

Ravensdale Junior School Online Safety progression document

9Subject -	Year 3	Topics: see blue sections below	
 Online safety	<p>Key learning supported by 'National Online safety', recommendations in gov document - 'teaching online safety in schools' and 'education for a connected world by UK council for internet safety'</p> <p><i>Please note on line safety needs to be covered at least once every half term. There are 90 minutes' worth of specific teaching session and resources to be woven through; Use each of the 8 areas below to teach as part of the online safety lessons each half term. It can also be woven through other sessions in computing and as part of PSHE, SRE and Science. Where appropriate staff may use as part of assemblies and other curriculum areas or as a specific need arises. Teachers have the professional autonomy to deliver subject specific sessions as the need arises in a given class e.g. Cyberbullying using the Twinkl resources. Please see the bottom of this document for the NOS lesson overviews and related LOs.</i></p>		
	<p>Self image and identity - explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Online relationships explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
	<p>Online reputation explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>	<p>Online bullying explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
	<p>Managing online information explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing</p>	<p>Health, well-being and lifestyle explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
	<p>Privacy and security explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise</p>	<p>Copyright and ownership explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
<p>intent</p> <ul style="list-style-type: none"> • Provide pupils with a high-quality computing education where safety is a key component. • Equip pupils with skills and knowledge to effectively understand how to stay safe in a world where computing is an integral part of everyday life. • Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware safely and effectively for a range of purposes. • For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development. 	<p>implementation</p> <ul style="list-style-type: none"> • Well planned and considered lesson structures – ensuring skills and knowledge are covered and built on • Regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence • Inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application. • use of age appropriate programs and software • equip pupils to solve problems • An online-safety lesson must be taught the first week of each half term and threaded through other areas such as PSHE, Science. 	<p>impact</p> <p>Teachers will observe and see evidence of..</p> <ul style="list-style-type: none"> • Ability to explain with confidence and give examples of how to keep themselves safe in given situations and adapt to the changing technological world. • Pupils able to make their own choices about how to safely access information, use online sites and use gaming appropriately and safely. • application of computing skills and knowledge through a range of concepts. • Pupils using accurate and relevant vocabulary for their age range and be able to apply the skills learnt in a variety of contexts and curriculum areas (such as through PSHE) • Pupils will question and summarize learning and be able to recall knowledge, skills and apply these. • pupils will be more confident, independent, self-reflective learners; able to transfer skills and knowledge from one concept to another. 	
Prior learning		Future learning	

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<p>In KS1, children should be taught:</p> <p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p> <p>KS1 Computing National Curriculum</p> <p>Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. identify what things count as personal information; b. identify what is appropriate and inappropriate behaviour on the internet; c. agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d. seek help from an adult when they see something that is unexpected or worrying; e. demonstrate how to safely open and close applications and log on and log off from websites; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p>	<p>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.</p> <p>KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. reflect on their own digital footprint and behaviour online; b. identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; c. agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d. seek help from an adult when they see something that is unexpected or worrying; e. demonstrate understanding of age-appropriate websites and adverts; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>
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What pupils need to know or do to be secure (Y3)

it is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner. [Library](#) | [The National College](#) - lesson plans

Self image	Online relationships	Online reputation /Online bullying	Managing online information	Health well-being and lifestyle	Privacy and security / Copyright and ownership
Lesson plans and resources link National Online Safety	Lesson plans and resources link National Online Safety	Lesson plans and resources link National Online Safety	Lesson plans and resources link National Online Safety	Lesson plans and resources link National Online Safety	Lesson plans and resources link National Online Safety
Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
Understand and explain what is meant by the term 'identity' . explain how people can represent themselves in different ways online .	describe ways people who have similar likes and interests can get together online. explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different	Online reputation explain how to search for information about others online. give examples of what anyone may or may not be willing to share about themselves online.	demonstrate how to use key phrases in search engines to gather accurate information online. explain what autocomplete is and how to choose the best suggestion. explain how the internet can be used to sell and buy things.	explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	Privacy and security describe simple strategies for creating and keeping passwords private . give reasons why someone should only share information with people they choose to and can trust.

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<p>Understand and 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>from 'liking 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>explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>explain how someone's feelings can be hurt by what is said or written online.</p> <p>explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline</p>	<p>explain the need to be careful before sharing anything personal.</p> <p>explain who someone can ask if they are unsure about putting something online.</p> <p><u>Online bullying</u> describe appropriate ways to behave towards other people online and why this is important.</p> <p>give examples of how bullying behaviour could appear online and how someone can get support. Uncomfortable feelings online are also covered in PSHE Exploring Emotions unit. Being kind online is also covered in the PSHE Bullying Matters unit.</p>	<p>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, news stories etc.</p> <p>explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>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>(e.g. doing homework, games, films, videos).</p> <p>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 web sites).</p>	<p>explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>describe how connected devices can collect and share anyone's information with others.</p> <p><u>Copyright and ownership</u> 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>Privacy online is also covered in PSHE Relationships unit.</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Identity Online Avatar Social media Gaming	Trusting online Knowing someone online Permissions Sharing online (images and videos)	Online reputation Online bullying Behaviour Sharing personal information	Search engines Autocomplete Belief, opinion and fact Memes, posts, new stories Trusted adult	Negative impacts – mood, sleep, body, relationships. Positive and negative Age restrictions Web – sites	Passwords Privacy Trust Connected devices Permission / Copyright

Computing

The computing curriculum progression map runs alongside the online and e-safety. Please note there are other areas in which the objective, skills and knowledge can be covered – this document sets those suggestions out and detailed planning shows specifically where they are taught.

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Subject -  online safety	Year 4	Topics: see blue sections below	
Key learning supported by 'National Online safety', recommendations in gov document - 'teaching online safety in schools' and 'education for a connected world by UK council for internet safety'			
<p><i>Please note on line safety needs to be covered at least once every half term. There are 90 minutes' worth of specific teaching session and resources to be woven through; Use each of the 8 areas below to teach as part of the online safety lessons each half term. It can also be woven through other sessions in computing and as part of PSHE, SRE and Science. Where appropriate staff may use as part of assemblies and other curriculum areas or as a specific need arises. Teachers have the professional autonomy to deliver subject specific sessions as the need arises in a given class e.g. Cyberbullying using the Twinkl resources. Please see the bottom of this document for the NOS lesson overviews and related LOs.</i></p>			
<p>Self image and identity - explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		<p>Online relationships explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	
<p>Online reputation explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>		<p>Online bullying explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	
<p>Managing online information explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing</p>		<p>Health, well-being and lifestyle explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	
<p>Privacy and security explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise</p>		<p>Copyright and ownership explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
<p style="text-align: center;">intent</p> <ul style="list-style-type: none"> • Provide pupils with a high-quality computing education where safety is a key component. • Equip pupils with skills and knowledge to effectively understand how to stay safe in a world where computing is an integral part of everyday life. • Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware safely and effectively for a range of purposes. • For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development. 	<p style="text-align: center;">implementation</p> <ul style="list-style-type: none"> • Well planned and considered lesson structures – ensuring skills and knowledge are covered and built on • Regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence • Inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application. • use of age appropriate programs and software • equip pupils to solve problems • An online-safety lesson must be taught the first week of each half term and threaded through other areas such as PSHE, Science. 	<p style="text-align: center;">impact</p> <p>Teachers will observe and see evidence of..</p> <ul style="list-style-type: none"> • Ability to explain with confidence and give examples of how to keep themselves safe in given situations and adapt to the changing technological world. • Pupils able to make their own choices about how to safely access information, use online sites and use gaming appropriately and safely. • application of computing skills and knowledge through a range of concepts. • Pupils using accurate and relevant vocabulary for their age range and be able to apply the skills learnt in a variety of contexts and curriculum areas (such as through PSHE) • Pupils will question and summarize learning and be able to recall knowledge, skills and apply these. • pupils will be more confident, independent, self-reflective learners; able to transfer skills and knowledge from one concept to another. 	
Prior learning		Future learning	

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<p>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.</p> <p>KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. reflect on their own digital footprint and behaviour online; b. identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; c. agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d. seek help from an adult when they see something that is unexpected or worrying; e. demonstrate understanding of age-appropriate websites and adverts; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. protect their password and other personal information; b. be a good online citizen and friend; c. judge what sort of privacy settings might be relevant to reducing different risks; d. seek help from an adult when they see something that is unexpected or worrying; e. discuss scenarios involving online risk; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>
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What pupils need to know or do to be secure (Y4)

it is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

Self image	Online relationships	Online reputation /Online bullying	Managing online information	Health well-being and lifestyle	Privacy and security / Copyright and ownership
Lesson plans and resources National Online Safety	Lesson plans and resources National Online Safety	Lesson plans and resources National Online Safety	Lesson plans and resources National Online Safety	Lesson plans and resources National Online Safety	Lesson plans and resources National Online Safety
Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
Understand and explain how my online identity can be different to my offline identity . describe positive ways for someone to interact with others online and understand how	describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) give examples of how to be respectful to others online and describe how to recognise healthy and	Online reputation describe how to find out information about others by searching online. explain ways that some of the information about anyone online could have been created, copied or shared by others . Online bullying	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. 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).	explain how using technology can be a distraction from other things, in both a positive and negative way . identify times or situations when someone may need to limit the amount	Privacy and security describe strategies for keeping personal information private , depending on context. explain that internet use is never fully private and is monitored, e.g. adult supervision . describe how some online services may seek consent to store information about me; know how to respond appropriately and who I can ask if I am not sure.

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<p>this will positively impact on how others perceive them.</p> <p>Understand and explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>unhealthy online behaviours.</p> <p>explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>The risk of talking to strangers online is also covered in PSHE Drug Education unit.</p>	<p>recognise when someone is upset, hurt or angry online.</p> <p>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).</p> <p>describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p>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>explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>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.</p> <p>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>The importance of protecting online information is also covered in PSHE Being Safe unit.</p>	<p>of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>know what the digital age of consent is and the impact this has on online services asking for consent</p> <p>Copyright and ownership</p> <p>when searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>The importance of protecting online information is also covered in PSHE Being Safe unit.</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Online Identity Offline identity Positive interactions Pretend	Live streaming Online social environments Gaming platforms Respectful Healthy and Unhealthy online behaviours	Online reputation Online bullying Behaviour Content Range of media Created, copied / shared	Probable accuracy Wide range of technologies Social media, image sites, video sites Advertising, in app purchases, pop-ups Technologies e.g bots Fake news	Negative impacts Usage time limits	Privacy Monitored Adult supervision Digital age of consent Consent Permission , videos, music, images
Computing					
The computing curriculum progression map runs alongside the online and e-safety. Please note there are other areas in which the objective, skills and knowledge can be covered – this document sets those suggestions out and detailed planning shows specifically where they are taught.					

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<p>Year 5</p>	<p>Topics: see blue sections below</p>
<p>Learning supported by 'National Online safety', recommendations in gov document - 'teaching online safety in schools' and 'education for a connected world by UK Council for internet safety'</p>	
<p>Please note on line safety needs to be covered at least once every half term. There are 90 minutes' worth of specific teaching session and resources to be woven through; each of the 8 areas below to teach as part of the online safety lessons each half term. It can also be woven through other sessions in computing and as part of PSHE, and Science. Where appropriate staff may use as part of assemblies and other curriculum areas or as a specific need arises. Teachers have the professional autonomy to deliver subject specific sessions as the need arises in a given class e.g. Cyberbullying using the Twinkl resources. Please see the bottom of this document for the NOS on overviews and related LOs.</p>	
<p>Online image and identity - explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Online relationships explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>
<p>Online reputation explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>	<p>Online bullying explores bullying and other online aggression and how technology affects those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>
<p>Managing online information explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also offers learning relevant to ethical publishing</p>	<p>Health, well-being and lifestyle explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>
<p>Privacy and security explores how personal online information can be used, stored, accessed and shared. It offers both behavioural and technical strategies to limit access to privacy and protect data and systems against compromise</p>	<p>Copyright and ownership explores the concept of ownership of online content. It offers strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>

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<u>intent</u>	<u>implementation</u>	<u>impact</u>
<p>Provide pupils with a high-quality computing education where safety is a key component.</p> <p>Equip pupils with skills and knowledge to effectively understand how to stay safe in a world where computing is an integral part of everyday life.</p> <p>Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other devices safely and effectively for a range of purposes.</p> <p>Enable pupils to understand the need to be safe online and a variety of software to enhance thinking and development.</p>	<p>All planned and considered lesson structures – ensuring skills and knowledge are covered and built on regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence.</p> <p>Encourage pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application.</p> <p>Use of age appropriate programs and software.</p> <p>Equip pupils to solve problems.</p> <p>The online-safety lesson must be taught the first week of each half term and threaded through other areas such as PSHE, Science.</p>	<p>Pupils will observe and see evidence of..</p> <p>Pupils ability to explain with confidence and give examples of how to keep themselves safe in given situations and adapt to the changing technological world.</p> <p>Pupils able to make their own choices about how to safely access information, use online sites and gaming appropriately and safely.</p> <p>Pupils application of computing skills and knowledge through a range of concepts.</p> <p>Pupils using accurate and relevant vocabulary for their age range and be able to apply the skills learnt in a variety of contexts and curriculum areas (such as through PSHE)</p> <p>Pupils will question and summarize learning and be able to recall knowledge, skills and apply these.</p> <p>Pupils will be more confident, independent, self-reflective learners; able to transfer skills and knowledge from one concept to another.</p>

Prior learning	Future learning
<p>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation. KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ul style="list-style-type: none"> f. reflect on their own digital footprint and behaviour online; g. identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; h. agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; i. seek help from an adult when they see something that is unexpected or worrying; j. demonstrate understanding of age-appropriate websites and adverts; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ul style="list-style-type: none"> f. protect their password and other personal information; g. be a good online citizen and friend; h. judge what sort of privacy settings might be relevant to reducing different risks; i. seek help from an adult when they see something that is unexpected or worrying; j. discuss scenarios involving online risk; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>

What pupils need to know or do to be secure (y5)

it is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner. [Library | The National College](#) - lesson plans

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Self image National Online Safety Lesson plans and resources	Online relationships National Online Safety Lesson plans and resources	Online reputation /Online bullying National Online Safety Lesson plans and resources	Managing online information National Online Safety Lesson plans and resources	Health well-being and lifestyle National Online Safety Lesson plans and resources	Privacy and security / Copyright and ownership National Online Safety Lesson plans and resources
Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
<p>Understand and explain how identity online can be copied, modified or altered.</p> <p>demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>explain that there are some people I communicate with online who may want to do me or my friends harm and recognise that this is not my / our fault.</p> <p>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>explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>demonstrate how to support others (including those who are having difficulties) online</p>	<p>Online reputation search for information about an individual online and summaries the information found.</p> <p>describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>Online bullying recognise online bullying can be different to bullying in the physical world - describe some of those differences.</p> <p>describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>identify a range of ways to report concerns and access support in school / home. Explain how to block abusive user.</p> <p>describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>Online Bullying is also covered in PSHE Bullying Matters unit.</p>	<p>explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p> <p>explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p> <p>explain what is meant by 'being sceptical'; give examples of when and why it is important to be 'sceptical'.</p> <p>evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>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>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>describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>describe some strategies, tips or advice to promote health and wellbeing</p> <p>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>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>Privacy and security explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>explain what app permissions are and can give some examples</p> <p>Copyright and ownership assess and justify when it is acceptable to use the work of others.</p> <p>give examples of content that is permitted to be reused and know how this content can be found online.</p>

Ravensdale Junior School Online Safety progression document

	Disputes online is also covered in PSHE Exploring Emotions unit.		describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. explain what is meant by a ' hoax '. explain why someone would need to think carefully before they share		
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Copied identity Responsibility Online identity	Communication technology (emoji, memes and GIFs) Online communities Gaming communities Social media groups Trusted adult	Online reputation Summaries Online bullying Banter Block abusive users Helpline services – 'Childline' 'the mix'	Search – technologies e.g voice activation Being sceptical Trustworthy Digital content Information, fact, opinion, belief, validity, reliability and evidence Website notifications, pop-ups, targeted ads Online content - Vloggers, content creators, influencers Stereotypes fake news hoax	Technologies Mindfulness apps Benefits and risks – health and well-being online In-app purchases Lootboxes Permissions	Strong passwords Free apps and services Images, likes, geolocation Acceptable use Permitted content
Computing					
The computing curriculum progression map runs alongside the online and e-safety. Please note there are other areas in which the objective, skills and knowledge can be covered – this document sets those suggestions out and detailed planning shows specifically where they are taught.					

Ravensdale Junior School Online Safety progression document

Subject -	Year 6	Topic: See blue sections below
 <p>Online safety</p>	<p>Key learning supported by 'National Online safety', recommendations in gov document - 'teaching online safety in schools' and 'education for a connected world by UK council for internet safety'</p> <p><i>Please note on line safety needs to be covered at least once every half term. There are 90 minutes' worth of specific teaching session and resources to be woven through; Use each of the 8 areas below to teach as part of the online safety lessons each half term. It can also be woven through other sessions in computing and as part of PSHE, SRE and Science. Where appropriate staff may use as part of assemblies and other curriculum areas or as a specific need arises. Teachers have the professional autonomy to deliver subject specific sessions as the need arises in a given class e.g. Cyberbullying using the Twinkl resources. Please see the bottom of this document for the NOS lesson overviews and related LOs.</i></p>	
	<p>Self image and identity - explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Online relationships explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>
	<p>Online reputation explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>	<p>Online bullying explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>
	<p>Managing online information explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing</p>	<p>Health, well-being and lifestyle explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>
	<p>Privacy and security explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise</p>	<p>Copyright and ownership explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>
	<p style="text-align: center;">intent</p> <ul style="list-style-type: none"> • Provide pupils with a high-quality computing education where safety is a key component. • Equip pupils with skills and knowledge to effectively understand how to stay safe in a world where computing is an integral part of everyday life. • Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware safely and effectively for a range of purposes. • For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development. 	<p style="text-align: center;">implementation</p> <ul style="list-style-type: none"> • Well planned and considered lesson structures – ensuring skills and knowledge are covered and built on • Regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence • Inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application. • use of age appropriate programs and software • equip pupils to solve problems <p>An online-safety lesson must be taught the first week of each half term and threaded through other areas such as PSHE, Science.</p>

Ravensdale Junior School Online Safety progression document

Prior learning	Future learning
<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. KS2 Computing National Curriculum</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ul style="list-style-type: none"> k. protect their password and other personal information; l. be a good online citizen and friend; m. judge what sort of privacy settings might be relevant to reducing different risks; n. seek help from an adult when they see something that is unexpected or worrying; o. discuss scenarios involving online risk; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>	KS3

What pupils need to know or do to be secure (y6)

it is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner. [Library](#) | [The National College](#) - lesson plans

Self image	Online relationships	Online reputation /Online bullying	Managing online information	Health well-being and lifestyle	Privacy and security / Copyright and ownership
National Online Safety Lesson plans and resources	National Online Safety Lesson plans and resources	National Online Safety Lesson plane and resources	National Online Safety Lesson plans and resources	National Online Safety Lesson plans and resources	National Online Safety Lesson plans and resources
Knowledge / Skills					

Ravensdale Junior School Online Safety progression document

<p>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>describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</p> <p>know and can give quality examples of how to get help, both on and offline.</p> <p>explain and understand the importance of asking until I get the help needed.</p> <p>Exploring how images in the media and online do not always reflect reality is also covered in PSHE Growing Up unit.</p>	<p>explain how sharing something online may have an impact either positively or negatively.</p> <p>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>can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p>	<p><u>Online reputation</u></p> <p>explain the ways in which anyone can develop a positive online reputation.</p> <p>explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>explain how search engines work and how results are selected and ranked and how to use search technologies effectively.</p> <p>describe how some online information can be opinion and can offer examples.</p> <p>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.</p> <p>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>understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>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>can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>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><u>Privacy and security</u></p> <p>describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). explain what to do if a password is shared, lost or stolen.</p> <p>describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>describe ways in which some online content targets people to gain money or information illegally;</p> <p>describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.</p> <p>The importance of protecting online information is also covered in PSHE Being Safe unit.</p>
<p><u>Online bullying</u></p> <p>describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>Explain and understand how someone would report online bullying in different contexts.</p>	<p>describe the difference between online misinformation and dis-information.</p> <p>Explain and understand why information that is on a large number of sites may still be inaccurate or untrue.</p> <p>assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.</p>	<p><u>Copyright and ownership</u></p> <p>demonstrate the use of search tools to find and access online content which can be reused by others</p> <p>demonstrate how to make references to and acknowledge sources used from the internet.</p>	<p>Key vocabulary</p> <p>Search engines Opinions and facts Influence, manipulation and persuasion Persuasive design - validity of facts Misinformation and dis-information</p>	<p>Key vocabulary</p> <p>PEGI, BBFC, parental warnings) Persuasive design - validity of facts Technology health</p>	<p>Key vocabulary</p> <p>Manage password Software and apps – auto updates Privacy – Scams and Phishing Search tools</p>
<p>Key vocabulary</p> <p>Online content Representations Help online</p>	<p>Key vocabulary</p> <p>Respect Shared privately Screen grabs Inappropriate images Respecting boundaries</p>	<p>Key vocabulary</p> <p>Positive online reputation Digital personality Anonymity Screen grab - URLs</p>	<p>Key vocabulary</p> <p>Search engines Opinions and facts Influence, manipulation and persuasion Persuasive design - validity of facts Misinformation and dis-information</p>	<p>Key vocabulary</p> <p>PEGI, BBFC, parental warnings) Persuasive design - validity of facts Technology health</p>	<p>Key vocabulary</p> <p>Manage password Software and apps – auto updates Privacy – Scams and Phishing Search tools</p>

Ravensdale Junior School Online Safety progression document

Computing

The computing curriculum progression map runs alongside the online and e-safety. Please note there are other areas in which the objective, skills and knowledge can be covered – this document sets those suggestions out and detailed planning shows specifically where they are taught.



Year 3 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Self-image & Identity	<p>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>Lesson 1 – Avatars</p> <p>Lesson 2 – Usernames online</p> <p>Lesson 3 – Changing identity online</p>
Online Relationships	<p>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 this might be different from knowing someone offline.</p> <p>I can explain what is meant 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 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 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).</p>	<p>Lesson 1 – Sharing information online</p> <p>Lesson 2 – Hurtful situations online</p> <p>Lesson 3 – Permission and sharing</p>
Online Reputation	<p>I can explain how to search for information about others online.</p> <p>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.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>Lesson 1 – Researching online</p> <p>Lesson 2 – Things I don't want to share online</p> <p>Lesson 3 – Being unsure and seeking help</p>
Online Bullying	<p>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>Lesson 1 – Appropriate behaviour online</p> <p>Lesson 2 – Bullying online</p> <p>Lesson 3 – Getting support</p>



Year 3 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Managing Online Information	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</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, news stories).</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>Lesson 1 – Autocomplete</p> <p>Lesson 2 – Facts, opinions and beliefs</p> <p>Lesson 3 – Preferences</p>
Health, Wellbeing & Lifestyle	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</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 web sites).</p>	<p>Lesson 1 – Activities in my day</p> <p>Lesson 2 – Spending time and positive activities</p> <p>Lesson 3 – Age ratings</p>
Privacy & Security	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only 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.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>Lesson 1 – Keeping passwords private</p> <p>Lesson 2 – Reporting and blocking</p> <p>Lesson 3 – Collecting data</p>
Copyright & Ownership	<p>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>Lesson 1 – My digital work</p> <p>Lesson 2 – Saving my digital work part 1</p> <p>Lesson 3 – Saving my digital work part 2</p>



Year 4 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Self-image & Identity	<p>I can explain how my online identity can be different from 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 I can suggest reasons why they might do this.</p>	<p>Lesson 1 – My online and offline identities</p> <p>Lesson 2 – Positive interactions</p> <p>Lesson 3 – Identity theft</p>
Online Relationships	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p>	<p>Lesson 1 – Online friends</p> <p>Lesson 2 – Healthy online behaviour</p> <p>Lesson 3 – Respect and privacy</p>
Online Reputation	<p>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>Lesson 1 – Tips for searching online</p> <p>Lesson 2 – Finding reliable information online</p> <p>Lesson 3 – Researching a celebrity</p>
Online Bullying	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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).</p>	<p>Lesson 1 – Being kind online</p> <p>Lesson 2 – Recognising when someone is hurt, angry or upset</p> <p>Lesson 3 – Positive and negative comments</p>



Year 4 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Managing Online Information	<p>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 the risks might be.</p> <p>I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>Lesson 1 – Adverts online</p> <p>Lesson 2 – Searching for reliable information</p> <p>Lesson 3 – Adverts and pop-ups</p>
Health, Wellbeing & Lifestyle	<p>I can explain how using technology can be a distraction from other things in 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. For example, I can suggest strategies to help with limiting this time.</p>	<p>Lesson 1 – Being healthy online</p> <p>Lesson 2 – Taking care of your mind</p> <p>Lesson 3 – Our free time</p>
Privacy & Security	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored.</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 consent.</p>	<p>Lesson 1 – Making choices</p> <p>Lesson 2 – Data saved online</p> <p>Lesson 3 – Consent online</p>
Copyright & Ownership	<p>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 simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).</p>	<p>Lesson 1 – The impact of plagiarism</p> <p>Lesson 2 – Can I use other people's work?</p> <p>Lesson 3 – Copyright and usage rights</p>



Year 5 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Self-image & Identity	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>Lesson 1 – Copy, modify, alter</p> <p>Lesson 2 – Creating a digital avatar</p> <p>Lesson 3 – Photos online</p>
Online Relationships	<p>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 this is not my/our fault.</p> <p>I can describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and 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 are having difficulties) online.</p>	<p>Lesson 1 – Strangers online</p> <p>Lesson 2 – Emojis</p> <p>Lesson 3 – Our communities</p>
Online Reputation	<p>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 judgments about an individual and why these may be incorrect.</p>	<p>Lesson 1 – The perfect profile</p> <p>Lesson 2 – Researching online</p> <p>Lesson 3 – Making judgements</p>
Online Bullying	<p>I can recognise that online bullying can be different from bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix).</p>	<p>Lesson 1 – Online and offline bullying</p> <p>Lesson 2 – Telling jokes</p> <p>Lesson 3 – Helpline services</p>



Year 5 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Managing Online Information	<p>I can explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. I can explain how some technology can limit the information I am presented with, for example voice-activated searching giving one result.</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, for example 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>Lesson 1 – Trustworthy content</p> <p>Lesson 2 – Targeted adverts</p> <p>Lesson 3 – Assessing online information</p>
Health, Wellbeing & Lifestyle	<p>I can describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice regarding technology to promote health and wellbeing.</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, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>Lesson 1 – The pros and cons of being online</p> <p>Lesson 2 – Looking after our mental health</p> <p>Lesson 3 – Spending money in games</p>
Privacy & Security	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>Lesson 1 – Developing passwords</p> <p>Lesson 2 – Our data online</p> <p>Lesson 3 – App permissions</p>
Copyright & Ownership	<p>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>Lesson 1 – Using online content</p> <p>Lesson 2 – Google SafeSearch</p> <p>Lesson 3 – Copyright rules</p>



Year 6 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Self-image & Identity	<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. 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>Lesson 1 – Challenging stereotypes</p> <p>Lesson 2 – Managing online situations</p> <p>Lesson 3 – Giving online safety advice</p>
Online Relationships	<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 describe 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 who can help if someone is worried about this.</p>	<p>Lesson 1 – Sharing photos of others</p> <p>Lesson 2 – To share or not to share?</p> <p>Lesson 3 – My digital footprint</p>
Online Reputation	<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>Lesson 1 – Protecting my online reputation</p> <p>Lesson 2 – Creating a positive online presence</p> <p>Lesson 3 – My profile</p>
Online Bullying	<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>	<p>Lesson 1 – Screenshot and screenshots</p> <p>Lesson 2 – Reporting online bullying</p> <p>Lesson 3 – The impact of online bullying</p>



Year 6 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Managing Online Information	<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 define 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 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 is 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, for example the sharing of misinformation or disinformation.</p> <p>I can identify, flag and report inappropriate content.</p>	<p>Lesson 1 – Persuasion and adverts</p> <p>Lesson 2 – Fake news detective</p> <p>Lesson 3 – Writing fake news</p>
Health, Wellbeing & Lifestyle	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how and 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>Lesson 1 – Being healthy with technology</p> <p>Lesson 2 – Persuasive design online</p> <p>Lesson 3 – Pressure and technology</p>
Privacy & Security	<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 explain 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>Lesson 1 – Managing passwords</p> <p>Lesson 2 – Real or fake?</p> <p>Lesson 3 – Phishing</p>
Copyright & Ownership	<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 demonstrate how to make references to, and acknowledge, sources I have used from the internet.</p>	<p>Lesson 1 – Copyright presentations</p> <p>Lesson 2 – Referencing</p> <p>Lesson 3 – Bibliographies</p>