Online Safety Overview

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 **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.*	**How can we visit places on the internet safely?** Use the internet to find things out.	**How can we stay safe online?** Make choices about the websites that I use.	**How can we use search engines effectively and safely?** Use search technologies effectively and safely.	**Is all information on the internet reliable** Evaluate digital content and can explain how I make choices from search results.	**How can photos be changed on the computer, and how can that affect our feelings about the way we look?** explain why some information I find online may not be honest or accurate.	**What is the place of digital media in our lives?** understand how people of my own age use digital media in different ways.
Autumn 2 **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.*	**What kinds of information should I keep to myself when I use the internet?** 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).	**What information is appropriate in a digital footprint?** 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).	**How can a strong password help you to protect your privacy?** Create and use strong and secure passwords	**What information is ok to share online?** Explain the difference between private and personal information and understand what information should not be shared online.	**What is clickbait and how can we avoid it?** Understand the ways that some websites encourage people to visit them.	**How do you know if a website or app protects your private information?** Describe simple ways to increase privacy on apps and services that provide privacy settings.
Spring 1 Health, wellbeing 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.*	**Why is it important to listen to your feelings when using technology?** explain why spending too much time using technology can sometimes have a negative impact on me; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	**Why is it important that we have device free moments in our lives?** identify times or situations when I might need to limit the amount of time I use technology.	**Why is it important that we have device free moments in our lives?** identify times or situations when I might need to limit the amount of time I use technology.	**What does media balance mean for me?** identify times or situations when I might need to limit the amount of time I use technology. suggest strategies to help me limit this time.	**How do we balance digital media in our lives?** identify times or situations when I might need to limit the amount of time I use technology. suggest strategies to help me limit this time.	**How do we balance digital media in our lives?** identify times or situations when I might need to limit the amount of time I use technology. suggest strategies to help me limit this time. identify negative outcomes of spending too much time using technology.

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Spring 2 Self-image and Identity	**How can people make themselves look different online?**	**What should you do if someone is mean to you online?**	**How does what I post affect my identity?**	**How can you keep online friendships safe?**	**How do gender stereotypes shape our experiences online?**	**What are the benefits and drawbacks of presenting yourself in different ways online?**
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.	Explain how other people's identity online can be different to their identity in real life.	Describe ways in which people might make themselves look different online. Give examples of issues online that might make me feel sad, worried or uncomfortable.	Explain how my online identity can be different to the identity I present in 'real life'. Describe the right decisions about how I interact with others and how others perceive me.	Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context.	Challenge and explain why it is important to reject inappropriate messages about gender online.	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account.
Online Bullying	**How can we be safe, responsible, and respectful online?**	**How can we be good digital citizens?**	**What should you do if someone uses mean or hurtful language on the internet?**	**How can we be up standers when we see online bullying?**	**What is online bullying and how can we stop it?**	**How can you de-escalate digital drama so that it does not go to far?**
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. **PSHCE Lesson Spring 2**	Understand the importance of being safe, responsible, and respectful online. Learn the "Pause & Think Online" song to remember basic digital citizenship concepts.	Identify some online technologies where bullying might take place. 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). :	Describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**). 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.	Explain how I would report online bullying on the apps and platforms that I use. Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. **Childline**).	Describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me. Identify a range of ways to report concerns both in school and at home about online bullying.	Describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me. Identify and demonstrate actions to support others who are experiencing difficulties online.
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.* **PSHCE Lesson Spring 2**	**What can happen if we share online?** recognise that information can stay online and could be copied. describe what information I should not put online without asking a	**What is the effect of other people's actions online?** explain how information put online about me can last for a long time. know who to talk to if I think someone has made a mistake about putting something online.	**Why do we need to be careful about what we share online?** recognise that I need to be careful before I share information about myself or others online. know who to ask if I am not sure about putting information online.	**How can information online change the way people think about others?** describe ways that information about people online can be used by others to make judgments about an individual. :	**How can we build a positive online reputation?** explain how I am developing an online reputation which will allow other people to form an opinion of me. describe some simple ways that help build a positive online reputation.	**What are the benefits and risks of sharing information online?** explain how I am developing an online reputation which will allow other people to form an opinion of me. describe and assess the benefits and the potential risks of sharing information online.

		trusted adult first.				

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Summer 1 Online relationships	**How can we use the internet to communicate with other people?**	**How are we all part of an online community?**	**What makes a strong online community?**	**How can I be positive and have fun while playing online games, and help others do the same?**	**How do you keep online friendships safe?**	**How do you keep online friendships safe?**
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.	Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know.	Use the internet with adult support to communicate with people I know/ don't know as well. Explain why it is important to be considerate and kind to people online.	Describe ways people who have similar likes and interests can get together online. Explain some risks of communicating online with others I don't know well. Explain the difference between knowing someone online and knowing someone in real life.	Describe strategies for safe and fun experiences in a range of online social environments. Explain some risks of communicating online with others I don't know well. demonstrate ways of reporting problems online for both myself and my friends.	Describe some of the communities in which I am involved and describe how I collaborate with others positively. make positive contributions and be part of online communities. demonstrate ways of reporting problems online for both myself and my friends.	describe some of the communities in which I am involved and describe how I collaborate with others positively. make positive contributions and be part of online communities. demonstrate ways of reporting problems online for both myself and my friends.
Summer 2 Copyright and ownership	**How can we save work to show that it belongs to us?**	**How can other people's work online belong to them?**	**How can you give credit to other people's work?**	**What rights and responsibilities do you have as a creator?**	**What is fair use?**	**What rights to fair use to do you have as a creator?**
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.	Explain why work I create using technology belongs to me. Save work so that others know that it belongs to me.	Describe why other people's work belongs to them. Recognise that content on the internet may belong to other people.	Explain why copying someone else's work from the internet without permission can cause problems. Give examples of what those problems might be.	When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it. Give some simple examples.	Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused.	Demonstrate the use of search tools to find and access online content which can be reused by others. Demonstrate how to make references to and acknowledge sources I have used from the internet.