Early Years National Curriculum Objectives					
Pupils should be taught: Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies **Education for a connected world objectives** NB Online safety objectives can be covered in conjunction with other PSHE objectives/ schemes (RSE) Cross Curricular – taught within other subjects including Computing.					
Jigsaw Unit	**Autumn 1** Being Me	**Autumn 2** Celebrating Difference	**Spring 1** Dreams and Goals	**Spring 2** Healthy Me	**Summer 1** Relationships	**Summer 2** Changing Me
Rec	**All About Me** **Self-Image and Identity** I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Taking Care Project Pieces: 2, 4	**A Symphony of Arts** **Online Bullying** I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel Pieces: 5, 6	**Panda-monium** **Safer Internet Day** **Managing Online Information** I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. To be taught in isolation. Can be linked to finding out more about their own dreams/goals.	**The Three Little Pigs** **Health, Well-Being and Lifestyle** 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. Pieces: 6 **Copyright and Ownership** I know that work I create belongs to me. I can name my work so that others know it belongs to me. Taught indirectly.	**How Does Your Garden Grow** **Online Relationships** 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. **Online Reputation** I can identify ways that I can put information on the internet. To be taught in isolation.	**We Could Be Heroes!** **Online Safety** Recap before school holidays. **Privacy and Security** I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. Taught in LT.

Key Stage 1 National Curriculum Objectives

Pupils should be taught:

Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

Education for a connected world objectives

NB Online safety objectives can be covered in conjunction with other PSHE objectives/ schemes (Taking Care Project/RSE)

Jigsaw Unit	Autumn 1 **Being Me**	Autumn 2 **Celebrating Difference**	Spring 1 **Dreams and Goals**	Spring 2 **Healthy Me**	Summer 1 **Relationships**	Summer 2 **Changing Me**
Year 1	**Here We Are** **Self-Image and Identity** I can 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 I can give examples of when and how to speak to an adult I can trust and how they can help. Taking Care Project **Health, Well-Being and Lifestyle** I can explain rules to keep us safe when we are using technology both in and beyond the home. Autumn 1 - Computing Lesson 2	**Through the Deep, Dark Wood** **Online Bullying** I can describe how to behave online in ways that do not upset others and can give examples. Pieces: 3, 5 Digiduck's Big Decision	**Wombat Stew Safer** **Internet Day** **Managing Online Information** I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. Autumn 2 - Computing Lesson 6 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. To be taught in isolation. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Taking Care Project	**Excellent Engines** **Privacy and Security** I can explain that passwords are used to protect information, accounts and devices. Digiduck and the Magic Castle I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Spring 2 - Computing Lesson 3 .	**Land Ahoy Online** **Relationships** I can give examples of when I should ask permission to do something online and explain why this is important. Piece: 4 I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Piece: 1 I can explain why it is important to be considerate and kind to people online and to respect their choices. Piece: 2 I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Piece: 1	**Get Set Grow** **Online Safety** Recap before school holidays. **Copyright and Ownership** I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). I can save my work under a suitable title / 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. Summer 2 - Computing Lesson 1

			(recap before using iPads/Chromebooks in school)		**Online Reputation** I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. Goldilocks A Hashtag Cautionary Tale Summer 2 – Computing Lesson 4	

	Awesome Africa	Flames and Fireworks	Blue Planet Safer	How to Train Your Dragon	Fantastic Mr Fox	Wonderful Warwick
Year 2	**Self-Image and Identity** I can explain how other people may look and act differently online and offline. Autumn 1 - Computing Lesson 1 Digiduck's Famous Friend 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.	**Online Bullying** I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. Pieces: 3, 4	**Internet Day** **Managing Online Information** I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Spring 1 – Computing Lesson 2 I can explain what voice activated searching is	**Health, Well-Being and Lifestyle** 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. I can say how those rules/guides can help anyone accessing online technologies. Spring 2 – Computing Lesson 2	**Online Relationships** I can 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. (e.g. email, online gaming, a pen-pal in another school / country). Safer Internet Day I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or	**Online Safety** Recap before school holidays. **Copyright and Ownership** I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. Summer 2 – Art – Lesson 1

| | Taking Care Project
Pieces: 1, 2 | | and how it might be used, and know it is nota real person (e.g. Alexa, Google Now, Siri).

Spring 1 – Computing Lesson 4

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 real or true.
Detective Digiduck

Spring 1 – Computing Lesson 1 | **Privacy and Security**

I can explain how passwords can be usedto protect information, accounts and devices.

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

I can describe and explain some rules for keeping personal information private (e.g.creating and protecting passwords).

Oscar's Adventure

Spring 2 – Computing Lesson 1

I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Spring 2 – Computing Lesson 2 | deny my permission online and canidentifywho can help
me if Iam notsure.

I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can helpme if I feel under pressure to agree to something I am unsure about or don't want to do.

I can identify who can help me if something happens online withoutmy consent.

I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing somethingabout them online.

I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
Digiduck's Big Decision

Summer 1 – Computing Lesson 1

Online Reputation

I can explain how information put online about me can last for a long time. | |

					I can 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. Piece: 5	

Key Stage 2 National Curriculum Objectives

Pupils should be taught:

Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Education for a connected world objectives

NB Online safety objectives can be covered in conjunction with other PSHE objectives/ schemes (Tacking Care Project/ RSE)

Jigsaw Unit	Autumn 1 Being Me	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 3	**Fossil Hunters** **Self-Image and Identity** I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an	**The Firework Maker's Daughter** **Online Bullying** I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. Piece: 3, 4, 5, Anti-Bullying Week	**Tribal Tales** **Safer Internet Day**	**Viva Espana** **Health, Well-Being and Lifestyle** 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). Summer 1 - Computing Lesson 1	**Flower Power** **Online Relationships** I can describe ways people who have similar likes and interests can get together online. I can 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 from 'liking someone online', and why it is important to be careful about who to	**Tomb Raiders** **Online Safety** Recap before school holidays. **Copyright and Ownership** 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. Summer 2 – English (researching info for information texts)

avatar; social media) and why. 		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). **Privacy and Security** I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. **Online Reputation** I can explain how to search for information about others online. 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.

				Autumn 1 – Computing Lesson 1	I can explain who someone can ask if they are unsure about putting something online. Piece: 3	
Year 4	**The Variety of Life** **Self-Image andIdentity** I can explain how my online identity can be different to my offline identity. Piece: 1 I can describe positive ways for someone to interact with others onlineand understand how this will positively impact on how others perceive them. Piece:4 I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why theymight do this. Autumn 1 - Computing Lesson 1	**Groovy Greeks** **Online Bullying** I can recognise when someone is upset, hurt or angry online. Piece: 3 I can describe ways people can be bullied through a range of media(e.g. image, video, text, **chat**). Piece: 3/4 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). Piece: 4	**The Big Freeze Safer** **Internet Day**	**Britannia** **Health, Well-Beingand Lifestyle** I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of timethey use technology e.g.I can suggest strategies to help with limiting thistime. Autumn 2–Computing Lesson 1 **Privacy and Security** I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services	**Super Structures** **Online Relationships** I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognisehealthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelingsand beliefs. Spring 2–Comuting Lesson1 **Online Reputation** I can describe how to findout information about others by searching online.	**Hugo Cabret** **Online Safety** Recap before school holidays. **Copyright and Ownership** 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 use it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. Summer 2–Computing Lesson1

				may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the **digital age of consent** is and the impact this has on online services asking for consent. Spring 1 – Computing Lesson 1	I can explain ways that some of the information about anyone online could have been created, copied or shared by others. Summer 2 – Computing Lesson 2	
Year 5	**Traders and Raiders** **Self-Image and Identity** I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Piece: 4	**Magical Muggles** **Online Bullying** I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	**The Truth is Out There** **Safer Internet Day** **Managing Online Information** 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**). Piece: 2 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.	**The Explorer** **Health, Well-Being and Lifestyle** I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. Piece: 4 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. Piece: 5	**Marvelous Mayans** **Online Relationships** I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**). 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 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). Piece: 2/3	**Rise of the Robots** **Online Safety** Recap before school holidays. **Copyright and Ownership** I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. Autumn 2 - Computing Lesson 2 Computing, Term 2.2

	I can explain how to block abusive users. I can descrie the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can describe how **fake news** may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a '**hoax**'. I can explain why someone would need to think carefully before they share.	I can 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.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	

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Piece: 3/4

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Spring 1 - Computing Lesson 1

<mark>Computing, Term 3.1</mark>

I can 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.

Spring 1 - Computing Lesson 1

<mark>Computing, Term 3.1</mark>

Privacy and Security

I can explain what a **strong password** is and demonstrate how to create one.

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.

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

Spring 1 - Computing Lesson 1

<mark>Computing, Term 3.1</mark>

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

Piece: 6

I can demonstrate how to support others (including those who are having difficulties) online.

Piece: 6

Online Reputation

I can search for information about an individual online and summarise the iinformation found.

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.

Spring 1 - Computing Lesson 1

<mark>Computing, Term 3.1</mark>

Year 6	Darwin's Discoveries	Toil and Trouble	Battle of Britain	Kensuke's Kingdom	Animated Authors	Animated Authors
	Self-Image and Identity Online Safety 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 issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. Taking Care Project	**Online Bullying** 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 explain how someone would report online bullying in different contexts. Piece 3	**Safer Internet Day** **Managing Online Information** I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. 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. I can describe the difference between on-line **misinformation** and **dis-information**. 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 or disinformation). I can identify, flag and report inappropriate content.	**Health, Well-Being and Lifestyle** I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose. Spring 2 I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Piece 6 I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use). Spring 2 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). Piece 1 **Privacy and Security**	**Online Relationships** I can explain how sharing something online may have an impact either positively or negatively. Piece 1/2 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. Piece 4/6 I can describe how things shared privately online can have unintended consequences for others. e.g. **screen-grabs**. Piece 5 I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Piece 4/5/6 **Online Reputation**	**Online Safety** Recap before school holidays. **Copyright and Ownership** I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. Cross Curricular

I can describe effective ways people can manage passwords (e.g.storing them securely orsaving them in the browser).

I can explain what to doif a password is shared,lost or stolen.

I can describe how and why people should keep their software and appsup to date, e.g. auto updates.

I can describe simple ways to increase privacyon 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 suchcontent (e.g. **scams**, **phishing**).

I know that online services have **terms and conditions** that govern their use.

I can explain the ways in which anyone can developa positive online reputation.
Piece 6

I can explain strategies anyone can use to protect their '**digital personality**' and onlinereputation, including degrees of **anonymity**.
Piece 6