

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p><b>LO: How can we stay safe online</b> <b><u>Buddy the Dog story</u></b></p> <p>Pupils discuss what to do if something they see worries them or pops up on their screen when they are online. Once discussed, pupils will complete follow-up activities and learn an online safety theme nursery rhyme.</p>		<p><b>LO: How can we stay safe online?</b> <b><u>Smartie the Penguin - Story 1</u></b></p> <p><b>Story 1:</b> Pop-ups and in-app purchasing, Inappropriate websites &amp; Cyber-bullying</p> <p>Pupils discuss what to do when faced with these problems. They have additional resources to reinforce the story messages after reading it.</p>		<p><b>LO: How can we stay safe online?</b> <b><u>Smartie the Penguin - Story 2</u></b></p> <p><b>Story 2:</b> Upsetting images, Unreliable information &amp; Talking to strangers online</p> <p>Pupils discuss what to do when faced with these problems. They have additional resources to reinforce the story messages after reading it.</p>	
Year 1	<p><b>Online Relationships</b></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p>	<p><b>Online Reputation</b></p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Safer Internet day Activities</p>	<p><b>Online Bullying</b></p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p><b>Privacy and Security</b></p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p>	<p><b>Year 1 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>
Year 2	<p><b>Privacy and Security</b></p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p>	<p><b>Online Bullying</b></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p>Safer Internet day Activities</p>	<p><b>Online Reputation</b></p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p><b>Managing Online Information</b></p> <p>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).</p>	<p><b>Year 2 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>
Year 3	<p><b>Self Image and Identity</b></p> <p>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.</p>	<p><b>Online Relationships 1</b></p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p>	<p>Safer Internet day Activities</p>	<p><b>Online Relationships 2</b></p> <p>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.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p>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).</p>	<p><b>Year 3 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>
Year 4	<p><b>Self Image and Identity</b></p> <p>I can explain how my online identity can be different to my offline identity.</p>	<p><b>Online Relationships</b></p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Safer Internet day Activities</p>	<p><b>Online Reputation</b></p> <p>I can describe how to find out information about others by searching online.</p>	<p><b>Privacy and Security</b></p> <p>I can describe strategies for keeping personal information private, depending on context.</p>	<p><b>Year 4 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>

<p><b>Year 5</b></p>	<p><b>Self Image and Identity</b></p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b>Online Bullying</b></p> <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p>	<p>Safer Internet day Activities</p>	<p><b>Managing Online Information</b></p> <p>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.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>	<p><b>Copyright and Ownership</b></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><b>Year 5 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>
<p><b>Year 6</b></p>	<p><b>Self Image and Identity</b></p> <p>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.</p>	<p><b>Online Relationships</b></p> <p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p>	<p>Safer Internet day Activities</p>	<p><b>Online Bullying</b></p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p><b>Managing Online Information</b></p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>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.</p>	<p><b>Year 6 Knowledge Map</b></p> <p>The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.</p>