

Computing - Online Safety Termly Plan



Hand in hand we learn, we grow, we soar



Staying Safe Curriculum Overview

Our e-safety curriculum is based upon the DSAT Safeguarding Curriculum and the eight areas set out by The UK Safer Internet Council's 'Education for a Connected World'. We use a combination of resources from Project Evolve and SCARF (taught during PSHE lessons).

	Project Evolve Strands	SCARF units (PSHE lessons) and additional opportunities*
Term 1	Self-image and Identity	Me and My Relationships
Term 2	Online Relationships Online Bullying	
Term 3	Health, Well-being and Lifestyle	Keeping Myself Safe Safer Internet Day - Staying Safe Initiative
Term 4	Managing Online Information	Rights and Respect
Term 5	Privacy and Security Copyright and Ownership	
Term 6	Online Reputation	

PROJECT
EVOLVE

SCARF

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EYFS	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	I can recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>I can give some simple examples of these rules.</p>	I can identify devices I could use to access information on the internet.	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	I can identify ways that I can put information on the internet.

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Year 1	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>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.</p>	<p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>I can explain why work I create using technology belongs to me</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>

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Year 2	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	<p>I can explain how other people might look and act differently online and offline</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help</p>	<p>I can explain who I should ask before sharing things about myself or others online</p> <p>I can explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online. I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment</p>	<p>I can explain why some information I find online may not be real or true.</p>	<p>I can explain how passwords can be used to protect information accounts and devices</p> <p>I can recognise that content on the internet may belong to other people</p>	<p>I can describe how anyone’s online information could be seen by others</p>

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Year 3	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	<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 give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>I can describe appropriate ways to behave to others online and why this is important.</p> <p>I can explain what is meant by trusting someone online and 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 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>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain how the internet can be used to sell and buy things.</p>	<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>I can describe simple strategies for creating and keeping passwords private.</p>	<p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain how to search for information about others.</p>

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Year 4	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	<p>I can explain that others online can pretend to be someone else and can suggest reasons why they may do this.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact how others perceive them.</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 describe strategies for safe and fun online experiences in a range of online social environments.</p>	<p>I can explain how using technology can be a distraction from other things in both 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.</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 describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can give some simple examples of content which I must not use without permission from the owner.</p>	<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>

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Year 5	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	<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>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 explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can explain how to block abusive users.</p>	<p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</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 describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful.</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 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 give examples of content that is permitted to be reused and know how this content can be found online.</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>

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Year 6	Term 1 – Self-image and Identity	Term 2 – Online Relationships Online Bullying	Term 3 – Health, Wellbeing and Lifestyle	Term 4 – Managing Online Information	Term 5 – Privacy and Security Copyright and Ownership	Term 6 – Online Reputation
Online Safety ‘I can’ statements to be taught during the last week of every term.						
Learning Objectives	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.	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. I can explain how someone would report online bullying in different contexts.	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. 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).	I can explain how search engines work and how results are selected and ranked. I understand the concept of persuasive design and how it can be used to influence peoples’ choices.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can demonstrate how to make references to and acknowledge sources I have used from the internet.	I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.