

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Online Relationships I can recognise some ways in which the internet can be used to communicate Online Reputation I can identify ways that I can put information on the internet	Self -image I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset Anti-bullying week I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. Internet Safety Day – changes focus every year- TBC	Managing online information I can talk about how I can use the internet to find things out I can give simple examples of how to find information (e.g. search engines, voice activated searching)	Health and well being 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	Copyright and ownership I know that work I create belongs to me I can name my work so that others know it belongs to me.
KS1	Online Relationships I can use the internet with adult support to communicate with people I know I can explain why it is important to be considerate and kind to people online. I can give examples of how I might use technology to communicate with others I don't know well. Online Reputation 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	Self -image I can recognise that there may be people online who could make me feel sad, embarrassed or upset. I can describe way in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened, I can give examples of how I might get help. Anti-bullying week I can describe how to behave online in ways that do not upset others and can give examples	Privacy and security I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for	Managing online information I can use the internet to find things out I can use simple keywords in search engines I can use keywords in search engines 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 true.	Health and well being I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules I can explain simple guidance for using technology in different environments and settings	Copyright and ownership I can explain why work I create using technology belongs to me 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 say why it belongs to me (e.g. 'it's my idea' or 'I designed it')

St Botolphs CE Academy

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	I can explain how information put online about me can last for a long time I know who to talk to if I think someone has made a mistake about putting something online	I can give examples of bullying behaviour and how it could look online I understand how bullying behaviour and how it could look online I can talk about how someone can/would get help about being bullied online or offline.	my accounts and devices. Internet Safety Day – changes focus every year- BC		I can say how those rules/guides can help me.	
LKS2	Online Relationships I can explain some risks of communicating online with others I don't know well. I can explain what it means to know someone and why this might be different from knowing someone in real life. I can describe strategies for safe and fun experiences in a range of social environments Online Reputation I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others.	Self -image I can explain what is meant by the term 'identity' I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) I can explain how my online identity can be different to the identity I present in 'real life' Knowing this, I can describe the right decisions about how I interact with others and how others perceive me Anti-bullying week 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 identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)	Privacy and security I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I can describe simple strategies for creating and keeping passwords private. I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain how internet use can be monitored. Internet Safety Day – changes focus every year- TBC	Managing online information I can use key phrase in search engines I can explain what autocomplete is and how to choose the best suggestion I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) I can describe some of the methods used to encourage people to buy thing online (e.g. advertising offers; in-app purchases, pop ups) and can recognise some of these when they appear online	Health and well being I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos) I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology.	Copyright and ownership I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be 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 give some simple examples

UKS2

Online Relationships

I can explain that there are some people I communicate with online who may want to do me or my friend's 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 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 ways of reporting problems online for both myself and my friends.

Online Reputation

I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgements about an individual. 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

Self -image

I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can describe ways in which media can shape ideas. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give example of how I might help, both on and offline.

Anti-bullying week

I can recognise when someone is upset, hurt or angry online. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline) I can describe how to capture bullying content as evidence (e.g. screen-grab, 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

Privacy and security

I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others I use different passwords for a range of online services. I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some example from the technology or services I use. I can describe simple ways to increase privacy on apps and devices that provide privacy settings. 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).

Internet Safety Day

Managing online information

I can evaluate digital content and can explain how I make choices from search results I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) I can explain what is mean by a 'hoax'. I can explain why I need to think carefully before I forward anything online. 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 either by accident or on purpose) I can demonstrate the strategies I would apply to be discerning in evaluating digital content I can describe how some online information can be opinion and can offer examples I can define the safety terms 'influence' 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting') I can identify, flag and report inappropriate content.

Health and well being

I can describe ways technology can affect healthy sleep and can describe some of the issues I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise) I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents)

Copyright and ownership

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 can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.