

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document	HoH Online Safety Curriculum Document
	Year 1 - Online Safety	Year 1 - Online Safety	Year 1 - Online Safety	Year 1 - Online Safety	Year 1 - Online Safety	Year 1 - Online Safety	Year 1 - Online Safety
Focus	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 - Feeling sad, uncomfortable, embarrassed or upset Lesson 2 - Mapping our mood Lesson 3 - My trusted adults Copyright and Ownership - Lesson 1 - Making documents	Lesson 1 - Asking permission Lesson 2 - Communicating with technology Lesson 3 - Being kind and considerate	Lesson 1 - Sharing information Lesson 2 - What not to share Lesson 3 - Getting help	Lesson 1 - Devices and the internet Lesson 2 - Finding information Lesson 3 - Real or make-believe?	Lesson 1 - Being healthy with technology Lesson 2 - Technology rules Lesson 3 - Following the rules	Lesson 1 - My private information Lesson 2 - Can I share my information? Lesson 3 - Passwords	Lesson 1 - Ways people can be unkind online Lesson 2 - How being unkind can make people feel Lesson 3 - Kind behaviour online
Objective	I can recognise online or offline, that everyone 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 that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help. Copyright and Ownership I know how to work I create belongs to me. I can explain to others know it belongs to me. I can explain why work I create using technology belongs to me. I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content).	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 give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	I can recognise some ways of using the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information using digital technologies (e.g. search engines, voice activated search).	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. I can explain rules to keep myself safe when using technology both in and beyond the home.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can explain who would be trustworthy to share this information with; I can explain why they are trusted. I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information belonging to myself or others.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that do not upset others and can give examples.
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Lessons	Lesson 1 - What I want to look like Lesson 2 - Risky situations online Lesson 3 - Giving advice	Lesson 1 - How to ask permission Lesson 2 - Consent Lesson 3 - Consent and sharing online	Lesson 1 - My school Lesson 2 - My profile Lesson 3 - Speaking to trusted adults	Lesson 1 - The main parts of a webpage Lesson 2 - Voice-activated searching Lesson 3 - True or not?	Lesson 1 - Using technology Lesson 2 - Following our technology rules Lesson 3 - Family rules	Lesson 1 - Keeping things private Lesson 2 - Stronger passwords Lesson 3 - The internet at home	Lesson 1 - What is bullying? Lesson 2 - How bullying makes someone feel Lesson 3 - Getting support
Knowledge	I can explain how other people 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). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give or deny my permission online and can identify who I can ask for help if I am not sure. I can 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. I can explain who can help me if something happens online without my consent. I can explain why it makes others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	I can explain how information put online about someone can last for a long time. I can describe how other'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 use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and I know it is not a real person (e.g. Alexa, Google Now, Siri). 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 (e.g. accessing online technologies in public places and the home environment). I can explain how some people have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). Copyright and Ownership I can describe why other people's work belongs to them.	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 (e.g. creating and protecting passwords).	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	
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Lessons	Lesson 1 - Avatars Lesson 2 - Usernames online Lesson 3 - Changing identity online	Lesson 1 - Sharing information online Lesson 2 - Hurtful situations online Lesson 3 - Permission and sharing	Lesson 1 - Researching online Lesson 2 - Things I don't want to share online Lesson 3 - Being unsure and seeking help	Lesson 1 - Autocomplete Lesson 2 - Facts, opinions and beliefs Lesson 3 - Preferences	Lesson 1 - Activities in my day Lesson 2 - Reporting and blocking Lesson 3 - Collecting data	Lesson 1 - Keeping passwords private Lesson 2 - Stronger passwords Lesson 3 - The internet at home	Lesson 1 - Appropriate behaviour online Lesson 2 - Bullying online Lesson 3 - Getting support
Knowledge	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avator, social media) and why. Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what it means 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 one content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they arevious, manipulative or unreliable. I can explain how someone's work can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).	I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how to use search engines to sell and buy things online. I can explain the difference between a belief, opinion or fact and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories). I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can explain and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can explain why spending too much time using technology can sometimes have a negative impact on someone (e.g. mood, sleep, body, relationships). I can give reasons why someone should share information with people they choose and can trust. I can explain that if they are not sure or feel pressured, they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	
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Lessons	Lesson 1 - My online and offline identities Lesson 2 - Positive interactions Lesson 3 - Identity theft	Lesson 1 - Online friends Lesson 2 - Healthy online behaviour Lesson 3 - Respect and privacy	Lesson 1 - Tips for searching online Lesson 2 - Finding reliable information online Lesson 3 - Researching a celebrity	Lesson 1 - Adverts online Lesson 2 - Searching for reliable information Lesson 3 - Adverts and pop-ups	Lesson 1 - Being healthy online Lesson 2 - Taking care of your mind Lesson 3 - Our free time	Lesson 1 - Making choices Lesson 2 - Data saved online Lesson 3 - Consent online	Lesson 1 - Being kind online Lesson 2 - Recognising when someone is hurt, angry or upset Lesson 3 - Positive and negative comments
Knowledge	I can explain how my online identity can be different from my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this. Copyright and Ownership I can give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming, forums). I can explain how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can 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. I can explain what is meant by fake news; for example, why some people will create stories or other photographs and put them online to pretend something is true when it isn't. Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can explain how using technology can be a distraction from other things in a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time. Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	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 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. I know what the digital age of consent is and the impact this has on online services asking for consent. Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media including online chat. I can 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).
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Lessons	Lesson 1 - Copy, modify, alter Lesson 2 - Creating a digital avatar Lesson 3 - Photos online	Lesson 1 - Strangers online Lesson 2 - Emojis Lesson 3 - Our communities	Lesson 1 - The perfect profile Lesson 2 - Researching online Lesson 3 - Making judgements	Lesson 1 - Trustworthy content Lesson 2 - Targeted adverts Lesson 3 - Assessing online information	Lesson 1 - The pros and cons of being online Lesson 2 - Looking after our mental health Lesson 3 - Spending money in games	Lesson 1 - Developing passwords Lesson 2 - Our data online Lesson 3 - App permissions	Lesson 1 - Online and offline bullying Lesson 2 - Telling jokes Lesson 3 - Helpline services
Knowledge	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Copyright and Ownership I can give examples of content that is permitted to be reused and know how this content can be found online. I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). 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. I can describe the range of ways people may be involved in online communities and how they might contribute content, interact and make positive contributions (e.g. gaming communities and social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	I can search for information about an individual online and summarise the information found. 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 can explain the benefits and limitations of using different types of search technologies such as voice-activated search engines. I can explain how some technology can limit the amount of information we can search with, for example voice-activated searching giving one result. I can explain different concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain how using technology can affect health and well-being positively (e.g. mindfulness apps) and negatively. I can explain different concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain what a strong password is and demonstrate how to create one. 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. I can explain what app permissions are and can give some examples. Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can recognise that online bullying can be different from bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including banter) might be perceived by others as bullying. I can explain how online bullies get help if they are being bullied online and why it is important for them to tell a trusted adult. I can identify a range of ways to report concerns and access support in school and at home about online bullying. I can describe helpline services which help people experiencing bullying and how to access them (e.g. Childline or The Mix).
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Lessons	Lesson 1 - Challenging stereotypes Lesson 2 - Managing online situations Lesson 3 - Giving online safety advice	Lesson 1 - Sharing photos of others Lesson 2 - To share or not to share? Lesson 3 - My digital footprint	Lesson 1 - Protecting my online reputation Lesson 2 - Creating a positive online presence Lesson 3 - My profile	Lesson 1 - Persuasion and adverts Lesson 2 - Fake news detective Lesson 3 - Writing fake news	Lesson 1 - Being healthy with technology Lesson 2 - Persuasive design online Lesson 3 - Pressure and technology	Lesson 1 - Managing passwords Lesson 2 - Real or fake? Lesson 3 - Phishing	Lesson 1 - Screenshots and screenshots Lesson 2 - Reporting online bullying Lesson 3 - The impact of online bullying
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Knowledge	<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.</p> <p>I know and can give examples of how to get help online and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p> <p>Copyright and Ownership</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</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 explain how things shared privately online can have unintended consequences for others, for example screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. I can also explain what can help if someone is worried about this.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity.</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present opinions as facts, and 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 explain the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news.</p> <p>I understand the concept of persuasive design and how it can be used to influence people's choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies is important.</p> <p>I can explain how online news stories can target people with online news stories they are likely to engage with and how to recognise this.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen, for example the sharing of misinformation or disinformation.</p> <p>I can identify, flag and report inappropriate content.</p> <p>Copyright and Ownership</p> <p>I can demonstrate how to make references to, and acknowledge, sources I have used from the internet.</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 recognise and can discuss the pressures that technology can place on someone and how and when they could manage these.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I can describe effective ways people can manage passwords, for example storing them securely or saving them in the browser.</p> <p>I can identify what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, for example auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can 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).</p> <p>I know that online services have terms and conditions that govern their use.</p> <p>Copyright and Ownership</p> <p>I can reference someone else's piece of work or image that I have found online.</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 could report online bullying in different contexts.</p>