

Online Safety Curriculum Mawsley CP School 2021-22

Key stage 1	Key learning areas	End Points
<p><u>AUTUMN 1</u></p> <p><u>SELF-IMAGE AND IDENTITY</u> (By the end of EYFS)</p> <ul style="list-style-type: none"> • I can recognise that I can say “no”, “please stop”, “I’ll tell” to somebody who asks me to do something that makes me feel sad, embarrassed or upset. • I can explain how this could either be in real-life or online. • I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust 	<ul style="list-style-type: none"> • I can explain how other people’s identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help. • I can explain what is meant by the term ‘identity. 	<p>I know that people can act differently in real life and online</p> <p>I know some ways that people could make me feel sad or worried using computers</p> <p>I know what my identity means</p>
<p><u>AUTUMN 2</u> (Covered in PSHE)</p> <p><u>ONLINE RELATIONSHIPS</u> (By the end of EYFS)</p> <ul style="list-style-type: none"> • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I might use technology to communicate with people I know. • I can use the internet with adult support to communicate with people I know. 	<ul style="list-style-type: none"> • I can use the internet to communicate with people I don’t know well (e.g. text message, email a pen pal in another school or country) • I can give examples of how I might use technology to communicate with others I don’t know well 	<p>I know that I can send and receive messages using a tablet, phone or computer connected to the internet.</p> <p>I can explain how I can use technology to send messages to other people.</p>

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<ul style="list-style-type: none"> • I can explain why it is important to be considerate and kind to people online 		
<p><u>SPRING 1</u></p> <p><u>ONLINE REPUTATION</u></p> <ul style="list-style-type: none"> • I can identify ways that I can put information on the internet. • I can recognise that information can stay online and can be copied. • I can describe what information I should not put online without asking a trusted adult first 	<ul style="list-style-type: none"> • I can explain how information put online about me can last a long time. • I know who to talk to if I think someone has made a mistake about putting something online. 	<p>I know that information about me that is on the internet can last for a long time and that it is different to information written down by hand.</p> <p>I know who to talk to or ask for help if I think someone has made a mistake.</p>
<p><u>SPRING 2</u> <u>(covered in PSHE)</u> <u>ONLINE BULLYING</u></p> <p>By the end of EYFS:</p> <ul style="list-style-type: none"> • I can describe ways that people can be unkind online. • I can offer examples of how this can make others feel. • I can describe how to behave online in ways that do not upset others and give examples 	<ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can / would get help about being bullied online and offline. 	<p>I know some ways that bullying can happen online</p> <p>I can explain how bullying feels</p> <p>I know who to talk to or ask for help if I think someone is being bullied.</p>
<p><u>SUMMER 1</u></p> <p><u>MANAGING ONLINE INFORMATION</u></p>	<ul style="list-style-type: none"> • I can use simple key words in search engines. • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. • I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons, links, tabs and sections.) 	<p>I know what a search website is.</p> <p>I know how to navigate around a webpage using back buttons or links.</p>

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<p>By the end of EYFS:</p> <ul style="list-style-type: none"> • I can talk about how I can use the internet to find things out. • I can identify devices I could use to access information on the internet. • I can give simple examples of how to find information (e.g. Search engine, voice activated searching). • I can use the internet to find things out 	<ul style="list-style-type: none"> • I can use key words in search engines. • I can explain what voice activated searching is and how it might be used (e.g. Alexa, google, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true. 	<p>I know who to talk to or ask for help if I feel sad, uncomfortable worried or frightened.</p> <p>I know how to use words to search for information</p> <p>I know that some information online may not be real.</p>
<p>HEALTH, WELLBEING AND LIFESTYLE (Within PSHE)</p> <p>By the end of EYFS:</p> <ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples. • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules 	<ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules / guides can help me 	<p>I know how to use technology safely</p> <p>I know some rules for using technology safely.</p>
<p>SUMMER 2</p> <p>PRIVACY AND SECURITY</p> <p>By the end of EYFS:</p> <ul style="list-style-type: none"> • I can begin to identify some simple examples of personal information (e.g. name, address, age, birthday, location). 	<ul style="list-style-type: none"> • I can describe how online information about me could be seen by others. • I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. 	<p>I know that other people could see information about me on the internet</p> <p>I know what personal information means</p> <p>I know how to keep my information private</p> <p>I know some ways of accessing the internet</p>

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- I can describe the people they can trust and can share personal information with; I can explain why I can trust them.

- I can recognise more detailed examples of information that is personal to them (e.g. where I live, my family's names, where I go to school).

- I can explain why I should always ask a trusted adult before I share any information about myself online.

- I can explain how passwords can be used to protect information and devices.

- I can explain how many devices in my home could be connected to the internet and can list some of those devices

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Key stage 2	Key learning areas	End Points and impact
<p><u>AUTUMN 1</u></p> <p><u>SELF-IMAGE AND IDENTITY</u></p> <p>Year 3/4: Activity 1 and 2</p> <p>Year 5: Activity 3 and 4</p> <p>Year 6: Activity 5</p>	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media). • I can explain how my online identity can be different to the identity I present in 'real life'. • Knowing this I can describe the right decisions about how I interact with others and how others perceive me. • I can explain how identity online can be copied, modified or altered. • I can demonstrate reasonable choices about my online identity, depending on context. • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me and others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need 	<p>I know that people can act differently in real life and online</p> <p>I know some ways that people could make me feel sad or worried using computers</p> <p>I know what my identity means and how I can change my online identity.</p> <p>I know that my online identify can be different to my real life identity.</p> <p>I know that my identity can be copied and changed by other people.</p> <p>I know that the media can shape ideas about gender and that I can challenge messages that are in appropriate</p> <p>I know that there things can happen online that may make me feel sad, worried, uncomfortable or frightened.</p> <p>I know ways that I can get help for problems online.</p>

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<p><u>AUTUMN 2</u></p> <p><u>ONLINE RELATIONSHIPS</u></p> <p>Year 3/4: Activity 1,2,3</p> <p>Year 5: Activity 4, 5, 8</p> <p>Year 6: Activity 6,7,8</p>	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communications online with others I don't know well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my and others' feelings can be hurt by what is said or written online. • I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different to knowing someone in real life. • I can explain what is meant by 'trusting someone online.' I can explain why this is different to 'liking someone online.' • I can describe strategies for safe and fun experiences in a range of social environments. • I can give examples of how to be respectful to others online. • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. • I can show that I understand my responsibilities for the wellbeing of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who we are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends. 	<p>I know that relationships can be developed in real-life and online.</p> <p>I know the risks involved with talking to people online</p> <p>I know how to communicate safely and appropriately online</p> <p>I know that people who I talk to online may not be who they say they are.</p> <p>I know some warning signs to look out for when talking to people online</p> <p>I know that the internet can be use to join or build communities of people with similar interests.</p> <p>I know how to help, support or report people online.</p> <p>I know how peer pressure can affect me and the choices I make.</p>
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<p><u>SPRING 1</u></p> <p><u>ONLINE REPUTATION</u></p> <p>Year 3/4: Activity 1</p> <p>Year 5: Activity 2</p> <p>Year 6: Activity 3</p>	<ul style="list-style-type: none"> • I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online. • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others. • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgements about an individual. • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation 	<p>I know that information about me that is on the internet can last for a long time and that it is different to information written down by hand.</p> <p>I know that I need to think very carefully about information that I put online.</p> <p>I know that I can search for lots of different information about a person online.</p> <p>I know that information posted online can improve or damage my reputation in real-life. Both in the present and the future.</p> <p>I know some ways to build a positive reputation online.</p>
<p><u>SPRING 2</u></p> <p><u>ONLINE BULLYING</u></p> <p>Year 3/4: Activity 1</p> <p>Year 5: Activity 1,2</p> <p>Year 6: Activity 1, 3</p>	<ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them. • I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it might affect how others feel about them (their reputation). • I can recognise when someone is upset, hurt, or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying in the apps and platforms I use. 	<p>I know the definition of bullying</p> <p>I know how bullying can make people feel</p> <p>I know the rules for how I should behave online</p> <p>I know how to block or report people that are bullying online</p> <p>I know who to talk to or ask for help if I feel sad, uncomfortable worried or frightened.</p> <p>I know how to capture evidence of bullying online</p>

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	<ul style="list-style-type: none"> • I can describe the helpline services who can support me and what I would say or do if I needed their help (e.g. Childline). • I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying. 	
<p><u>SUMMER 1</u></p> <p><u>MANAGING ONLINE INFORMATION</u></p> <p>Year 3/4: Activity 1</p> <p>Year 5: Activity 2</p> <p>Year 6: Activity 3</p>	<ul style="list-style-type: none"> • I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the internet can be used to buy and sell things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact'. • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop ups) and recognise some of these when they appear online. • I can explain that some people I 'meet online' (e.g. through social media) may be computer programs pretending to be real people. • I can explain why lots of people sharing the same opinions or beliefs online does not make these opinions or beliefs true. • I can use different search technologies. • I can evaluate digital content and explain how I make choices from search results. • I can explain key concepts including; data, information, fact, opinion, belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). • I can explain what is meant by 'being skeptical'. I can give examples of what and why it is important to be 'skeptical'. 	<p>I know what a search website is.</p> <p>I know how to navigate around a webpage using back buttons or links.</p> <p>I know who to talk to or ask for help if I feel sad, uncomfortable worried or frightened.</p> <p>I know how to use words to search for information.</p> <p>I know the difference between fact, opinion and belief</p> <p>I know that some information online may not be real.</p> <p>I know how to judge or identify websites are reliable or unreliable.</p> <p>I know what being sceptical means and why it is important</p> <p>I know how search engines work and that the information is deliberately organised.</p>

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	<ul style="list-style-type: none"> • I can explain what is meant by ‘hoax’. I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present ‘opinions’ as ‘facts’. • I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’). • I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content 	<p>I know what ‘targeted adverts’ are and how these are presented.</p> <p>I know how to identify, flag and report inappropriate content.</p>
<p>HEALTH, WELLBEING AND LIFESTYLE (Within PSHE)</p> <p>By the end of EYFS:</p> <ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples. 	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)? • I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology. • I can suggest strategies to help me limit this time. 	<p>I know how to use technology safely</p> <p>I know the rules for using technology safely.</p> <p>I know some warning signals that tell me I might be using too much technology.</p> <p>I know some strategies to help me limit screen time.</p>

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<ul style="list-style-type: none"> • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules 	<ul style="list-style-type: none"> • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents) 	<p>I know that content online can be graded in age appropriate ways.</p> <p>I know what happens to my brain when using technology.</p>
<p><u>SUMMER 2</u></p> <p>PRIVACY AND SECURITY</p> <p>Year 3/4: Activity 1</p> <p>Year 5: Activity 2,3</p> <p>Year 6: Activity 4,5</p>	<ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I'm not sure or I feel pressurised, I should ask a trusted adult. • I can understand and give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others. • I can explain what a string password is. • I can describe strategies for keeping my personal information private, depending on contact. • I can explain that others online can pretend to be me or other people including my friends. • I can suggest reasons why they might do this. • I can explain how internet use can be monitored. • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my personal information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. 	<p>I know that other people could see information about me on the internet.</p> <p>I know what personal information means and that it is important to keep it private.</p> <p>I know how to keep my information private and why passwords are important.</p> <p>I know that certain apps or services may read and share my personal information.</p> <p>I know that some apps may encourage me to spend money.</p> <p>I know how to describe and identify ways in which some online content targets people to gain money or information illegally.</p> <p>I know that internet use may be monitored and why this is.</p>

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	<ul style="list-style-type: none">• I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.• I use different passwords for a range of online services.• I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).• I know what to do if my password is lost or stolen.• I can explain what app permissions are and give some examples from the technology and services I use.• I can describe simple ways to increase privacy on apps and services that provide privacy settings.• I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content. (e.g. scams, phishing)	

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