

Long term Plan for Online Safety

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identify	Online Relationships	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Privacy, Security and Consent
Across all themes develop skills within Digital Literacy Managing online information & Copyright and ownership					

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Self image and identify: - Recognise that there may be people online who could make someone feel sad, embarrassed or upset. - Give examples of when and how to speak to an adult I can trust and how they can help. <i>As digital citizens, recognise there are people online who can upset me.</i>	Online Relationships: - Give examples of how I (might) use technology to communicate with people I know. - Give examples of when I should ask permission to do something online and explain why this is important - Use the internet with adult support to communicate with people I know - I can explain why things one person finds funny or sad online may not always be seen in the same way by others <i>As digital citizens, understand that I can use technology to talk to people and how to do this safely.</i>	Online Bullying: Describe how to behave online in ways that do not upset others and can give examples <i>As digital citizens, understand what online bullying is, how can make you feel and how you can get help.</i>	Online Reputation: - Describe what information I should not put online without asking a trusted adult first. - Recognise that information can stay online and could be copied. <i>As digital citizens, understand what happens to things I post online.</i>	Health, Wellbeing and Lifestyle: Explain rules to keep myself safe when using technology both in and beyond the home. <i>As digital citizens, it is important to take a break from using technology.</i>	Privacy, Security and Consent: - Explain that passwords are used to protect information, accounts and devices. - Recognise 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 myself or others. <i>As digital citizens, understand that I need to keep my personal information private.</i>
	Across all themes develop skills within Digital Literacy Managing online information - how to find information using digital technologies, e.g. search engines, voice activated searching - 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 - Understand how to get help from a trusted adult if the content we see makes us feel sad, uncomfortable worried or frightened Copyright and ownership - Explain why work created using technology belongs to the person who made it. - Save work under a suitable title / name so that others know who it belongs (e.g. filename, name on content). - Understand that work created by others does not belong to anyone else even if they save a copy.					

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Year 2	<u>Self image and identify:</u> - Explain how other people may look and act differently online and offline. - Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and explain how they might get help. As digital citizens, recognise that people may behave differently online to real life.	<u>Online Relationships:</u> - Explain why it is important to be considerate and kind to people online and to respect their choices. - 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. - Explain who I should ask before sharing things about myself or others online. - explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. As digital citizens, understand that I can use technology to talk to people and how to do this safely.	<u>Online Bullying:</u> - Explain what bullying is, how people may bully others and how bullying can make someone feel. - Explain why anyone who experiences bullying is not to blame - Talk about how anyone experiencing bullying can get help. As digital citizens, understand what online bullying is, how can make you feel and how you can get help.	<u>Online Reputation:</u> - Explain how information put online about someone can last for a long time. - Describe how anyone's online information could be seen by others. - Understand who to talk to if something has been put online without consent or if it is incorrect. As digital citizens, understand what happens to things I post online.	<u>Health, Wellbeing and Lifestyle:</u> Explain simple guidance for using technology in different environments and settings Identify a range of simple health/ well-being issues on which technology can impact Explain how they can reduce the impact of these issues when using technology As digital citizens, understand it is important to take a break from using technology and why.	<u>Privacy, Security and Consent:</u> - 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, televisions). As digital citizens, understand that I need to keep my personal information private.
	Across all themes develop skills within Digital Literacy <u>Managing online information</u> - Use simple keywords in search engines - Demonstrate how to navigate a simple webpage to get to information I need (- Explain what voice activated searching is and how it might be used, and know it is not a real person (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 I find online may not be real or true. <u>Copyright and ownership</u> - Recognise that content on the internet may belong to other people. - Describe why other people's work belongs to them.					

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Year 3	<u>Self image and identify:</u> - Explain what is meant by the term 'identity' - Explain how people can represent themselves in different ways online. - Explain ways in which someone might change their identity depending on what they are doing online <i>As digital citizens, understand someone's online identities can be different to their reallife identity.</i>	<u>Online Relationships:</u> - 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 <i>As digital citizens, understand that I can use technology to communicate and build friendships online in a safe and positive way.</i>	<u>Online Bullying:</u> - Describe appropriate ways to behave towards other people online and why this is important. - Give examples of how bullying behaviour could appear online and how someone can get support <i>As digital citizens, understand Online Bullying, its consequences and what you can do to combat this.</i>	<u>Online Reputation:</u> - Explain how to search for information about others online. - Give examples of what anyone may or may not be willing to share about themselves online - Explain the need to be careful before sharing anything personal. <i>As digital citizens, understand why I need to be careful what I post online.</i>	<u>Health, Wellbeing and Lifestyle:</u> - Explain who someone can ask if they are unsure about putting something online - Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. - Suggest strategies to help me limit this time and understand who I can talk to if I need help. <i>As digital citizens, understand the positive and negative effects of using technology.</i>	<u>Privacy, Security and Consent:</u> - Describe simple strategies for creating and keeping passwords private. - 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. <i>As digital citizens, understand why I must keep my personal information private.</i>
	Across all themes develop skills within Digital Literacy <u>Managing online information</u> - Ask questions and use key phrases in search engines to gather accurate information online. - Use autocomplete to choose the best suggestion or filter the results. - Explain that not all opinions shared may be accepted as true or fair by others. <u>Copyright and ownership</u> - Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.					

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Year 4	<u>Self image and identify:</u> - Explain how my online identity can be different to my offline identity. - Describe positive ways for someone to interact with others online. - Explain that others online can pretend to be someone else and can suggest reasons why they might do this. As digital citizens, understand someone's online identities can be different to their real life identity.	<u>Online Relationships:</u> - Describe strategies for safe and fun experiences in a range of online social environments - Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs As digital citizens, understand that I can use technology to communicate and build friendships online in a safe and positive way.	<u>Online Bullying:</u> - Recognise when someone is upset, hurt or angry online - Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - 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). As digital citizens, understand Online Bullying, its consequences and what you can do to combat this.	<u>Online Reputation:</u> - Describe how to find out information about others by searching online. - Explain ways that some of the information about anyone online could have been created, copied or shared by others. As digital citizens, understand anything that people post online can be found and copied by others.	<u>Health, Wellbeing and Lifestyle:</u> - Explain why some online activities have age restrictions PEGI and why it is important to follow them. - Explain how using technology can be a distraction from other things, in both a positive and negative way. - Identify times or situations when someone may need to limit the amount of time they use technology As digital citizens, understand the positive and negative effects of using age appropriate technology.	<u>Privacy, Security and Consent:</u> - Explain that internet use is never fully private and is monitored. - Describe how some online services may seek consent to store information about me. - Explain what the digital age of consent is and the impact this has on online services asking for consent. As digital citizens, understand there are rules for managing the information you share online and that consent must be given.
	Across all themes develop skills within Digital Literacy <u>Managing online information</u> - Search for information and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). Understand why it is important to make my own decisions regarding content and that my decisions are respected by others. - Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. - 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. <u>Copyright and ownership</u> - Explain the need to consider who owns a piece of work and whether we have the right to reuse it. - Give some simple examples of content which not be used without permission from the owner, e.g. videos, music, images.					

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Year 5	Self image and identify: - Explain how identity online can be copied, modified or altered. - Demonstrate how to make responsible choices about having an online identity, depending on context - Explain how my online identity can be different to my offline identity and why. <i>As digital citizens, understand how and why people can copy and change an online identity.</i>	Online Relationships: - 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 - 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 - Demonstrate how to support others (including those who are having difficulties) online <i>As digital citizens, understand that I can use technology to communicate and build friendships in a safe and positive way.</i>	Online Bullying: - Recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. - Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. - Identify a range of ways to report concerns and access support both in school and at home about online bullying. - Explain how to block abusive users. - Describe the helpline services which can help people experiencing bullying, and how to access them <i>As digital citizens, understand the different forms of Online Bullying, its consequences and how to report it.</i>	Online Reputation: - Search for information about an individual online and summarise the information found. - Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. <i>As digital citizens, understand how to create a positive digital footprint.</i>	Health, Wellbeing and Lifestyle - Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively - Describe some strategies, tips or advice to promote health and wellbeing with regards to technology. - 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. - Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing. <i>As digital citizens, understand the effect of using digital technology on your health and wellbeing.</i>	Privacy, Security and Consent: - Explain what a strong password is and demonstrate how to create one. - Explain how many free apps or services may read and share private information (e.g. friends, contacts, geolocation) with others. - Explain what app permissions are and can give some examples. - Describe simple ways to increase privacy on apps and services that provide privacy settings. <i>As digital citizens, understand how to manage the information you share online and respect confidentiality.</i>
	Across all themes develop skills within Digital Literacy Managing online information - Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine - Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. - Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and different search results - Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. - Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate. Copyright and ownership - Assess and justify when it is acceptable to use the work of others. - Give examples of content that is permitted to be reused and know how this content can be found online e.g. copyright free sites					

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Year 6	<u>Self image and identify:</u> - Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups - Explain why it is important to challenge and reject inappropriate representations online - Explain how anyone can change and experiment with their identity online and why they might wish to do this e.g. body image - Give examples of how the internet and social media can be used for positive self-promotion. - describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. - Know and give examples of how to get help, both on and offline and explain the importance of asking until I get the help needed. <i>As digital citizens , evaluate online representations, their reliability, and the effect they have on an individual.</i>	<u>Online Relationships:</u> - 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 - Describe how things shared privately online can have unintended consequences for others. - 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 <i>As digital citizens, understand to communicate online with respect for one another.</i>	<u>Online Bullying:</u> - Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me - Explain how someone would report online bullying in different contexts. - I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong. - I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism) <i>As digital citizens, understand the different forms of Online Bullying, its consequences and how to report it.</i>	<u>Online Reputation:</u> - Explain the ways in which anyone can develop a positive online reputation - Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. - Understand the problems associated with a negative digital footprint. <i>As digital citizens, understand the importance of creating a positive digital footprint.</i>	<u>Health, Wellbeing and Lifestyle:</u> - Recognise features of persuasive design and how they are used to keep users engaged (current and future use). - Explain and assess different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). - Explain the importance of self-regulating technology use; I can demonstrate strategies to do this - Recognise and can discuss the pressures that technology can place on someone - Identify commercial content (e.g. pop-ups, spam, phishing) and discuss simple strategies to manage such content <i>As digital citizens, understand the strategies you can take to ensure technology has a positive influence on your health and wellbeing.</i>	<u>Privacy, Security and Consent:</u> - Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). - Explain what to do if a password is shared, lost or stolen. - Describe how and why people should keep their software and apps up to date, e.g. auto updates. - 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). - Understand that online services have terms and conditions that govern their use. <i>As digital citizens, understand how to manage the information you share online and respect confidentiality.</i>
	Across all themes develop skills within Digital Literacy <u>Managing online information</u> - Explain how search engines work and how results are selected and ranked - Explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.). - 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. - Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online - Check plausibility of information from a variety of chosen sources on the same topic <u>Copyright and ownership</u> - Demonstrate the use of search tools to find and access online content which can be reused by others e.g usage rights - Demonstrate how to make references to and acknowledge sources. - Accurately define the concept of plagiarism					