



Online Safety Curriculum

The statements below should be read in conjunction with the PSHE and Computing Curriculum

	Privacy and Security	Managing Online Information	Online Relationships	Online Bullying	Online Reputation
EYFS	<ul style="list-style-type: none">Identify some simple examples of their personal information (e.g. name, address, birthday, age, location)Describe the people they trust and can share this with; explain why they trust them	<ul style="list-style-type: none">Taking about how use the internet to find things outIdentify devices they could use to access information on the internetGive simple examples of how to find information (e.g. search engine, voice activated searching)	<ul style="list-style-type: none">Recognise some ways in which the internet can be used to communicateGive examples of how they might use technology to communicate with people they know	<ul style="list-style-type: none">Describe ways that some people can be unkind onlineOffer examples of how this can make others feel	<ul style="list-style-type: none">Identify ways that put information on the internet
Year 1	<ul style="list-style-type: none">Explain that passwords are used to protect information, accounts and devicesRecognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names)Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to themselves or others	<ul style="list-style-type: none">Use the internet to find things outUse simple keywords in search enginesDescribe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them sad, uncomfortable, worried or frightened	<ul style="list-style-type: none">Give examples of when they should ask permission to do something online and explain why this is important.Use the internet with adult support to communicate with people they know (e.g. video call apps or service)Explain why it is important to be considerate and kind to people online and to respect their choicesExplain 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">Describe how to behave online in ways that do not upset others and can give examples	<ul style="list-style-type: none">Recognise that information can stay online and could be copiedDescribe what information they should not put online without asking a trusted adult first

Year 2	<ul style="list-style-type: none"> • Explain how passwords can be used to protect information, accounts and devices • Explain and give examples of what is meant by 'private' and 'keeping things private' • Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) • Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys and televisions) 	<ul style="list-style-type: none"> • Use keywords in search engines • Demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections) • Explain what voice activated searching is and how this might be used (e.g. Alexa, Google Now, Siri) • Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • Explain why some information they find online may not be true 	<ul style="list-style-type: none"> • 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) • Explain who they should ask before sharing things about themselves or others online • Describe different ways to ask for, give, or deny their permission online and identify who can help them if they are not sure • Explain why they have a right to say 'no' or 'I will have to ask someone' • Explain who can help them if they feel under pressure to agree to something they are unsure about or don't want to do • Identify who can help them if something happens online without they consent • Explain how it may make others feel if they do not ask their permission or ignore their answers before sharing something about them online • Explain why they should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online 	<ul style="list-style-type: none"> • Give examples of bullying behaviour and how it could look online • Understand how bullying can make someone feel • Talk about how someone can/would get help about being bullied online or offline 	<ul style="list-style-type: none"> • Explain how information put online about them can last for a long time • Know who to talk to if they think someone has made a mistake about putting something online
Year 3	<ul style="list-style-type: none"> • Describe simple strategies for creating 	<ul style="list-style-type: none"> • Use key phrases in search engines 	<ul style="list-style-type: none"> • Describe ways people who have similar likes and 	<ul style="list-style-type: none"> • Explain what bullying is and can describe how people may bully others 	<ul style="list-style-type: none"> • Search for information about themselves online

	<p>and keeping passwords private</p> <ul style="list-style-type: none"> • Give reasons why someone should only share information with people they choose to and can trust • Explain that if they are not sure or feel pressured then they should tell a trusted adult • Describe how connected devices can collect and share anyone's information with others 	<ul style="list-style-type: none"> • Explain what autocomplete is and how to choose the best suggestion • Explain how the internet can be used to sell and buy things • Explain the difference between a belief, an opinion and a fact 	<p>interests can get together online</p> <ul style="list-style-type: none"> • Explain what it means to 'know someone' online and why this might be different from knowing someone offline • 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 • Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried • Explain how someone's feelings can be hurt by what is said or written online • 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 	<ul style="list-style-type: none"> • Describe rules about how to behave online and how they follow them 	<ul style="list-style-type: none"> • Recognise they need to be careful before they share anything about themselves or others online • Know who they should ask if they are not sure if they should put something online
Year 4	<ul style="list-style-type: none"> • Describe strategies for keeping personal information private, depending on context • Explain that internet use is never fully private and is monitored, e.g. adult supervision 	<ul style="list-style-type: none"> • Analyse information and differentiate between opinions, beliefs and facts. Understand what criteria have to be met before something is a fact • Describe how search for information within a wide group of technologies (e.g. 	<ul style="list-style-type: none"> • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) • Give examples of how to be respectful to others online and describe how to 	<ul style="list-style-type: none"> • Identify some online technologies where bullying might take place • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat) • Explain why they need to think carefully about how 	<ul style="list-style-type: none"> • Describe how others can find out information about them by looking online • Explain ways that some of the information about them online could have been created, copied or shared by others

	<ul style="list-style-type: none"> Describe how some online services may seek consent to store information about them; know how to respond appropriately and who they ask if they are not sure 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"> social media, image sites, video sites) 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 Explain that some people they meet online (e.g. through social media) may be computer programs pretending to be real people Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true 	<ul style="list-style-type: none"> recognise healthy and unhealthy online behaviour Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs 	<p>context they post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p>	
Year 5	<ul style="list-style-type: none"> Create and use strong and secure passwords Explain how many free apps or services may read and share their private information (e.g. friends, contact, likes, images, videos, voice, messages, geolocation) with others Explain how and why some apps may request or take payments for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing 	<ul style="list-style-type: none"> Use different search technologies Evaluate digital content and can explain how they make choices from search results Explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) 	<ul style="list-style-type: none"> Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFS) Explain that there are some people they communicate with online who may want to do them or their friends harm. Recognise that this is not their fault 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) Explain how someone can get help if they are having 	<ul style="list-style-type: none"> Recognise when someone is upset, hurt or angry online Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone Explain how to block abusive users Explain how they would report online bullying on the apps and platforms that they use Describe the helpline services who can support them and what they would say and do if they needed their help (e.g. Childline) 	<ul style="list-style-type: none"> Search for information about an individual online and create a summary report of the information they find Describe ways that information about people online can be used by others to make judgements about an individual

		<ul style="list-style-type: none"> • Explain what is meant by 'being sceptical' and give examples of when and why it is important to be 'sceptical' • Explain what is meant by a 'hoax' and explain why they need to think carefully before they forward anything online • Explain why some information they find online may not be honest, accurate or legal • Explain why information that is on a large number of sites may still be inaccurate or untrue • Assess how this might happen (e.g. the sharing of misinformation or on purpose) 	<p>problems and identify when to tell a trusted adult</p> <ul style="list-style-type: none"> • Demonstrate how to support others (including those who are having difficulties) online 		
Year 6	<ul style="list-style-type: none"> • Use different passwords for a range of online services • Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) • Know what to do if their password is lost or stolen • Explain what app permissions are and give some examples from the technology or services they use • Describe simple ways to increase privacy on apps and services that provide privacy settings 	<ul style="list-style-type: none"> • Use search technologies effectively • Explain how search engines work and how results are selected and ranked • Demonstrate the strategies they would apply to be discerning in evaluating digital content • Describe how some online information can be opinion and can offer examples • Explain how and why some people may present 'opinions' as 'facts' • Define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online 	<ul style="list-style-type: none"> • Explain how sharing something online may have an impact either positively or negatively • 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 • Describe how things shared privately online can have unintended consequences for others e.g. screen-grabs • Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), 	<ul style="list-style-type: none"> • Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help them • Identify a range of ways to report concerns both in school and at home about online bullying 	<ul style="list-style-type: none"> • Explain how they are developing an online reputation which will allow other people to form an opinion of them • Describe some simple ways that help build a positive online reputation

	<ul style="list-style-type: none">Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help them identify such content (e.g. scams, phishing)	<p>(e.g. advertising and ad targeting)</p> <ul style="list-style-type: none">Demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and explain why using these strategies are importantIdentify, flag and report inappropriate content	<p>even if they say it is ok, may have an impact for the sharer and others; and who can help if someone is worried about this</p>		
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