Online Safety Yearly Overview

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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EYFS – Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	**Text - Peppa Pig's Family Computer (Internet safety)** - Discuss basic information regarding computer use and supervision - Find out what children do on computers and discuss appropriate use 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. I can explain how this could be either in real life or online.	**Using a computer safely (Linked to computing and ELG behaviours)** - Ensure children understand how to use computers safely e.g. how to turn on and off correctly; correct keyboard behaviour and mouse use I can identify ways that I can put information on the internet.	**Using an iPad safely (Linked to computing and ELG behaviours)** - Discuss the basic rules for iPad use - Model correct behaviours for an iPad e.g. zoom, pinch, swipe, 5-finger pinch, swipe up and down for menus 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.	**Text – Webster's Bedtime (Digital footprint and reputation)** - Discuss Online Safety issues I know who I should ask if I am not sure if I should put something online I can describe and assess the benefits and the potential risks of sharing information online.	**Text - Penguin Pig (Internet safety)** - Discuss Online Safety issues I can assess when I need to take action and explain what to do if I am concerned about an online relationship. I can assess when I need to take action and explain what to do if I am concerned about an online relationship.	**Text - Peppa Pig's Family Computer (Digital footprint and digital reputation)** - Discuss what we should do if something goes wrong on a computer 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.

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EYFS – Nursery 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	Text – Penguin Pig (Internet safety) - Read book and discuss whether we can believe everything on the Internet - Create own fictional characters similar to Penguin Pig - Talk about general online safety messages e.g. should be supervised, age appropriate, personal details, who to tell if there is a problem. I can assess when I need to take action and explain what to do if I am concerned about an online relationship.	Text - Chicken Clicking (Internet safety) - Read book and discuss issues in book - Create a word bank of technical words - Discuss supervision and what should be allowed on computers - Create a wish list of what chicken clicking could buy the child 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.	Video - Watch Details, details, details from Hector's World (Privacy) - Discuss issues www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/ 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.	Video - Watch Welcome to the Carnival from Hector's World (…) – Discuss issues www.thinkuknow.co.uk/5_7/hectorsworld/Episode2/ 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.	Text – Webster's Bedtime (Digital footprint and reputation) - Discussing different uses of devices and times of use	Text – Webster's Manners (Cyberbullying) - Discuss what to do if someone is mean to you online and how you should behave online I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.

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EYFS - Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	**Text – Digi Duck's Big Decision (Internet Safety)** - Read multiple times to get different messages across e.g. supervision, ages, photos sharing etc. - Write captions for images in the story - Write messages to Digi Duck and his friends http://www.childnet.com/shop 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 simple examples.	**Text - Smartie the Penguin (Internet Safety)** - Read the book - Watch associated video – Red and Murphy talk to Smartie the Penguin - Make masks/ puppets - Make a storyboard/ video 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 simple examples.	**Video - Watch Details, details, details from Hector's World (Relationships and communication, privacy)** - Colour in pictures from story book www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/ 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 can trust them.	**Photo and video permissions (Self-image and identity)** Pupils to take photos and ask each other permission e.g. Can I take your photo to....? Yes/No Discuss appropriate responses and what might happen with photos/videos. I know that work I create belongs to me. I can name my work so that others know it belongs to me.	**Logging onto the computer (Privacy and security)** Remembering usernames and passwords. Once skill is mastered, pupils to use computer for an appropriate game or website. 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 can trust them. I know that work I create belongs to me. I can name my work so that others know it belongs to me.	**Logging onto the computer (Privacy and security)** Remembering usernames and passwords. Once skill is mastered, pupils to use computer for an appropriate game or website 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 can trust them. 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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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	**Acceptable use policy and logging in** 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 into Bug club. 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 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'). I can save my work so that others know it belongs to me (e.g. filename, name on content).	**Sending an Email (Relationships and communication)** Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities. I can use the internet with adult support to communicate with people I know. I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well. I can explain why it is important to be considerate and kind to people online.	**ABC Searching (Digital Literacy)** Pupils and students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet. I can use the internet to find things out. I can use simple keywords in search engines I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.	**Keep it Private (Privacy and Security)** Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. **DO NOT use Hector's World or Smartie the Penguin to teach this unit.** I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.	**Taking photos** Pupils take photographs and ask each other permission, e.g. Can I take your photograph to…? Yes/No Discuss acceptable responses. 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. I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	**Going places safely (Internet safety)** Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. **DO NOT use Smartie the Penguin or Digi duck to teach this unit.** I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	**Acceptable use policy and logging in** 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 into Bug club. I can explain simple guidance for using technology in different environments and settings I can say how those rules/guides can help me.	**Staying safe online (Internet safety)** 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. Don't use Digi duck OR Smartie the penguin to teach this unit 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 many devices in my home could be connected to the internet and can list some of those devices. I can describe how online information about me could be seen by others	**Follow the digital trail (Digital footprint and reputation and Internet security)** Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. Avoid Welcome to the carnival Think u know video – already used. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.	**Screen out the mean (Cyberbullying, relationships and communication)** Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.	**Using keywords (Information Literacy)** Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results. I can use 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 (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.	**Sites I like (Information Literacy)** Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information. Avoid Hectors World cartoon 1 and 2 I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.

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Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Online Safety	**Acceptable use policy and logging in** 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 into Bug club. I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored.	**Powerful Passwords (Privacy and Security)** Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. I c[illegible] sh[illegible] inf[illegible] ch[illegible] le I [illegible] trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.	**Writing Good emails (Relationships and communication)** Pupils and students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. 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 others and how others perceive me.	**Showing respect online (Relationships and communication)** Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. I can describe ways people who h[illegible] similar likes and interests can get together online. I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.	**Things for sale (Information Literacy)** Pupils and students examine product websites and [illegible]rstand that the [illegible] of the sit[illegible]urage [illegible] the produc[illegible]rn [illegible]hods used to [illegible]ote products on [illegible] sites. I can [illegible]se key phrases in search engines. 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'. I can explain what autocomplete is and how to choose the best suggestion. I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online.	**My online community (Relationships and communication)** Pupils and students explore [illegible] through the [illegible] ability for people to communicate online can unite a community. I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).

Year 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Online Safety	**Acceptable use policy and logging in** 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 into Bug club. 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).	**Private and personal information (Privacy and security, Information Literacy)** How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online. 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.	**Rings of responsibility (Self-image and identity, Relationships and communication)** Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens. I can describe rules about how to behave online and how I follow them. I can explain what bullying is and can describe how people may bully others.	**The power of words (Internet safety and cyberbullying)** Pupils and students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying. I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	**The key to keywords (Digital Literacy)** Pupils and students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies. I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others.	**Whose is it anyway? (Creative credit and copyright, Information Literacy)** 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. 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 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.

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety	**Acceptable use policy and logging in** 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 into Bug Club. I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	**Strong passwords (Privacy and security)** Pupils and students learn how to create secure passwords in order to protect their private information and accounts online. Pupils change their passwords. 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).	**Digital citizen pledge (Relationships and communication, Self-image and identity)** Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge. 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 I can give examples of technology-fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	**You've won a prize (Privacy and security)** Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. (Hectors World, Play like share resources, Spot the tactics in workbook 1 – CEOP resources) I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).	**How to cite a site (Information Literacy)** Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources. I can search for information about an individual online and create a summary report of the information I I can recognise I need to be careful find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can evaluate digital content and 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 important to be 'sceptical'. I can explain what is meant by a 'hoax'	**Picture perfect (Creative Credit & Copyright, Information Literacy, Self-image and identity)** Pupils and students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health. (Consequences in later life e.g. police, uni/college) I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context.

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety SWGFL	**Acceptable use policy, logging in and changing passwords** 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 into Bug club. Discuss the need for secure and updated passwords. Pupils change their passwords. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I can explain what app permissions are and can give some examples from the technology or services I use. 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 what to do if my password is lost or stolen. use different passwords for a range of online services.	**Talking safely online (Internet safety, relationships and communication)** Pupils 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 show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends.	**Super digital citizen (Relationships and communication, self-identity)** Pupils explore Spiderman's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it. (Comic Life app) I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).	**Privacy rules (Privacy and Security)** Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation.	**What is cyberbullying – (Cyberbullying, relationships and communication)** Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. 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 identify a range of ways to report concerns both in school and at home about online bullying.	**Selling stereotypes (Information Literacy and Self-image and identity)** Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children. I can identify messages about gender roles and make judgements based on them. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe ways in which media can shape ideas about gender.

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