



Government Framework Strands

Self – image and identity

-To recognise that I can say ‘no’, ‘please stop’. ‘I’ll tell’ to somebody who asks me who do something that makes me feel sad, embarrassed or upset.

Online Relationships

-To recognise some ways in which the internet can be used to communicate.
-To give examples of how I (might) use technology to communicate with people I know.

Online Reputation

-To identify ways that I can put information on the internet.

Online bullying

-To describe ways that some people can be unkind online
-To offer examples of how this can make others feel.

Managing online information

-To talk about how to use the internet as a way of finding information online
-To identify devices that could be used to access information on the internet

Health, Wellbeing and Lifestyle

-To identify rules which help keep us safe and healthy in and beyond the home when using technology
-To give some simple examples of these

Privacy and Security

-To identify some simple examples of personal information (e.g. name, birthday, age)
-To describe who would be trustworthy to share this information with and explain why they are trusted.

Copyright and ownership

-To know that work I create belongs to me
-To name work so others know it belongs to me.

What do we already know? Knowledge retrieval:

First unit in EYFS. Limited previous knowledge.



Key vocabulary

Online, internet, safe, kind/unkind, computer, device,

Key Questions

- Can children talk about what the internet might be for?
- Can children give examples of what personal information is?
- Can children talk about why they need to name their work?



Government Framework Strands

Self – image and identity

- To recognise that there may be people online who could make someone feel sad, embarrassed or upset.
- To give examples of when and how to speak to an adult I can trust and how they can help.

Online Relationships

- To give examples of when I should ask permission to do something online and explain why this is important.
- To use the internet with adult support to communicate with people I know (e.g. video call apps or services).
- To explain why it is important to be considerate and kind to people online and to respect their choices.
- To explain why things one person finds funny or sad online may not always be seen in the same way by others.

Online Reputation

- To recognise that information can stay online and could be copied.
- To describe what information I should not put online without asking a trusted adult first.

Online bullying

- To describe how to behave online in ways that do not upset others and can give examples.

Managing online information

- To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching)
- To 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.
- To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Health, Wellbeing and Lifestyle

- To identify rules that help keep us safe and healthy in and beyond the home when using technology.
- To give examples of some of these rules.

Privacy and Security

- To recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).
- To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others

Copyright and ownership

- To explain why work I create using technology belongs to me and say why it belongs to me (e.g. 'I designed it' or 'I filmed it').
- To save my work so that others know it belongs to me (e.g. filename, name on content).
- To understand that work created by others does not belong to me even if I save a copy



What do we already know? Knowledge retrieval:

What the internet can be used for.

What our personal information is.

Know of some ways we can put information on the internet.

Key vocabulary

Technology, search, content, rules, personal information, password

Key Questions

- Do children understand the different methods of communication?
- Do children know personal information should not be shared online?
- Do children know who to tell if anyone tries to meet them via the internet?



Government Framework Strands

Self – image and identity

- To explain how other people may look and act differently online and offline.
- To give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

Online Relationships

- To 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).
- To explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something, I am unsure about or don't want to do.
- To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.

Online Reputation

- To explain how information put online about me can last for a long time.
- To describe how anyone's online information could be seen by others.

Online bullying

- To explain what bullying is, how people may bully others and how to stop it.
- To explain why anyone who experiences bullying is not to blame.
- To talk about how anyone experiencing bullying can get help.

Managing online information

- To use simple keywords in search engines

Health, Wellbeing and Lifestyle

- To explain why some information I find online may not be real or true.

Privacy and Security

- To describe how online information about me could be seen by others
- To explain and give examples of what is meant by 'private' and 'keeping things private'.
- To explain how passwords can be used to protect information, accounts and devices.

Copyright and ownership

- To describe why other people's work belongs to them.
- To recognise that content on the internet may belong to other people.



What do we already know?

Knowledge retrieval:

That the internet can be used for searching and can be helpful but also harmful.

There are rules when using the internet and these rules are to help keep us safe.

Some things online are real and some are not.

Key vocabulary

Private, privacy, communicate, risk, permission,

Key Questions

- Do children know about different methods of communication?
- Do children know that websites have 'pop ups' that take them away from an original site?
- Do children recognise that some things on the internet are not true?
- Do children know who to tell if anyone tries to meet them via the internet?



Government Framework Strands

Self – image and identity

- To explain what is meant by the term ‘identity’
- To explain how people can represent themselves in different ways online.
- To 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.

Online Relationships

- To describe ways people who have similar likes and interests can get together online.
- To explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.
- To 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.
- To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- To 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.
- To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried

Online Reputation

- To give examples of what anyone may or may not be willing to share about themselves online and explain the need to be careful before sharing anything personal.

Online bullying

- To describe appropriate ways to behave towards other people online and why this is important.
- To give examples of how bullying behaviour could appear online and how someone can get support.

Managing online information

- To explain how the internet can be used to sell and buy things.
- To explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories and explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

Health, Wellbeing and Lifestyle

- To explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.

Privacy and Security

- To describe simple strategies for creating and keeping passwords private and give reasons why someone should only share information with people they choose to and can trust, that if they are not sure or feel pressured then they should tell a trusted adult.
- To describe how connected devices can collect and share anyone’s information with others.

Copyright and ownership

- To explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.



What do we already know? Knowledge retrieval:

Who to speak to if we feel unsafe online.

People use the internet to communicate.

Key vocabulary and understanding

Identity, avatar, opinion, fact, connected devices,

Key Questions

Do children understand the need for rules to keep them safe when exchanging learning and ideas online?

Do they recognise that information on the internet may not be accurate or reliable and may be used for bores, manipulation or persuasion?

Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?

Do they use strategies to verify information, e.g. cross-checking?

Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?

Do they understand that copyright exists on most digital images, video and recorded music?



Government Framework Strands

Self – image and identity

- To explain how my online identity can be different to my offline the identity.
- To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Online Relationships

- To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).
- To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours and explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.

Online Reputation

- To describe how to find out information about others by searching online and explain ways that some of the information about anyone online could have been created, copied or shared by others.

Online bullying

- To recognise when someone is upset, hurt or angry online and describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
- To 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).

Managing online information

- To explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- To explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- To explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t.

Health, Wellbeing and Lifestyle

- To explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
- To 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).

Privacy and Security

- To describe strategies for keeping my personal information private, depending on context.
- To explain that internet use is never fully private and is monitored, e.g. adult supervision.
- To know what the digital age of consent is and the impact this has on online services asking for consent.
- To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

Copyright and ownership

- When searching on the internet for content to use, to explain why I need to consider who owns it and whether I have the right to reuse it.

What do we already know? Knowledge retrieval:

Importance of being kind online.

The internet can be used as a positive community.

Key vocabulary and understanding

Interact, content, media, impersonate, monitor,



Key Questions

- Do children understand the need to keep personal information and passwords private?
- Do they understand that if they make personal information available online it may be seen and used by others?
- Do they know how to respond if asked for personal information or feel unsafe about content of a message?
- Do they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy?
- Do they know how to report an incident of cyber bullying?
- Do they know difference between online communication tools used in school and those used at home?
- Do they understand that the outcome of internet searches at home may be different than at school.



Online Safety Whole School Curriculum Overview



Government Framework Strands

Self – image and identity

- To explain how identity online can be copied, modified or altered.
- To demonstrate how to make responsible choices about having an online identity, depending on context.

Online Relationships

- To give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).
- To 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 fault.
- To explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- To demonstrate how to support others (including those who are having difficulties) online.
- To 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).

Online Reputation

- To search for information about an individual online summarise the information found.
- To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

Online bullying

- To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- To describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying--To explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
- To identify a range of ways to report concerns and access support both in school and at home about online bullying.

Managing online information

- To 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 e.g. voice-activated searching giving one result.
- To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
- To explain key concepts including information, reviews, fact, opinion belief, validity, reliability and evidence.
- To describe how fake news may affect someone’s emotions and behaviour and explain why this may be harmful.
- To 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.

Health, Wellbeing and Lifestyle

- To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
- To describe some strategies, tips or advice to promote health and well-being with regards to technology.
- To 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
- To 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.

Privacy and Security

- To explain what a strong password is and demonstrate how to create one.
- To 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 and explain what app permissions are and can give some examples.

Copyright and ownership

- To assess and justify when it is acceptable to use the work of others.
- To give examples of content that is permitted to be reused and know how this content can be found online.

What do we already know? Knowledge retrieval:

Cyber bullying and who to talk to about this.

Some sites are safe and secure but others are not.

How to stay safe online.

Key vocabulary and understanding

Modified, online community, collaboration, reliability,

Key Questions

Can children discuss the positive and negative impacts of the use of ICT in their own lives and those of their peers and family?

Do they understand the potential risk of providing personal information online?

Can they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?

Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?

Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?

Do they understand that some material on the internet is copyrighted and may not be copied_or downloaded?



Online Safety Whole School Curriculum Overview



Government Framework Strands

Self – image and identity

-To 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. To explain why I should keep asking until I get the help I need.

- To 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.

Online Relationships

-To explain how sharing something online may have an impact either positively or negatively and 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.

-To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

-To 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.

Online Reputation

-To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.

-To explain the ways in which anyone can develop a positive online reputation.

Online bullying

-To describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me.

-To explain how someone would report online bullying in different contexts.

Managing online information

-To explain how search engines work and how results are selected and ranked and explain how to use search technologies effectively.

-To describe how some online information can be opinion and can offer examples.

-To 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.

-To 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).

- To understand the concept of persuasive design and how it can be used to influence peoples' choices.

-To demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

-To explain how companies and news providers target people with online news stories they are more likely to

-To describe the difference between on-line misinformation and dis-information.

-To explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen

-To identify, flag and report inappropriate content.

Health, Wellbeing and Lifestyle

-To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

-To recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

-To recognise features of persuasive design and how they are used to keep users engaged (current and future use).

-To assess and action different strategies to limit the impact of technology on health

Privacy and Security

-To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser) and explain what to do if a password is shared, lost or stolen.

-To describe how and why people should keep their software and apps up to date, e.g. auto updates.

-To describe simple ways to increase privacy on apps and services that provide privacy settings.

-To 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

-To know that online services have terms and conditions that govern their use.

Copyright and ownership

-To demonstrate the use of search tools to find and access online content which can be reused by others.

-To demonstrate how to make references to and acknowledge sources I have used from the internet.



What do we already know? Knowledge retrieval:

Anyone can put information on the internet and it may not be factual.

Risks of providing certain information online.

Key vocabulary and understanding

Nickname, online reputation, screen grab, influence, manipulation, persuasion.

Key Questions

Do children understand that some messages may be malicious and know how to deal with this?

Do they understand that online environments have security settings, which can be altered, to protect the user?

Do they understand the benefits of developing a 'nickname' for online use?

Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?

Do they know that it is unsafe to arrange to meet unknown people online?

Do they know how to report any suspicions?
Do they understand they should not publish other people's pictures or tag them on the internet without permission?

Do they know that content put online is extremely difficult to remove?

Do they know what to do if they discover something malicious or inappropriate?