

Online Safety Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Self-Image and Identity	Online Relationships	Online Reputation	Managing Online Information	Privacy and Security	Copyright and Ownership
Year 2	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security
Year 3	Self Image and Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security
Year 4	Self Image and Identity	Online Relationships	Online Bullying	Managing Online Information	Privacy and Security	Copyright and Ownership
Year 5	Online Relationships	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Year 6	Self-Image and Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security

Year 1	Strand	Learning Outcomes
Autumn 1	Self-Image and Identity	<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.
Autumn 2	Online Relationships	<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.
Spring 1	Online Reputation	<ul style="list-style-type: none"> · I can recognise that information can stay online and could be copied. · I can describe what information I should not put online without asking a trusted adult first.
Spring 2	Managing Online Information	<ul style="list-style-type: none"> · I can give simple explanations 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.
Summer 1	Privacy and Security	<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 and others.
Summer 2	Copyright and Ownership	<ul style="list-style-type: none"> · I can explain why work I create using technology belongs to me. · I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). · 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). · I understand that work created by others does not belong to me even I save a copy.

Year 2	Strand	Learning Outcomes
Autumn 1	Online Relationships	<ul style="list-style-type: none"> · I can give examples of how someone might use technology to communicate with others they don't know offline. · I can explain who I should ask before sharing things about myself or others online. · I can describe 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 identify who can help me if something happens online without my consent. · I can explain how it may make others feel if I do not ask permission before sharing something about them online. · I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online.
Autumn 2	Online Reputation	<ul style="list-style-type: none"> · I can explain how information put online about someone can last a long time. · I can describe how anyone's online information could be seen by others. · I know who to talk to if something has been put online without consent or if it is incorrect.
Spring 1	Online Bullying	<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.
Spring 2	Managing Online Information	<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 information I need (e.g. home, forward, back buttons). · 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, 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 real or true.
Summer 1	Health, Wellbeing and Lifestyle	<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.
Summer 2	Privacy and Security	<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, toys, fridges).

Year 3	Strand	Learning Outcomes
Autumn 1	Self-Image and Identity	<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 and why.
Autumn 2	Online Relationships	<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' and why it is important to be careful about who to trust online. · 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 be hurt by what is said or written online. · I can explain the importance of giving and gaining permission before sharing things online.
Spring 1	Online Bullying	<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.
Spring 2	Managing Online Information	<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. · I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). · I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad or worried.
Summer 1	Privacy and Security	<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.
Summer 2	Copyright and Ownership	<ul style="list-style-type: none"> · 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.

Year 4	Strand	Learning Outcomes
Autumn 1	Self-Image and Identity	<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.
Autumn 2	Online Relationships	<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 and feelings.
Spring 1	Online Bullying	<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).
Spring 2	Managing Online Information	<ul style="list-style-type: none"> · I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions. · I can describe how to search for information within a wide group of technologies and make a judgement about probably accuracy. · I can describe some of the methods used to encourage people to buy things online and can recognise some of these online. · I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. · I can explain that technology can be designed to act like or impersonate living things and describe the benefits and risks. · I can explain what is meant by fake news.
Summer 1	Privacy and Security	<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 what the digital age of consent is and the impact this has on online services asking for consent.
Summer 2	Copyright and Ownership	<ul style="list-style-type: none"> · When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. · I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Year 5	Strand	Learning Outcomes
Autumn 1	Online Relationships	<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 there are some people that I communicate with online that may want to do me or my friends harm. I can recognise this is not my/our fault. · I can describe some of the ways people may be involved in online communities and describe how they may collaborate constructively with others and make positive contributions(e.g. gaming communities of social media groups). · I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
Autumn 2	Online Bullying	<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 what one person perceives and playful joking and teasing (including banter) might be experienced by others as bullying. · I can explain how someone 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 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 and how to access them (e.g. Childline or The Mix).
Spring 1	Managing Online Information	<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, fact, opinion, belief, validity, reliability and evidence. · I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. · 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). · 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. · I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. · I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

<p>Spring 2</p>	<p>Health, Wellbeing and Lifestyle</p>	<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 the importance of seeking permission from a trusted adult before purchasing.
<p>Summer 1</p>	<p>Privacy and Security</p>	<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.
<p>Summer 2</p>	<p>Copyright and Ownership</p>	<ul style="list-style-type: none"> · I can assess and justify when it is acceptable to use the work of others. · I can give examples of content that is permitted to be reused and know how this content can be found online.

Year 6	Strand	Learning Outcomes
Autumn 1	Self-Image and Identity	<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.
Autumn 2	Online Relationships	<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 can help if someone is worried about this.
Spring 1	Online Reputation	<ul style="list-style-type: none"> · I can explain the ways in which anyone can develop a positive online reputation. · I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
Spring 2	Managing Online Information	<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 how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). · I understand the concept of persuasive design and how it can be used to influence peoples' choices. · I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. · 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. · I can describe the difference between online misinformation and dis-information. · 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. · I can identify, flag and report inappropriate content.

<p>Summer 1</p>	<p>Health, Wellbeing and Lifestyle</p>	<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 can explain that internet use is never fully private and is monitored, e.g. adult supervision. · 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).
<p>Summer 2</p>	<p>Privacy and Security</p>	<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 to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). · I know that online services have terms and conditions that govern their use.