



Online Safety Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum
Autumn 1st	No Online Safety specific planning in Autumn 1 st to allow for children to settle into school and learn routines for learning before introducing Online Safety.			
Autumn 2nd	<ul style="list-style-type: none"> Self-Image and Identity Online Relationships 	Online, offline, image, relationships, communicate	<ul style="list-style-type: none"> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can recognise some ways in which the internet can be used to communicate. 	<ul style="list-style-type: none"> Responses and Reactions Online Scenarios Keeping in touch
Spring 1st	<ul style="list-style-type: none"> Online reputation Online Bullying Safer Internet Day 	Information, online, reputation, behaviour, emotions, kind, unkind, angry, happy, sad, worried, SMART rules, safety, safe, meet, ask, reliable and tell	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet. I know what the word 'information' means I know what 'online' means. I understand that I can put information online for others to see. I can describe ways that some people can be unkind online. I can say what being 'unkind online' means to me and give specific examples/ways that people can be unkind through technology and the internet. I can recognise differences between kind and unkind behaviours. I can offer examples of how this can make others feel I can give examples of unkind behaviours online. I can name different emotions that someone may feel in their online experiences. I can recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad). 	<ul style="list-style-type: none"> Keep me informed Spot the difference Vote with your feet
Spring 2nd	<ul style="list-style-type: none"> Managing Online Information 	Information, online, emotions, devices, iPad, laptops, computer, mobiles, tablets	<ul style="list-style-type: none"> I can offer examples of how this can make others feel I can give examples of unkind behaviours online. I can name different emotions that someone may feel in their online experiences. I can recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad). I can talk about how to use the internet as a way of finding information online. I can talk about how I use the internet to find things out. I can identify devices I could use to access information on the internet. 	<ul style="list-style-type: none"> When and what



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Summer 1st	<ul style="list-style-type: none"> • Health, well-being and lifestyle • Privacy and Security 	Health, lifestyle, wellbeing, privacy, technology, rules, personal information, address, trust	<ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can identify and name examples of my own personal information. • I can name people I trust and why. 	<ul style="list-style-type: none"> • Which rules are fair? • What are your rules? • Personal or Private game
Summer 2nd	<ul style="list-style-type: none"> • Copyright and Ownership 	Copyright, ownership, work, belong, digital, create	<ul style="list-style-type: none"> • I can recognise that objects and work belong to me. • I can demonstrate how and why I own my own digital work • I can explain why digital work belongs to me. 	<ul style="list-style-type: none"> • Whose is this? • Guess the file.



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Year 1	Topic	Vocabulary	I can statements	National Curriculum
Autumn 1st	Settling in time into new Year Group. Keeping safe online covered through PSHE class sessions.			
Autumn 2nd	<ul style="list-style-type: none"> Online Relationships 	<ul style="list-style-type: none"> Offline, online, permission, technology, communicate, internet, video, pictures, gams, 	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p>	<ul style="list-style-type: none"> Who do you know? Let's design Feelings scenarios and what could be done resource What do you like to do online sheet
Spring 1st	<ul style="list-style-type: none"> Online Reputation Online Bullying Safer Internet Day 	<ul style="list-style-type: none"> Reputation, information, hobbies, sharing, personal, private, trusted, SMART rules, safe, meet, ask, reliable, tell. 	<p>I can recognise that information can stay online and could be copied. I understand that information that is shared online can stay there for a very long time I know that information can be copied off the internet I understand that information about me can be copied by others I can describe what information I should not put online without asking a trusted adult first. I know that I should not share my personal information online. I can name different types of personal information that can be shared (photos, text, video) I can name 3 adults that can help me if I am unsure about information I want to share. I can describe how to behave online in ways that do not upset others and can give examples. Recognise that certain behaviours online can upset others. Give examples of behaviours that are unlikely to upset others. Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</p>	<ul style="list-style-type: none"> How long has the information been online? Fact finding OK and not OK to share
Spring 2nd	<ul style="list-style-type: none"> Managing Online Information and Health, Well-being and Lifestyle. 	<ul style="list-style-type: none"> Keywords, search engine, navigate, tabs, voice activated, technology, guide. 	<p>I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need. I can explain what voice activated searching is and how it might be used and know it is not a real person. 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. I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help anyone accessing online technologies.</p>	<ul style="list-style-type: none"> Keyword Captain Tech talk and truth Explaining effective strategies Changing the rules



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Summer 1st	<ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> Privacy, passwords, information, accounts, devices, rules, private. 	<p>I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by private and keeping things private. I can describe and explain some rules for keeping personal information private. I can explain how some people may have devices in their home connected to the internet and give examples.</p>	<ul style="list-style-type: none"> Password are key Strong and poor passwords Making choices What could you say?
Summer 2nd	<ul style="list-style-type: none"> Copyright and Ownership 	<ul style="list-style-type: none"> Content, work, ownership, belonging. 	<p>I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p>	<ul style="list-style-type: none"> Whose is it? Guess The file



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Year 2	Topic	Learning Objectives	I can statements	Activities
Autumn 1st	<ul style="list-style-type: none"> Self-Image and Identity 	<ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. I can give examples of issues and online that might make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help. 	<p>I know that people can choose different pictures online to what they actually look like.</p> <p>I can explain why someone might want to change their appearance online.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can recognise issues online that might make me feel sad and worried uncomfortable or frightened.</p> <p>I know who I can go to for help.</p> <p>I know how to ask for help.</p>	<ul style="list-style-type: none"> Create/update avatar- Purple Mash How going online makes me feel sheet.
Autumn 2nd	<ul style="list-style-type: none"> Online Relationships 	<ul style="list-style-type: none"> I can give examples of how people might communicate with people online that they don't know offline I can explain who I should ask before I share things online I can describe different ways to ask for, give, or deny my permission online. I explain why I have a right to say no or I will ask someone. I can explain who can help me if I feel under pressure. I can explain how it may make others feel if I do not ask permission before sharing something online. I can explain why I should always ask a trusted adult before clicking yes, agree or accept online. 	<p>I am able to describe how you might send a message to someone.</p> <p>I can list ways people use technology to talk.</p> <p>I can name risks in talking to someone online that I do not know.</p> <p>I understand what consent means</p> <p>I can give examples of when I might need to ask for help online.</p> <p>I can say where to find support.</p> <p>I can understand what the word permission means and give examples of asking for permission.</p> <p>I know when to say no</p>	<ul style="list-style-type: none"> Who, how and why activity sheet (whole class) Who are our trusted adults? Permission activity (whole class) Class discussion from planning
Spring 1st	<ul style="list-style-type: none"> Online Reputation Online Bullying Safer Internet Day 	<ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help. 	<p>I know how to find information online</p> <p>I can find information online that is older than I am</p> <p>I understand that information can stay online for a really long time.</p> <p>I understand what the definition of bullying is</p> <p>I can apply this definition to online behaviour</p> <p>I can provide simple examples of what online bullying can look like</p> <p>I can give examples of bullying and where this can happen</p>	<ul style="list-style-type: none"> Personal information word search Public or private (class discussion) Bullying scenario activity (whole class)
Spring 2nd	<ul style="list-style-type: none"> Managing Online Information 	<ul style="list-style-type: none"> I can use simple keywords in search engines. I can explain what voice activated searching us and 	<p>I can use keywords in search engines</p> <p>I can describe and demonstrate how to get help from a trusted adult</p>	<ul style="list-style-type: none"> Exploring keywords Tech, Talk and Truth role play Changing the rules PowerPoint



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		<p>how it might be used and know it is not a real person.</p> <ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings. 	<p>I can demonstrate how to navigate a simple webpage to get information I need</p> <p>I can explain what voice activated searching is and how it might be used</p> <p>I can explain the difference between things that are made up and real</p> <p>I can say why information I find online might not be true</p>	
Summer 1st	<ul style="list-style-type: none"> Health, Wellbeing and Lifestyles Privacy and Security 	<ul style="list-style-type: none"> I can explain simple guidance for using technology. I can say how rules and guides can help anyone access online technology. I can explain how passwords can be used to protect information. I can explain and give examples of what is meant by private and keeping things private. I can describe and explain some rules for keeping personal information private I can explain how some people may have devices connected to the internet. 	<p>I can discuss rules around my own use of technology and why they are important</p> <p>I can identify health and wellbeing issues that technology can impact</p> <p>I can explain how to reduce the impact of these issues when using technology</p> <p>I can explain ways that parents/guardians can help me to manage my use of technology.</p> <p>I know the physical health risks around using technology for a long time.</p> <p>I can identify the features of an effective password</p> <p>I can say why we need to use passwords.</p>	<ul style="list-style-type: none"> Explaining different strategies Changing the rules Passwords are key Strong passwords Making choices Connected homes
Summer 2nd	<ul style="list-style-type: none"> Copyright and Ownership 	<ul style="list-style-type: none"> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. 	<p>I can identify digital content that belongs to me</p> <p>I can describe why content on the internet belongs to others.</p>	<ul style="list-style-type: none"> Scavenger hunt Bingo cards