



## Totley All Saints Online safety scheme



Lessons in **bold** – they are two objectives on the website but can be combined into one lesson

Lessons in **red** - may be combined with a computing lesson as they need access to a device.

Note – if there are lessons in ‘managing online information’ that are better suited to a computing unit in a different term , feel free to move it. The only one I don’t want moving is Online Bullying as Anti-Bullying week sits in Autumn 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Self Image and Identity	 Online Bullying	 Online Relationships	 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security
EYFS	I can recognise online and offline, that anyone can say 'no' 'please stop' etc	I can describe how people can be unkind online and talk about how this can make them feel.	I can recognise some ways in which the internet can be used to communicate.  I can give examples of how I (might) use technology to communicate with people I know.	I can talk about how to use the internet as a way of finding information online.  I can identify devices could use to access the internet.	I can identify rules that keep use safe and healthy in and beyond the home when using the internet.  I can give some simple examples of these rules.	I can identify some simple examples of my personal information.  I can describe who would be trustworthy to share this information with; I can explain why they can be trusted.
Year 1	<p>I can recognise that there are some people online that might make me feel 'sad' 'embarrassed' or 'upset'</p> <p>If something happens to make me feel uncomfortable I can give examples and how to speak to an adult I can trust.</p>	I can describe how to behave online in ways that do not upset others	<p>I can give examples of when I should ask permission to do something online.</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p>I can give simple examples of how to find information using digital technologies.</p> <p><b>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..</b></p>	<p>I can explain rules that keep myself safe when using technology both in and beyond the home.</p>	<p>I can explain how passwords are used to protect information.</p> <p><b>I can recognise more detailed examples of information that is personal and explain why it is important to ask a trusted adult before sharing any personal information.</b></p>

Year 2	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can 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.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p><b>I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get online help.</b></p>	<p>I can 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.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p>	<p><b>I can use simple keywords in search engines</b></p> <p><b>I can demonstrate how to navigate a simple webpage to get to information I need.</b></p> <p><b>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.</b></p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p><b>I can explain how passwords are used to protect information.</b></p> <p><b>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</b></p> <p>I can describe and explain some rules for keeping personal information private</p>
Year 3	<p>I can explain what is meant by the term 'identity'</p> <p>I can explain how people can represent themselves in different ways online.</p>	<p>I can describe appropriate ways to behave towards other people online.</p> <p>I can give examples of how bully behaviour could appear online and how someone can get support.</p>	<p>I can explain what it means to 'know someone online' and how this is different to knowing someone offline.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	<p><b>I can demonstrate how to use key words in search engines to gather accurate information online.</b></p> <p><b>I can explain the difference between a belief, an opinion and a fact.</b></p> <p><b>I can describe and demonstrate how to get help for a trusted adult if we see content that makes us feel uncomfortable. (these two objectives can be</b></p>	<p>I can explain why spending too much time online can have a negative effect on anyone.</p> <p>I can explain why online activities have age restrictions and why it is important to follow them.</p>	<p>I can describe simple strategies to creating passwords and keeping them safe.</p> <p>I can give reasons why someone should only share information with people they trust.</p> <p>I can describe how connected devices can collect and share anyone's information.</p>

				<b>covered in the same lesson)</b>		
<b>Year 4</b>	<p>I can explain how my online identify can be different from my offline one.</p> <p>I can describe positive ways for someone to interact online. And understand how this will positively impact on how others perceive them.</p>	<p>I can describe way that people can be bullied through a range of media.</p> <p>I can explain why people need to think carefully about how content they post might affect others.</p>	<p>I can describe strategies for safe and fun experiences for a range of online social environments.</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>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can 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.</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology.</p>	<p><b>I can describe strategies for keeping personal information private, depending on context.</b></p> <p><b>I can explain that the internet is never fully private and is monitored.</b></p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>
<b>Year 5</b>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having online identity.</p> <p><b>I can explain how anyone 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 support both in school and at home about 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><b>I can 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.</b></p> <p><b>I can explain how</b></p>	<p>I can 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.</p> <p><b>I can evaluate digital content and can explain how to make choices about what is trustworthy. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</b></p>	<p>I can identify ways the internet can draw us to information for different agendas.</p>	<p><b>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</b></p> <p><b>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</b></p> <p>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</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>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.</p>

			<b>someone can get help if they are having problems and identify when to tell a trusted adult.</b>		permission from a trusted adult before purchasing.	
Year 6	<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>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.</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>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.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</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>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online.</p> <p>I can describe the difference between online misinformation and dis-information.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on health.</p>	<p><b>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.</b></p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>