



St Michael's CE Aided School

Online Safety Curriculum Map

Progression of Knowledge and Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Personal, Social and Emotional Development</p> <p>Know and talk about the different factors that support their overall health and wellbeing:- sensible amounts of 'screen time'. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Self-Image and Identity I can recognise that there may be people online who make someone feel sad, embarrassed or upset.</p> <p>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.</p> <p>Online Relationships I can give examples of when I should ask permission to do something online and explain why it is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</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 explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Online Reputations I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>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.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Self-Image and Identity 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>Online Relationships 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 (e.g. email, online gaming, a pen-pal in another school/country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</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>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 what to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Health, Wellbeing and Lifestyle 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.</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p> <p>Online Reputations I can explain how information put online about someone can last for a long time.</p>	<p>Online Relationships I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why it might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</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>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can give the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>Online Bullying I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Health, Wellbeing and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).</p> <p>Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online.</p>	<p>Managing Online Information 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.</p> <p>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).</p> <p>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.</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 that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and risks might be.</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>Health, Wellbeing and Lifestyle 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, e.g. I can suggest strategies to help with limiting this time.</p> <p>Online Reputation I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>Privacy and Security I can describe strategies for keeping personal information private, depending on context.</p>	<p>Managing Online Information I can explain the benefits and limitations of using different types of search technologies, e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy, e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p>Online Reputation I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p>	<p>Managing Online Information 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'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation', and 'persuasion' and explain how someone might encounter these online (e.g. advertising, and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' 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 are important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and disinformation.</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 (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> <p>Online Relationships 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</p>



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		<p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p>Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p> <p>Privacy and Security I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet (e.g. lights, fridges, toys, televisions).</p>	<p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, new stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Self-Image and Identity 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 explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</p> <p>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.</p>	<p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some 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.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for content.</p> <p>Self-Image and Identity I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>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.</p> <p>I can give some examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>Online Relationships I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</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 is not my/our fault.</p> <p>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 (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who have difficulties) online.</p> <p>Health, Wellbeing and Lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>I 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.</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 permission from a trusted adult before purchasing.</p> <p>Copyright and Ownership I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>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 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; and who can help if someone is worried about this.</p> <p>Health, Wellbeing and Lifestyle I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purposes.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.</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>Copyright and Ownership I can demonstrate the use of search tools to find access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>