Sir Alexander Fleming Primary School - 2022-2023 - Curriculum Progress Map for Online Safety

Declarative knowledge – knowledge
Procedural Knowledge – skills

Year 1	Autumn	Spring		Summer
		1	2	
	Online Safety - personal information	Self-image and identity	Online bullying	Copyright and ownerships
	I can explain what personal information is. I can explain what information should not be shared online. I can identify who are the adults I can trust. I can identify and follow the rules of using technology at home and at school.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset. I know when I should ask an adult for help with things online that upset me. I understand which adults to ask for help if something happens that makes me feel sad, worried, uncomfortable or frightened.	I can recognise that certain behaviours online can upset others. I can give examples of behaviours that are unlikely to upset others. I know why it is important to be considerate and kind online. I can give examples of behaviours that can make others feel more pleasant emotions (e.g., happy, satisfied, proud, etc). I know how to behave appropriately online with others. I can give examples of when I should ask permission to be online. I understand how to respond when someone is not kind online.	I can explain why work I create using technology belongs to me. I can say why it belongs to me. I can save my work so that others know it belongs to me.
	Personal, information, share, online, password, safety.	Trusted adult, grown-up, embarrassed, online, chat.	Online, offline, technology, behaviour, inappropriate, considerate, respectful.	Filename, content, design, file, save

Year 2	Autumn	Spring		Summer	
		1	2	1	2
	Online Safety	Copyright and ownership	Health, well-being and lifestyle	Privacy and security	
	I can explain that I cannot trust everything and everyone online. I understand what I should and should not share online. I know who I can speak to if I am worried about something online. I can select ways to stay safe online.	I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people. I can explore online content and where possible identify the owner.	I can explain rules and guidance around my own use of technology that I feel is important. I can explain ways in which I can self-manage my use of technology I can explain how rules/ guidance may help me. I can identify a range of simple health/ well-being issues on which technology can impact and ensure I act appropriately to self-manage my use of technology. I can choose ways to reduce the impact of issues when using technology.	I can describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message). I can recognise the wide range of internet connected devices at home. I can explain some of the features of a connected device. I can identify why we need passwords for accounts/devices and what makes an effective password. I can create an effective password. I can identify the appropriate types of content that can be shared online and understand ways to protect this.	
	Permission, reliable, personal, comfortable, safe.	Permission, reused, identify, copyright, public domain, content, copy, belonging, owner, searching.	Public places, environment, online, offline, self-manage, devices, strategies.	Device, passwords, protected, content, public, offline, online.	

Year 3	Autumn	Spring		Summer	
		1	2	1	2
	Online safety	Online bullying	Health and well-being	Online reputations	Copyright and ownership
	I can explain why a password is important to keep me safe online. I can explain how to stay safe online when communicating with others. I know that not everything I read online is the truth. I understand how to act respectfully online. I can show how to use passwords to stay safe online. I know how to make a password that is more secure. I can identify safer and more trustworthy websites.	I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. I can recognise motives behind bullying behaviour. I can show awareness of the range of emotions that people involved in a bullying situation may feel. I can identify some characteristics that are typical of bullying behaviour (online and offline) I can identify who to turn to for help.	I can recognise rules, guidance or conversations and relate them to my own use of technology. I can explain simple well-being awareness, e.g., not physically socialising; not listening to parents/carers; being bored etc. I can begin to recognise that rules and guidance can vary by context. I can show ways in which I can self-manage my use of technology independently or with support from their parent/ carer/ mentor.	I can describe ways people who have similar likes and interests can get together online. I can describe how anyone's online information can be seen by others. I understand that my information can stay online for a very long time. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I know how to find information online. I can use strategies to keep my information safe online.	I can explain why copying someone else's work form the internet without permission can cause problems. I can give examples of what those problems might be. I understand that we all have rights over the content we create. I know that whilst the internet may be 'Free' not all content is 'Free to use'. I know how to respect others on the internet
	Passwords, decode, E-Safety, fake, strangers, trustworthy, scam, browser, weblink,	Usage, timers, health risks, mental, physical.	Empathy, online, offline, report button, block, online chat, settings, private.	Protect, share, social media, public, private,	Permission, free to use, content, rights, owns.

Year 4	Autumn	Spring		Summer
		1	2	
	Online Safety	Online reputation	Health and wellbeing	Privacy and security
	I can explain how my online identity is different to the identity I present in real life. I can recognise and discuss healthy online relationships. I can explain safe ways to manage information online. I can identify means of technology that can be used in bullying. I know ways to protect myself when playing games online. I know who to talk to if I am unsure about an online relationship.	I understand that others may search my name online to find information about me I know that not all information about me online may have been posted online by me I understand that people may alter information or put untrue information about me online with or without my knowledge I can select appropriate settings to keep myself safe online. I can select appropriate information to share to keep myself safe.	I can give examples of tech/online activities that effectively hold my attention and engagement. I recognise some of the limitations that tech/online activities may place on my life. I can select appropriate activities to participate with appropriate time limits. I can use technology in a safe positive way.	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. I can describe how some online services may seek consent to store information about me. I can identify the risks posed by over-sharing information online and use this knowledge to keep myself safe. I know how to get help if I am unsure about consenting to an online service.
	Identity, protect, online games, trust, information, record, distract, private.	Share, information, personal, posted, fake.	Concentration, attention, positive, negative, online, distracting, lifestyle.	Digital age, consent, privacy policy, terms of use,

Year 5	Autumn	Spring		Summer
		1	2	
	Online Safety	Online reputation	Copywrite and ownership	Online relationships
	I can protect my online reputation. I can describe whether information online is true and reliable. I can explain what makes a strong online password. I can start to describe what having a positive digital footprint means I can explain what digital scams are including 'pshing' I can explain ways to manage and respond in a healthy and safe way to hurtful online behaviour I can demonstrate ways of protecting their online reputation. I can identify ways of working out whether information online is reliable. I can identify ways in which I can secure my information online by creating strong passwords. I can identify ways in which I can create a positive digital footprint. I can identify strategies I can use to respond to hurtful online behaviour, in ways that keep me safe and healthy.	I can 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 know why it is beneficial to use different search engines. I know that people may make judgements against others on the information that they find. I understand that the information I find online about people may not be accurate. I can use a search engine to search for information about other people. I can identify which search engines are safer to use and more reliable. I can present information about other people for others to read	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. I understand rights and responsibilities when it comes to images I create and use I can define copyright, explain how it applies to creative work and apply its principles to real life scenarios.	I can explain that there are some people I communicate with online who may want to do me harm. I can recognise that this is not my/our fault. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can give examples of technological specific forms of communication. I can identify how online communities collaborate and the benefit of doing this I can make positive contributions and be part of online communities. I know how to deal with online harmful scenarios. I understand how to report problems online and can name several reporting routes that I could use or suggest to someone else
	Private, public, digital footprint, suspicious, phishing, spear phishing, malware, encrypted, hacker, bystander, upstander.	Social media, chats, judgements, apps, private, trustworthy, accurate, plagiarism.	Attribute, copyright, intellectual property.	Pressure, online communities, gaming, social media, emojis, memes, GIFs.

Year 6	Autumn		Spring		Summer
	1	2	1	2	
	Online safety	Online relationships	Online reputation	Online bullying	Health, well-being and lifestyle
	I can explain how things are shared online. I know how this can be seen as negative or positive. I know the consequences that these actions can have. I understand the importance of online boundaries. I understand how to be kind online. I can create an online respect charter. I can demonstrate ways to support others online.	I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends.	I understand what an online reputation is. I understand how people may conduct an online search to find out about me. I can explain how I am developing an online reputation, which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. I can explain how online anonymity can protect online reputation I know ways to control my online reputation. I can use strategies to protect my 'digital personality' and online reputation.	I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying. I know different ways to use technology to protect myself from bullying behaviour. I can identify and use routes for reporting bullying and harmful behaviour that I witness or experience online.	I can recognise content rating symbols and describe what they mean/what content they may cover (e.g., PEGI icons for content, BBFC symbols for age ratings, etc). I can discuss the features of a healthy media balance. I can assess and action different strategies to limit the impact of technology on health. I can demonstrate an awareness of why some content is age regulated. I know how to positively address peer pressure and can apply this in online situations. I understand strategies for mitigating the effects of persuasive design on technology use. I can select suitable strategies based on their own personal needs, use and experience of tech and the internet.
	cyber-attack, protocol, phishing troll, social media, hacking		Reputation, digital footprint, privacy, phishing, digital literacy, online predator, identity theft.	Harassment, cyberbullying, victim, perpetrator, bystander, empathy, target, upstander, block, report.	Personal information, screen time, health, posture, consent, privacy, digital well-being

NB: Teachers can add resources as needed dependent on what is the current trend in class, use the project evolve database of resources.