

# SPRING HILL ONLINE SAFETY CURRICULUM- EYFS



## AUTUMN

### **Online bullying**

To describe ways that some people can be unkind online.

To offer examples of how this can make others feel

### **Self image and identity**

To recognise, online or offline, that anyone  
To say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

### **Health, wellbeing and Lifestyle**

To identify rules that help keep us safe and healthy in and beyond the home when using technology

To give some simple examples of these rules

## SPRING

### **Online Relationships**

To recognise some ways in which the internet can be used to communicate.

To give examples of how I (might) use technology to communicate with people I know

### **Manage online Information**

To talk about how to use the internet as a way of finding information online.

To identify devices I could use to access information on the internet.

## SUMMER

### **Online Reputation**

To identify ways that To put information on the internet.

### **Privacy and security**

To identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

To describe who would be trustworthy to share this information with; To explain why they are trusted.

### **Copyright and Ownership**

I know that work I create belongs to me  
To name my work so that others know it belongs to me

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 1



## AUTUMN

### Online bullying

To describe how to behave online in ways that do not upset others and can give examples.

### Self image and identity

To recognise that there may be people online who could make someone feel sad, embarrassed or upset.

If something happens that makes me feel sad, worried, uncomfortable or frightened

To give examples of when and how to speak to an adult

To trust and how they can help

### Health, wellbeing and Lifestyle

To explain rules to keep myself safe when using technology both in and beyond the home.

## SPRING

### Online Relationships

To give examples of when I should ask permission to do something online and explain why this is important.

To use the internet with adult support to communicate with people I know (e.g. video call apps or services).

To explain why it is important to be considerate and kind to people online and to respect their choices.

To explain why things one person finds funny or sad online may not always be seen in the same way by others.

### Manage online Information

To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

## SUMMER

### Online Reputation

To recognise that information can stay online and could be copied.

To describe what information I should not put online without asking a trusted adult first.

### Privacy and security

To explain why things one person finds funny or sad online may not always be seen in the same way by others.

To recognise that information can stay online and could be copied.

To describe what information I should not put online without asking a trusted adult first

### Copyright and Ownership

To explain why work I create using technology belongs to me

To save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).

I understand that work created by others does not belong to me even if I save a copy.

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 2



## AUTUMN

### Online bullying

To explain what bullying is, how people may bully others and how bullying can make someone feel.

To explain why anyone who experiences bullying is not to blame.

To talk about how anyone experiencing bullying can get help.

### Self image and identity

To explain how other people may look and act differently online and offline.

To give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened;

To give examples of how they might get help.

### Health, wellbeing and Lifestyle

To explain simple guidance for using technology in different environments and settings

To say how those rules / guides can help anyone accessing online technologies

## SPRING

### Online Relationships

To give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.

To explain who I should ask before sharing things about myself or others online.

To describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

To explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

### Manage online Information

To demonstrate how to navigate a simple webpage to get to information I need

To explain what voice activated searching is and how it might be used, and know it is not a real person .

To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'

To explain why some information I find online may not be real or true., worried or frightened.\_

## SUMMER

### Online Reputation

To explain how information put online about someone can last for a long time.

To describe how anyone's online information could be seen by others.

I know who to talk to if something has been put online without consent or if it is incorrect.

### Privacy and security

To explain how passwords can be used to protect information, accounts and devices

To describe and explain some rules for keeping personal information private

To explain and give examples of what is meant by 'private' and 'keeping things private'.

### Copyright and Ownership

To recognise that content on the internet may belong to other people.

To describe why other people's work belongs to them

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 3



## AUTUMN

### Online bullying

To describe appropriate ways to behave towards other people online and why this is important.  
To give examples of how bullying behaviour could appear online and how someone can get support.

### Self image and identity

To explain what is meant by the term 'identity'.  
To explain how people can represent themselves in different ways online  
To explain ways in which someone might change their identity depending on what they are doing online and why

### Health, wellbeing and Lifestyle

To describe ways people who have similar likes and interests can get together online.  
To explain what it means to 'know someone' online and why this might be different from knowing someone offline.  
To know why it is important to be careful about who to trust online.

## SPRING

### Online Relationships

To describe ways people who have similar likes and interests can get together online.  
To explain what it means to 'know someone' online and why this might be different from knowing someone offline.  
To know why it is important to be careful about who to trust online including what information and content they are trusted with.  
To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

### Manage online Information

To explain how the internet can be used to sell and buy things  
To explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online.  
To explain that not all opinions shared may be accepted as true or fair by others  
To 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.

## SUMMER

### Online Reputation

To explain how to search for information about others online  
To give examples of what anyone may or may not be willing to share about themselves online. To explain the need to be careful before sharing anything personal.  
To explain who someone can ask if they are unsure about putting something online

### Privacy and security

To describe simple strategies for creating and keeping passwords private.  
To give reasons why someone should only share information with people they choose to and can trust.  
To explain that if they are not sure or feel pressured then they should tell a trusted adult.  
To describe how connected devices can collect and share anyone's information with others

### Copyright and Ownership

To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 4



## AUTUMN

### Online bullying

To describe ways people can be bullied through a range of media

To explain why people need to think carefully about how content they post might affect others.

### Self image and identity

To explain how my online identity can be different to my offline identity.

To describe positive ways for someone to interact with others online

To explain that others online can pretend to be someone else.

### Health, wellbeing and Lifestyle

To explain how using technology can be a distraction from other things, in both a positive and negative way.

To identify times or situations when someone may need to limit the amount of time they use technology

## SPRING

### Online Relationships

To describe strategies for safe and fun experiences in a range of online social environments

To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

### Manage online Information

To analyse information to make a judgement about probable accuracy

To describe how to search for information within a wide group of technologies

To describe some of the methods used to encourage people to buy things online

To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

To explain that technology can be designed to act like or impersonate living things

To explain what is meant by fake news

## SUMMER

### Online Reputation

To describe how to find out information about others by searching online.

To explain ways that some of the information about anyone online could have been created, copied or shared by others.

### Privacy and security

To describe strategies for keeping personal information private, depending on context.

To explain that internet use is never fully private and is monitored, e.g. adult supervision

To describe how some online services may seek consent to store information about me

I know what the digital age of consent is and the impact this has on online services asking for consent..

### Copyright and Ownership

To explain why I need to consider who owns content and whether I have the right to reuse it.

To give some simple examples of content which I must not use without permission from the owner

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 5



## AUTUMN

### Online bullying.

To describe how what one person perceives as playful joking and teasing might be experienced by others as bullying.

To explain how to get help with online bullying

To explain how to block abusive users.

To describe the helpline services which can help people experiencing bullying

### Self image and identity

To explain how identity online can be copied, modified or altered.

To demonstrate how to make responsible choices about having an online identity, depending on context.

### Health, wellbeing and Lifestyle

To describe ways technology can affect health and well-being

To describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

To recognise the benefits and risks of accessing information about health and well-being online

To 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.

## SPRING

### Online Relationships

To give examples of technology-specific forms of communication

To describe some of the ways people may be involved in online communities

To explain how someone can get help if they are having problems

To demonstrate how to support others online.

### Manage online Information

To explain the benefits and limitations of using different types of search technologies

To explain what is meant by 'being sceptical';

To evaluate digital content

To identify ways the internet can draw us to information for different agendas

To describe ways of identifying when online content has been commercially sponsored or boosted.

To explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online.

To describe how fake news may affect someone's emotions and behaviour

To explain what is meant by a 'hoax'

## SUMMER

### Online Reputation

To search for information about an individual online and summarise the information found.

To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect

### Privacy and security

To explain what a strong password is and demonstrate how to create one.

To explain how many free apps or services may read and share private information with others

To explain what app permissions are and can give some examples.

### Copyright and Ownership

To assess and justify when it is acceptable to use the work of others

To give examples of content that is permitted to be reused and know how this content can be found online.

# SPRING HILL ONLINE SAFETY CURRICULUM- YEAR 6



## AUTUMN

### Online bullying

- To describe how to capture bullying content as evidence
- To explain how someone would report online bullying in different contexts.

### Self image and identity

- To identify 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.
- To describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.
- To explain the importance of asking until I get the help needed.

### Health, wellbeing and Lifestyle

- To describe common systems that regulate age-related content.
- I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
- To recognise features of persuasive design and To assess and action different strategies to limit the impact of technology on health

## SPRING

### Online Relationships

- To explain how sharing something online may have an impact either positively or negatively
- To 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.
- To describe how things shared privately online can have unintended consequences for others.

### Manage online Information

- To describe how some online information can be opinion and can offer examples.
- To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online
- I understand the concept of persuasive design and how it can be used to influences peoples' choices.
- To explain how companies and news providers target people
- To describe the difference between online misinformation and dis-information
- To identify, flag and report inappropriate content

## SUMMER

### Online Reputation

- To explain the ways in which anyone can develop a positive online reputation.
- To explain strategies anyone can use to protect their 'digital personality'
- To describe how to capture bullying content as evidence

### Privacy and security

- To explain what to do if a password is shared, lost or stolen.
- To describe how and why people should keep their software and apps up to date
- To describe simple ways to increase privacy.
- To describe ways in which some online content targets people to gain money or information illegally.
- I know that online services have terms and conditions that govern their use.

### Copyright and Ownership

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