise that content on the internet may belong to other people.</p> <p>- I can describe why other people's work belongs to them.</p>	<p>- 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.</p>	<p>- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>- I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>- I can assess and justify when it is acceptable to use the work of others.</p> <p>- I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>- I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>- I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

Switched On Online Safety

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I stay safe online?	Who can I speak to about being safe online?	Who can help me to stay safe online?	What different strategies can I use to stay safe online?	How can I stay safe online by reporting upsetting content?	How can I stay safe online when using different apps and websites?
Developing Online Safety Guidelines	<p>Unit 1.1 We are Year 1 rule writers – Creating rules that help us to stay safe online.</p> <ul style="list-style-type: none"> - Understand that rules help us stay safe, both in the real world and online. - Suggest strategies for staying safe in different online scenarios. - Help to develop a set of online safety rules that are easily understood and appropriate for Year 1. 	<p>Unit 2.1 We are Year 2 rule writers – Reviewing and editing online safety rules.</p> <ul style="list-style-type: none"> - Consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. - Consider what strategies they might use if their usual trusted adult is not available. - Review and edit their online safety guidelines. - Develop their online safety rules so they are easily understood and appropriate for Year 2 pupils. 	<p>Unit 3.1 We are Year 3 rule writers – Reviewing and editing online safety rules.</p> <ul style="list-style-type: none"> - Consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules. - Consider what new strategies they can apply to online safety scenarios, such as calling Childline. - Review and edit their online safety guidelines. - Develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils. 	<p>Unit 4.1 We are Year 4 rule writers – Reviewing and editing online safety rules.</p> <ul style="list-style-type: none"> - Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. - Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. - Review and edit their online safety guidelines. - Develop and edit their online safety rules so they are easily understood and appropriate for Year 4 pupils. 	<p>Unit 5.1 We are Year 5 rule writers – Reviewing and editing online safety rules.</p> <ul style="list-style-type: none"> - Consider online safety scenarios in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. - Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP ‘Report abuse’ button. - Review and edit their online safety guidelines. - Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils. 	<p>Unit 6.1 We are online safety ambassadors – Reviewing and editing our online safety rules.</p> <ul style="list-style-type: none"> - Consider online safety scenarios in Year 5 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. - Consider what new strategies they can apply to online safety scenarios, such as using reporting buttons within websites and apps. - Review and edit their online safety guidelines. - Develop their online safety rules so they are easily understood and appropriate for Year 6 pupils.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	Can I make someone sad?	What is online bullying?	What are the effects of online bullying?	What is peer pressure?	How can my online behaviour affect others?	Is it ok to share images online?
Social and Emotional Well-being and Developing Resilience	<p>Unit 1.2 We are kind and thoughtful – Understanding the impact of our behaviour on others.</p> <ul style="list-style-type: none"> - Understand that unkind behaviour can affect people, even though we can't see them. - Understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities. 	<p>Unit 2.2 We are not online bullies – Creating a strong message against online bullying.</p> <ul style="list-style-type: none"> - Begin to understand the concept of online bullying and the role of the bystander. - Develop an understanding of the consequences of online bullying. - Recall their online safety rules for reporting concerns and inappropriate behaviour. 	<p>Unit 3.2 We are digital friends – Developing an awareness of online bullying.</p> <ul style="list-style-type: none"> - Begin to understand that information shared online cannot always be controlled. - Develop a deeper understanding of the consequences of online bullying. - Understand the role of a bystander in online bullying. 	<p>Unit 4.2 We are standing up to peer pressure – Dealing positively with peer pressure.</p> <ul style="list-style-type: none"> - Understand that peer pressure can be a positive and negative influence. - Understand that access to the internet is not the same for everyone. - Recall ways to report concerns and inappropriate behaviour. 	<p>Unit 5.2 We are responsible for our online actions – Understanding the impact of online behaviour.</p> <ul style="list-style-type: none"> - Recognise that online behaviour can have real life negative effects on other people. - Understand that we must take responsibility for our own actions online, regardless of what other people are doing. - Critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying. - Use their knowledge of online safety to reach a consensus on the appropriate response to an online incident. 	<p>Unit 6.2 We will not share inappropriate images – Inappropriate use of technology and the internet – nude selfies.</p> <ul style="list-style-type: none"> - Understand the negative consequences of sharing nude selfies. - Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves. - Understand that once an image is online, it stays online forever. - Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	Is it ok to be online all the time?	How can I safely search for information online?	How do I know which website to click on?	What will happen to my online information?	Should I trust everyone and everything I see and hear online?	How can I use online social networks responsibly?
Responsible Internet Use	<p>Unit 1.3 We are responsible internet and device users – Remembering to take time out from technology.</p> <ul style="list-style-type: none"> - Learn the very basic principles of what the internet is. - Understand how people use the internet. - Understanding that using computer devices too often can be bad for us and we should take time out from technology to do other things. - Discuss what to do if they see or hear something online that upsets them. 	<p>Unit 2.3 We are safe searchers – Learning how to use search engines safely.</p> <ul style="list-style-type: none"> - Understand the very basic principles of how search engines work. - Understand the key steps for searching the web safely. - Understand how to report concerns when searching the web. 	<p>Unit 3.3 We are internet detectives – Assessing the trustworthiness of websites.</p> <ul style="list-style-type: none"> - Use clues to make choices about which web pages they consider most useful and trustworthy. - Understand that not all links are safe or trustworthy. - Understand different ways to report concerns and inappropriate behaviour. 	<p>Unit 4.3 We are aware that our online content lasts forever – Getting the message: pre- and post- internet.</p> <ul style="list-style-type: none"> - Understand that because of the internet, information can spread quickly and reach more people now than at any time in the past. - Understand that although information posted on the internet might not always be true or accurate, it lasts forever. 	<p>Unit 5.3 We are content evaluators – Understanding advertising and endorsements online.</p> <ul style="list-style-type: none"> - Understand that some people get paid to endorse products online. - Develop a discerning attitude to online content so that they can confidently reach their own conclusions. - Appreciate the value of trusted adults in helping them reach an informed conclusion. 	<p>Unit 6.3 We are safe social networkers – Understanding that internet safety skills must always be switched on.</p> <ul style="list-style-type: none"> - Understand that most online sites and apps require an account holder to be a minimum of 13 years old. - Understand that they should check and adhere to the age restrictions of a site or app. - Understand why age restrictions apply to online communications tools. - Develop resilience to online behaviour and influences in an unfamiliar setting. - Learn how to use appropriate social networking sites safely.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	What is personal information?	How can I create a strong password?	What is a 'digital footprint'?	Is my information always safe online?	What is an 'online reputation'?	How can I respect the privacy of others online?
Keeping Information Safe	<p>Unit 1.4 We are information protectors – Understanding what is meant by personal information.</p> <ul style="list-style-type: none"> - Understand what is meant by 'personal information'. - Recognise that anyone online who we don't know in life is a stranger. - Understand how we can protect our personal information, including reporting worries to trusted adults. 	<p>Unit 2.4 We are code masters – Generating string passwords and keeping them safe.</p> <ul style="list-style-type: none"> - Understand that passwords are an important part of keeping information safe. - Understand the differences between strong and weak passwords. - Understand that sharing a password makes it weak. 	<p>Unit 3.4 We are aware of our digital footprint – Understanding the digital trails we leave behind.</p> <ul style="list-style-type: none"> - Understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast. - Understand that the things we upload onto the internet last forever. 	<p>Unit 4.4 We are online risk managers – Understanding risk and prevention of information loss.</p> <ul style="list-style-type: none"> - Understand the risks involved in clicking on and opening links on suspicious websites and in emails. - Understand that hacking can be illegal and has consequences for the hacker. - Develop awareness of viruses and what to do if they think their account has been compromised. 	<p>Unit 5.4 We are protecting our online reputation – Developing strategies to protect our future selves.</p> <ul style="list-style-type: none"> - Understand that posting inappropriate information online can cause regret later. - Understand how to manage their online reputation. - Understand that, although information posted on the internet might not always be true or accurate, it can last forever. - Understand that it is possible to search the internet for information about particular individuals. 	<p>Unit 6.4 We are respectful of others – Respecting the personal information and privacy of others.</p> <ul style="list-style-type: none"> - Understand that they need to respect other people's preferences when uploading images or videos to the internet. - Understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet. - Develop their understanding that content posted on the internet can last forever.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	What is a 'digital citizen'?	Why is it important to use technology respectfully?	What does 'netiquette' mean?	What are my digital rights?	What is 'copyright' and why is it important?	How can I be assertive and safe online?
Digital Citizenship	<p>Unit 1.5 We are good digital citizens – Finding out what it means to be a good digital citizen.</p> <ul style="list-style-type: none"> - Understand what is meant by 'digital citizen'. - Understand how to be responsible, respectful and safe online. - Understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online. - Recall what to do if something happens online that makes them feel uncomfortable – building on Unit 1.4 (We are information protectors lesson). 	<p>Unit 2.5 We are online behaviour experts – Solving online safety problems.</p> <ul style="list-style-type: none"> - Understand that the way technology is used is as important as good online behaviour. - Understand that the way we use technology impacts the people around us. - Further develop responses to incidents of poor behaviour online. 	<p>Unit 3.5 We are netiquette experts – practising good netiquette.</p> <ul style="list-style-type: none"> - Understand that good online behaviour is important for making the internet an enjoyable place for everyone. - Understand that email is a widely used form of digital communication that lasts forever and can be shared. 	<p>Unit 4.5 We are respectful of digital rights and responsibilities – Understanding and respecting digital rights and responsibilities.</p> <ul style="list-style-type: none"> - Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone. - Understand that there are consequences for knowingly ignoring rights. - Further develop a positive and responsible attitude towards technology and internet use. 	<p>Unit 5.5 We are respectful of copyright – Understanding and applying copyright laws.</p> <ul style="list-style-type: none"> - Understand that copyright laws exist to protect original content creators. - Understand that content they choose to use or upload on the internet may be subject to copyright laws. - Further develop their understanding of rights and responsibilities as digital citizens. 	<p>Unit 6.5 We are online safety problem solvers – Using our skills to resolve unfamiliar situations.</p> <ul style="list-style-type: none"> - Develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet. - Revisit the key concepts of digital citizenship.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Inquiry Question	How can I play online games safely?	Why is the PEGI rating system important?	What does my avatar say about me?	Is it ok to have virtual friends?	How can I protect my money when playing online games?	Can playing games online be dangerous for me?
Playing Games and Having Fun	<p>Unit 1.6 We are responsible gamers – Learning how to stay safe when playing online games.</p> <ul style="list-style-type: none"> - Understand the importance of playing games in shared spaces where grown-ups are available for support. - Understand the importance of taking breaks away from technology. 	<p>Unit 2.6 We are game raters – Understanding and applying the PEGI rating system for games.</p> <ul style="list-style-type: none"> - Recognise the PEGI age rating system for digital games. - Understand that the system is useful for helping people decide which games are appropriate. - Understand what to do if someone nearby is playing a game which is inappropriate for them. 	<p>Unit 3.6 We are avatar creators – Who do we really know online?</p> <ul style="list-style-type: none"> - Understand that internet identities are actively constructed by the user. - Recognise that internet identities can be misleading or not representative of the creator. - Recall that personal information should not be shared by anyone online who we don't know in real life. 	<p>Unit 4.6 We are careful when talking to virtual friends – Virtual friendship vs real friendship; who we can trust.</p> <ul style="list-style-type: none"> - Understand that virtual friends are still strangers that they do not know about. - Apply their knowledge of online safety to decide what information they, as virtual friends, can safely share online. - Recap rules for reporting suspicious or uncomfortable online situations. 	<p>Unit 5.6 We are game changers – Understanding how game developers make money.</p> <ul style="list-style-type: none"> - Understand different business models for online games. - Understand that accounts for devices are linked to real-life bank accounts. - Understand that some features in online games and apps cost real money. - Understand that research, parental controls and device settings are tools we can use to help us game confidently. 	<p>Unit 6.6 We are safe gaming experts – Creating and delivering advice on safe online gaming.</p> <ul style="list-style-type: none"> - Understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics. - Understand that research and parental controls and device settings are tools we can use to help us game safely and confidently. - Apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents. - Consolidate everything they have learnt about age-appropriate online gaming in preparation for their transition to KS3.