Caslon Online Safety Curriculum 2024-25

	Casion Online Sajety Curriculum 2024-23					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Rec	Self-image and identity 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. EY Self image and identity, Lesson 1  Online Relationships I can recognise some ways in which the internet can be used to communicate. EY Online relationships, lesson 1 I can give examples of how I (might) use technology to communicate with people I know. Y1 Online Relationships, Lesson 2	Online Reputation I can identify ways that I can put information on the internet. EY Online Reputation Lesson 1  Online Bullying I can describe ways that some people can be unkind online. EY Online Bullying Lesson 1 I can offer examples of how this can make others feel. EY Online Bullying Lesson 2	Managing Online Information I can talk about how to use the internet as a way of finding information online. EY Managing Online Information, Lesson 1 I can identify devices I could use to access information on the internet. EY Managing Online Information Lesson 2	Health, Wellbeing and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. EY Health, wellbeing and lifestyle, lesson 1 I can give some simple examples of these rules. EY Health, wellbeing and lifestyle, lesson 2	Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).  EY Privacy and Security.  Lesson 1 I can describe who would be trustworthy to share this information with; I can explain why they are trusted.  EY Privacy and Security.  Lesson 2	Copyright and Ownership I know that work I create belongs to me. EY Copyright and Ownership, Lesson 1 I can name my work so that others know it belongs to me. EY Copyright and Ownership Lesson 2
Year 1	Self-image and identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Y1 Self-image and identity Lesson 1 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. Y1 Self-image and identity Lesson 2  Privacy and security I can explain that passwords are used to protect information, accounts and devices. Y1 Privacy and Security Lesson 1 I can recognise more detailed examples of information that is	Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important. Y1 Online relationships Lesson 1 I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Y1 Online Relationships, Lesson 2 I can explain why it is important to be considerate and kind to people online and to respect their choices. Y1 Online Relationships, Lesson 3 I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	Copyright and Ownership I can explain why work I create using technology belongs to me. Y1 Copyright and ownership, Lesson1 I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). Y1 Copyright and ownership Lesson 2 I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). Y1 Copyright and Ownership Lesson 3 I understand that work created by others does not belong to me even if I save a copy. Y1 Copyright and ownership, Lesson 4	Online Reputation I can recognise that information can stay online and could be copied. Y1 Online Reputation, Lesson 1 I can describe what information I should not put online without asking a trusted adult first. Y1 Online Reputation, Lesson 2	Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. Y1 Managing Online Information, Lesson 1 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. Y1 Managing Online Information, Lesson 2 I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Y1 Managing Online Information, Lesson 3	Please revisit any content covered earlier in the year as needed.

	1	1		T	T	
	personal to someone	Y1 Online Relationships,			Health, wellbeing and	
	(e.g where someone	<u>Lesson 4</u>			lifestyle	
	lives and goes to				I can explain rules to keep	
	school, family names).				myself safe when using	
	Y1 Privacy and Security	Online bullying			technology both in and	
	Lesson 2	I can describe ways that			beyond the home.	
	I can explain why it is	some people can be			Y1 Health, wellbeing and	
	important to always	unkind online.			lifestyle, lesson 1	
	ask a trusted adult	Y1 Online bullying			((reseyte, (essor) 1	
	before sharing any	Lesson 1				
	9 ,					
	personal information	I can offer examples of				
	online, belonging to	how this can make				
	myself or others.	others feel.				
	Y1 Privacy and Security	<u>Y1 Online bullying</u>				
	<u>Lesson 3</u>	<u>Lesson 2</u>				
		I can describe how to				
		behave online in ways				
		that do not upset others				
		and can give examples.				
		Y1 Online bullying				
		Lesson 3				
	Managing online	Online bullying	Copyright and ownership	Health, well-being and	Online Relationships	Online reputation
	information	I can explain what	I can recognise that	lifestyle	I can describe different	l can explain how
	I can use simple	bullying is, how people	content on the internet	I can explain simple	ways to ask for, give, or	information put online
	keywords in search	may bully others and	may belong to other	guidance for using	deny my permission	about someone can last
	engines	how bullying can make	people.	technology in different	online and can identify	for a long time.
	Y2 Managing Online	someone feel.	Y2 Copyright and	environments and settings	who can help me if I am	Y2 Online Reputation,
	Information, Lesson 1	Y2 Online bullying	Ownership Lesson 1	e.g. accessing online	not sure.	lesson 1
	I can demonstrate how	Lesson 1	I can describe why other	technologies in public	Y2 Online Relationships,	I can describe how
	to navigate a simple	I can explain why	people's work belongs to	places and the home	Lesson 3	anyone's online
	webpage to get to	anyone who experiences	them.	environment.	I can explain why I have a	information could be seen
	, ,					•
	information I need (e.g.	bullying is not to blame.	Y2 Copyright and	Y2 Health, wellbeing and	right to say 'no' or 'I will	by others.
	home, forward, back	Y2 Online bullying	Ownership Lesson 2	<u>lifestyle Lesson 1</u>	have to ask someone'. I	Y2 Online Reputation,
	buttons; links, tabs and	Lesson 2		I can say how those rules /	can explain who can help	Lesson 2
	sections).	I can talk about how	Self Image and identity	guides can help anyone	me if I feel under pressure	I know who to talk to if
	Y2 Managing Online	anyone experiencing	I can explain how other	accessing online	to agree to something I	something has been put
	<u>Information, Lesson 2</u>	bullying can get help.	people may look and act	technologies.	am unsure about or don't	online without consent or
	I can explain what	Y2 Online bullying	differently online and	Y2 Health, wellbeing and	want to do.	if it is incorrect.
	voice activated	<u>Lesson 3</u>	offline.	<u>lifestyle Lesson 2</u>	Y2 Online Relationships,	Y1 Online Reputation,
Year 2	searching is and how it		Y2 Self Image and		<u>Lesson 4</u>	Lesson 3
	might be used, and	Privacy and Security	identity, Lesson 1	Online Relationships	I can identify who can	
	know it is not a real	I can explain how	I can give examples of	can give examples of how	help me if something	Copyright and Ownership
	person (e.g. Alexa,	passwords can be used	issues online that might	someone might use	happens online without	I can recognise that
	Google Now, Siri).	to protect information,	make someone feel sad,	technology to communicate	my consent.	content on the internet
	Y2 Managing Online	accounts and devices.	worried, uncomfortable or	with others they don't also	Y2 Online Relationships,	may belong to other
	Information, Lesson 3	Y2 Privacy and Security,	frightened; I can give	know offline and explain	Lesson 5	people.
	I can explain the	Lesson 1	examples of how they	why this might be risky.	I can explain how it may	Y2 Copyright and
	difference between	I can explain and give	might get help.	(e.g. email, online gaming, a	make others feel if I do	Ownership, Lesson 1
	things that are	examples of what is	Y2 Self image and	pen-pal in another school /	not ask their permission	I can describe why other
	imaginary, 'made up' or	meant by 'private' and	identity, Lesson 2	country).	or ignore their answers	people's work belongs to
	'make believe' and	'keeping things private'.	inclinity, Ecosoff 2	Y2 Online Relationships	before sharing something	them.
		Y2 Privacy and Security,			5	
	things that are 'true' or	,		I can explain who I should	about them online.	Y2 Copyright and
	'real'.	Lesson 2		ask before sharing things	Y2 Online Relationships,	Ownership, Lesson 2
	Y2 Managing Online	I can describe and		about myself or others	<u>Lesson 6</u>	20
	Information, Lesson 4	explain some rules for		online.	I can explain why I should	Please revisit any content
	I can explain why some	keeping personal		Y2 Online Relationships.	always ask a trusted	covered earlier in the year
	information I find	information private (e.g.		<u>Lesson 2</u>	adult before clicking 'yes',	as needed.
					'agree' or 'accept' online.	

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	online may not be real	creating and protecting			Y2 Online Relationships,	
	or true.	passwords).			<u>Lesson 7</u>	
	Y2 Managing Online	Y2 Privacy and Security,				
	Information, Lesson 5	Lesson 3				
		I can explain how some				
		•				
		people may have devices				
		in their homes				
		connected to the				
		internet and give				
		examples (e.g. lights,				
		fridges, toys,				
		televisions).				
		Y2 Privacy and Security,				
		<u>Lesson 4</u>				
	Self-image and identity	Privacy and security	Copyright and Ownership	Managing Online	Online Relationships	Online Reputation
	I can explain what is	I can explain how	I can explain why copying	Information	I can describe ways	I can explain how to
	meant by the term	passwords can be used	someone else's work from	I can explain the difference	people who have similar	search for information
	'identity'.	to protect information,	the internet without	between a 'belief', an	likes and interests can	about others online.
		· ·			· ·	
	Y3 Self-image and	accounts and devices.	permission isn't fair and	'opinion' and a 'fact. and	get together online.	Y3 Online Reputation
	identity Lesson 1	Y3 Privacy and Security	can explain what	can give examples of how	Y3 Online relationships	<u>Lesson 1</u>
	I can explain how	Lesson 1	problems this might	and where they might be	<u>Lesson 1</u>	I can give examples of
	people can represent	I can explain and give	cause.	shared online, e.g. in videos,	I can explain what it	what anyone may or may
	themselves in different	examples of what is	Y3 Copyright and	memes, posts, news stories	means to 'know someone'	not be willing to share
	ways online.	meant by 'private' and	Ownership Lesson 1	etc.	online and why this might	about themselves online. I
	Y3 Self Image and	, ,	OWNERSHIP LESSON I			can explain the need to
		'keeping things private'.		Y3 Managing Online	be different from	•
	identity Lesson 2	Y3 Privacy and Security	Managing Online	<u>Information Lesson 4</u>	knowing someone offline.	be careful before sharing
	I can explain ways in	Lesson 2	Information	I can explain that not all	Y3 Online relationships	anything personal.
	which someone might	I can describe and	I can demonstrate how to	opinions shared may be	Lesson 2	Y3 Online Reputation
	change their identity	explain some rules for	use key phrases in search	accepted as true or fair by	I can explain what is	Lesson 2
	depending on what they	keeping personal	engines to gather	others (e.g. monsters under	meant by 'trusting	I can explain who
	are doing online (e.g.	information private (eg	accurate information	the bed).	someone online', why this	someone can ask if they
	are doing online (e.g.		-	*		
	gaming; using an	creating and protecting	online.	Y3 Managing Online	is different from 'liking	are unsure about putting
	avatar; social media)	passwords).	Y3 Managing Online	<u>Information Lesson 5</u>	someone online', and why	something online.
	and why.	Y3 Privacy and Security	<u>Information Lesson 1</u>	I can describe and	it is important to be	Y3 Online Reputation
	Y3 Self image and	Lesson 3	I can explain what	demonstrate how we can	careful about who to	Lesson 3
	identity Lesson 3	I can explain how some	autocomplete is and how	get help from a trusted	trust online including	
Year 3	<u>,</u>	people may have devices	to choose the best	adult if we see content	what information and	Please revisit any content
I car s	Health, wellbeing and	in their homes	suggestion.	that makes us feel sad,	content they are trusted	covered earlier in the year
						,
	lifestyle	connected to the	Y3 Managing Online	uncomfortable, worried or	with.	as needed.
	I can explain why	internet and give	<u>Information Lesson 2</u>	frightened.	Y3 Online relationships	
	spending too much	examples (e.g. lights,	I can explain how the	Y3 Managing Online	<u>Lesson 3</u>	
	time using technology	fridges, toys,	internet can be used to	<u>Information Lesson 6</u>	I can explain why	
	can sometimes have a	televisions).	sell and buy things.		someone may change	
	negative impact on	Y3 Privacy and Security	Y3 Managing Online		their mind about trusting	
	anyone; I can give some	Lesson 4	Information Lesson 3		anyone with something if	
		<u> </u>	III OI III ACIOII LESSOII J		,	
	examples of both				they feel nervous,	
	positive and negative	Online Bullying			uncomfortable or worried.	
	activities where it is	I can describe			Y3 Online relationships	
	easy to spend a lot of	appropriate ways to			<u>Lesson 4</u>	
	time engaged.	behave towards other			I can explain how	
	Y3 Health, wellbeing and	people online and why			someone's feelings can be	
	lifestyle Lesson 1	this is important.			hurt by what is said or	
					,	
	I can explain why some	Y3 Online Bullying			written online.	
	online activities have	<u>Lesson 1</u>			<u>Y3 Online Relationships</u>	
	age restrictions, why it	I can give examples of			<u>Lesson 5</u>	
	is important to follow	how bullying behaviour			I can explain the	
	them and know who I	could appear online and			importance of giving and	
	can talk to if others	how someone can get			gaining permission before	
	pressure me to watch	support.			sharing things online;	
L	pressure me to water	Japport.	l .	1	sharing chings offilite,	<u>l</u>

	or do something online	Y3 Online Bullying			how the principles of	
					sharing online is the same	
	that makes me feel	<u>Lesson 2</u>				
	uncomfortable (e.g. age				as sharing offline e.g.	
	restricted gaming or				sharing images and	
	web sites).				videos.	
	1000 51005).				Y3 Online relationships	
					<u>Lesson 6</u>	
	Health-well-being and	Online relationships	Self Image and Identity	Managing online	Privacy and Security	Managing Online
	lifestyle	I can describe strategies	I can explain how my	information	I can describe strategies	Information
	I can explain how using	for safe and fun	online identity can be	I can demonstrate how to	for keeping personal	I can describe and
	technology can be a	experiences in a range	different to my offline	use key phrases in search	information private,	demonstrate how we can
	distraction from other	of online social	identity.	engines to gather accurate	depending on context.	get help from a trusted
	things, in both a	environments (e.g.	Y4 Self-image and self-	information online.	Y4 Privacy and Security	adult if we see content
		` 3		1		
	positive and negative	livestreaming, gaming	identity Lesson 1	Y4 Managing online	<u>Lesson 1</u>	that makes us feel sad,
	way.	platforms).	I can describe positive	information Lesson 1	I can explain that	uncomfortable worried or
	Y4 Health, wellbeing	Y4 Online Relationships	ways for someone to	I can explain what	internet use is never fully	frightened.
	and lifestyle Lesson 1	<u>Lesson 1</u>	interact with others	autocomplete is and how to	private and is monitored,	Y4 Managing online
	I can identify times or	I can give examples of	online and understand	choose the best suggestion.	e.g. adult supervision.	information Lesson 5
	situations when	how to be respectful to	how this will positively	Y4 Managing online	Y4 Privacy and Security	I can explain what is
	someone may need to	others online and	impact on how others	information Lesson 2	Lesson 2	meant by fake news e.g.
	· ·		,		' <del></del> '	,
	limit the amount of	describe how to	perceive them.	I can explain how the	I can describe how some	why some people will
	time they use	recognise healthy and	Y4 Self-image and self-	internet can be used to sell	online services may seek	create stories or alter
	technology e.g. I can	unhealthy online	identity Lesson 2	and buy things.	consent to store	photographs and put
	suggest strategies to	behaviours.	I can explain that others	Y4 Managing online	information about me; I	them online to pretend
	help with limiting this	Y4 Online Relationships	online can pretend to be	information Lesson 3	know how to respond	something is true when it
	time.	Lesson 2	someone else, including	I can explain the difference	appropriately and who I	isn't.
	Y4 Health, wellbeing	I can explain how	my friends, and can	between a 'belief', an	can ask if I am not sure.	Y4 Managing Online
	and lifestyle Lesson 2	content shared online	suggest reasons why they	'opinion' and a 'fact. and	Y4 Privacy and Security	Information Lesson 6
	and lifestyle Lesson 2				,	information Lesson 6
	1	may feel unimportant to	might do this.	can give examples of how	Lesson 3	
	Online bullying	one person but may be	Y4 Self-image and self-	and where they might be	I know what the digital	Online Reputation
	I can recognise when	important to other	identity Lesson 3	shared online, e.g. in videos,	age of consent is and the	I can explain ways that
	someone is upset, hurt	people's thoughts		memes, posts, news stories	impact this has on online	some of the information
	or angry online.	feelings and beliefs.		etc.	services asking for	about anyone online
Year 4	Y4 Online bullying	Y4 Online Relationships		Y4 Managing online	consent.	could have been created,
	Lesson 1	Lesson 3		information Lesson 4	Y4 Privacy and Security	copied or shared by
		<u>LESSOTI S</u>		IIIOI Macion Lesson +	Lesson 4	others.
	I can describe ways				Lesson 4	
	people can be bullied	Online Reputation				<u>Y4 Online reputation</u>
	through a range of	I can give examples of			Please revisit any content	<u>Lesson 4</u>
	media (e.g. image,	what anyone may or			covered earlier in the year	
	video, text, <b>chat</b> ).	may not be willing to			as needed.	Please revisit any content
	Y4 Online bullying	share about themselves				covered earlier in the year
	Lesson 2	online. I can explain the				as needed.
	I can explain why	need to be careful				as meeded.
		before sharing anything				
	people need to think	, , ,				
	carefully about how	personal.				
	content they post	Y4 Online reputation				
	might affect others,	<u>Lesson 1</u>				
	their feelings and how	I can explain who				
	it may affect how	someone can ask if they				
	others feel about them	are unsure about				
	(their reputation).	putting something				
	Y4 Online bullying	online.				
	<u>Lesson 3</u>	Y4 Online reputation				
		Lesson 2				
	Copyright and	I can describe how to				
	Ownership	find out information				
	When searching on the	about others by				
	internet for content to	searching online.				
	use, I can explain why I					
	asc, I can explain willy I	<u> </u>	<u>l</u>	1	1	

	need to consider who	Y4 Online reputation				
	owns it and whether I					
		<u>Lesson 3</u>				
	have the right to reuse					
	it.					
	Y4 Copyright and					
	Ownership, Lesson 1					
	I can give some simple					
	examples of content					
	which I must not use					
	without permission					
	from the owner, e.g.					
	videos, music, images.					
	Y4 Copyright and					
	Ownership, Lesson 2					
	Self-image and identity	Online bullying	Privacy and security	Privacy and Security	Managing Online	Health, Wellbeing and
	I can explain how	I can describe the	I can describe simple	I know what the <b>digital age</b>	Information	Lifestyle
	identity online can be	helpline services which	strategies for creating	<b>of consent</b> is and the	I can explain key	I can describe ways
	copied, modified or	can help people	and keeping passwords	impact this has on online	concepts including:	technology can affect
	altered.	experiencing bullying,	private.	services asking for consent.	information, reviews,	health and well-being
	Y5 Self image and self	and how to access them	Y5 Privacy and Security	Y5 Privacy and Security	fact, opinion, belief,	both positively (e.g.
	identity Lesson 1	(e.g. Childline or The	Lesson 1	Lesson 6	validity, reliability and	mindfulness apps) and
	I can demonstrate how	Mix).	I can give reasons why	<u>Lesson o</u>	evidence.	negatively.
				Ouline valetieneline		,
	to make responsible	Y5 Online Bullying	someone should only	Online relationships	Y5 Managing Online	Y5 Health, wellbeing and
	choices about having	<u>Lesson 6</u>	share information with	I can explain the	Information Lesson 4	<u>lifestyle, Lesson 1</u>
	an online identity,		people they choose to and	importance of giving and	I can identify ways the	I can describe some
	depending on context.	Online Reputation	can trust. I can explain	importance of giving and	internet can draw us to	strategies, tips or advice
	Y5 Self image and self	I can search for	that if they are not sure	gaining permission before	information for different	to promote health and
	identity Lesson 2	information about an	or feel pressured then	sharing things online; how	agendas, e.g. website	wellbeing with regards to
		individual online and	they should tell a trusted		notifications, pop-ups,	technology.
	Online bullying	summarise the	adult.	the principals of sharing	targeted ads	Y5 Health, wellbeing and
	I can recognise online	information found.	Y5 Privacy and Security	online is the same as	Y5 Managing Online	lifestyle, Lesson 2
	bullying can be	Y5 Online reputation	Lesson 2		Information Lesson 5	I recognise the benefits
	different to bullying in	Lesson 1	I can describe how	sharing offline eg. Sharing	I can describe ways of	and risks of accessing
	the physical world and	I can describe ways that	connected devices can	images and videos.	identifying when online	information about health
	can describe some of	information about	collect and share	Y5 Online relationships	content has been	and well-being online and
			*	Lesson 1		9
	those differences.	anyone online can be	anyone's information		commercially sponsored	how we should balance
Year 5	Y5 Online Bullying	used by others to make	with others.	I can describe strategies for	or boosted, (e.g. by	this with talking to
	<u>lesson 1</u>	judgments about an	Y5 Privacy and Security	safe and fun experiences in	commercial companies or	trusted adults and
	I can describe how	individual and why	<u>Lesson 3</u>	a range of online social	by vloggers, content	professionals.
	what one person	these may be incorrect.	I can describe strategies	environments (e.g.	creators, influencers).	Y5 Health, wellbeing and
	perceives as playful	Y5 Online reputation	for keeping personal	livestreaming, gaming	Y5 Managing Online	<u>lifestyle, lesson 3</u>
	joking and teasing	Lesson 2	information private,	platforms).	<u>Information Lesson 6</u>	I can explain how and
	(including 'banter')		depending on context.	Y5 Online relationships	I can explain what is	why some apps and
	might be experienced	Managing Online	Y5 Privacy and Security	Lesson 2	meant by the term	games may request or
	by others as bullying.	Information	Lesson 4	I can give examples of how	'stereotype', how	take payment for
	Y5 Online Bullying	I can explain the	I can explain that	to be respectful to others	'stereotypes' are	additional content (e.g.
	Lesson 2	benefits and limitations	internet use is never fully	online and describe how to	amplified and reinforced	in-app purchases,
	I can explain how	of using different types	private and is monitored,	recognise healthy and	online, and why accepting	lootboxes) and explain
			•	,		•
	anyone can get help if	of search technologies	e.g. adult supervision.	unhealthy online	'stereotypes' may	the importance of seeking
	they are being bullied	e.g. voice-activation	Y5 Privacy and Security	behaviours.	influence how people	permission from a trusted
	online and identify	search engine. I can	<u>Lesson 5</u>	Y5 Online relationships	think about others.	adult before purchasing.
	when to tell a trusted	explain how some		<u>Lesson 3</u>	Y5 Managing Online	Y5 Health, wellbeing and
	adult.	technology can limit the		I can explain how content	<u>Information Lesson 7</u>	<u>lifestyle, Lesson 4</u>
	Y5 Online Bullying	information I am		shared online may feel	I can describe how fake	
	Lesson 3	presented with.		unimportant to one person	news may affect	
	I can identify a range of	Y5 Managing Online		but may be important to I	someone's emotions and	
	ways to report	Information, Lesson 1		can define the terms	behaviour, and explain	
	concerns and access	I can explain what is		'influence', 'manipulation'	why this may be harmful.	
	support both in school	meant by 'being		and 'persuasion' and	, , , , , , , , , , , , , , , , , , , ,	
	25,77010 00011 (11 301100)	carre by being		and persuasion and	L	

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	and at home about	sceptical'; I can give		explain how someone might	Y5 Managing Online	
	online bullying.	examples of when and		encounter these online (e.g.	<u>Information Lesson 8</u>	
	Y5 Online Bullying	why it is important to		advertising and 'ad	I can explain what is	
	Lesson 4	be 'sceptical'.		targeting' and targeting for	meant by a 'hoax'. I can	
	I can explain how to	Y5 Managing Online		fake news).	explain why someone	
	block abusive users.	Information Lesson 2		Y6 Managing online	would need to think	
	Y5 Online Bullving			information. Lesson 5	carefully before they	
		I can evaluate digital				
	<u>Lesson 5</u>	content and can explain		other people's thoughts	share.	
		how to make choices		feelings and beliefs.	Y5 Managing Online	
		about what is		Y5 Online relationships	<u>Information Lesson 9</u>	
		trustworthy e.g.		Lesson 4		
		differentiating between				
		adverts and search				
		results.				
		Y5 Managing Online				
		<u>Information Lesson 3</u>				
	Health-well-being and	Online Reputation	Managing online	Managing online	Managing online	Privacy and Security
	lifestyle	I can explain the ways	information	information	Information	I can describe effective
	I can describe ways	in which anyone can	I can explain how search	I understand the concept of	I can describe the	ways people can manage
	technology can affect	develop a positive online	engines work and how	persuasive design and how	difference between online	passwords (e.g. storing
	health and well-being	reputation.	results are selected and	it can be used to influences	misinformation and dis-	them securely or saving
	both positively (e.g.	Y6 Online Reputation,	ranked.	peoples' choices.	information.	them in the browser).
	mindfulness apps) and	Lesson 1	Y6 Manaaina Online	Y6 Managing online	Y6 Managing Online	Y6 Privacy and Security,
	negatively.	I can explain strategies	Information, Lesson 1	information, Lesson 6	Information, Lesson 9	Lesson 1
	,					
	Y6 Health, well-being	anyone can use to	I can explain how to use	I can demonstrate how to	I can explain why	I can explain what to do
	and lifestyle Lesson 1	protect their 'digital	search technologies	analyse and evaluate the	information that is on a	if a password is shared,
	I can describe some	personality' and online	effectively.	validity of 'facts' and	large number of sites may	lost or stolen.
	strategies, tips or	reputation, including	Y6 Manging online	information and I can	still be inaccurate or	Y6 Privacy and Security,
	advice to promote	degrees of anonymity.	information, Lesson 2	explain why using these	untrue. I can assess how	Lesson 2
	health and well-being	Y6 Online Reputation,	I can describe how some	strategies are important.	this might happen (e.g.	I can describe how and
	with regards to	Lesson 2	online information can be	Y6 Manaaina Online	the sharing of	why people should keep
	technology.	<u> </u>	opinion and can offer	information. Lesson 7	misinformation or	their software and apps
	Y6 Health, well-being	Online Bullying	examples.	I can explain how	disinformation).	up to date, e.g. auto
			· ·			
	and lifestyle Lesson 2	I can describe how to	Y6 Managing Online	companies and news	Y6 Managing Online	updates.
	I recognise the benefits	capture bullying content	Relationships, Lesson 3	providers target people	<u>Information, Lesson 10</u>	Y6 Privacy and Security
	and risks of accessing	as evidence (e.g screen-	I can explain how and	with online news stories	I can identify, flag and	<u>Lesson 3</u>
	information about	grab, URL, profile) to	why some people may	they are more likely to	report inappropriate	I can describe simple
Year 6	health and well-being	share with others who	present 'opinions' as	engage with and how to	content.	ways to increase privacy
	online and how we	can help me.	'facts'; why the	recognise this.	Y6 Managing Online	on apps and services that
	should balance this	Y6 Online Bullying,	popularity of an opinion	Y6 Managing Online	Information, Lesson 11	provide privacy settings.
	with talking to trusted	Lesson 1	or the personalities of	Information, Lesson 8		Y6 Privacy and Security,
	adults and	I can explain how	those promoting it does		Self-image and self-	Lesson 4
	professionals.	someone would report	not necessarily make it		identity	I can describe ways in
	Y6 Health, well-being	online bullying in	true, fair or perhaps even		I can identify and	which some online
		, ,	1 ' '			
	and lifestyle Lesson 3	different contexts.	legal.		critically evaluate online	content targets people to
	I can analyse	Y6 Online Bullying,	Y6 Managing Online		content relating to	gain money or
	mechanisms providers	<u>Lesson 2</u>	Information, Lesson 4		gender, race, religion,	information illegally; I can
	might use to regulate /				disability, culture and	describe strategies to
	advise on age-related	Copyright and ownership			other groups, and explain	help me identify such
	online access:( e.g. age	I can demonstrate the			why it is important to	content (e.g. scams,
	verification, terms and	use of search tools to			challenge and reject	phishing).
	conditions, parental	find and access online			inappropriate	Y6 Privacy and Security,
	controls).	content which can be			representations online.	Lesson 5
	Y6 Health, well-being				Y6 Self image and self	I know that online
		reused by others.				
	and lifestyle Lesson 4	Year 6 Copyright and			identity Lesson 1	services have terms and
		<u>Ownership Lesson 1</u>			I can describe issues	conditions that govern
	Online Relationships	I can demonstrate how			online that could make	their use.
	I can explain how	to make references to			anyone feel sad, worried,	Y6 Privacy and Security,
	sharing something	and acknowledge			uncomfortable or	<u>Lesson 6</u>
			•	•	•	

online may have an	sources I have used from		frightened. I know and	
impact either positively	the internet.		can give examples of how	
or negatively.	Year 6 Copyright and		to get help, both on and	
Y6 Online relationships	Ownership Lesson 2		offline.	
Lesson 1	·		Y6 Self image and self	
I can describe how to			identity, Lesson 2	
be kind and show			I can explain the	
respect for others			importance of asking	
online including the			until I get the help	
importance of			needed.	
respecting boundaries			Y6 self image and self	
regarding what is			identity, Lesson 3	
shared about them				
online and how to				
support them if others				
do not.				
Y6 Online relationships				
<u>Lesson 2</u>				
I can describe how				
things shared privately				
online can have				
unintended				
consequences for				
others. e.g.				
screen-grabs.				
Y6 Online relationships				
<u>Lesson 3</u>				
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.				
<u>Y6 Online relationships</u>				
<u>Lesson 4</u>				