

Online Safety Key Objectives																														
Content					Contact					Conduct					Commercialisation															
Self-Image and Identity					Privacy and Security				Protection against Online Bullying and maintaining a positive online reputation			Promoting Health, wellbeing and positive online lifestyle			Healthy online relationships			Managing AI, online information, misinformation disinformation and commerce				Understanding Copyright and Ownership								
Term 1					Term 2					Term 3					Term 4					Term 5					Term 6					
EYFS																														
1.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.					1.I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). 2.I can describe who would be trustworthy to share this information with; I can explain why they are trusted.				1.I can describe ways that some people can be unkind online. 2.I can offer examples of how this can make others feel. 3.I can identify ways that I can put information on the internet			1.I can Identify rules that keep use safe and healthy in and beyond the home when using technology 2.I can give some simple examples of these			1.I can recognise some ways in which the internet can be used to communicate 2.I can give examples of how I might use technology to communicate with people I know			1.I can talk about how to use the internet as a way of finding information online 2.I can identify devices I could use to access information on the internet 3. I know the difference between something that is true and something that is false				1.I know that work I create belongs to me 2.I know that naming my work shows it belongs to me.								
1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3		4		1	2	3	4	

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Year 1																																			
1.I can recognise that there may be people online who could make someone feel sad, embarrassed or upset 2.I can give examples of when and how to speak to an adult if I need help.						1.I can explain that a password is used to protect information, accounts and devices 2. I can provide more complex examples of information that is personal (address, school name, family names)				1. I can describe how to behave online in ways that avoid upset to others 2. I can recognise that information can stay online and could be shared 3. I can describe what information I should not put online without asking a trusted adult.				1. I can explain values and rules to keep myself safe when using technology, both in and beyond the home				1.I can give examples of when I should ask permission to do something online. 2.I know I can go online with adult support to communicate with people I know (e.g a video call, teams, app or service) 3. I can explain why it is important to use our school values online 4. I can explain why things one person may find funny could be seen differently by someone else				1. I can give examples of how to find information online 2. I know how to get help from a trusted adult if we see content that makes us feel, sad, uncomfortable or worried 3. I know that some people share information that is not true, either accidentally, or on purpose 4. I know that it's possible to buy and sell things online				1. I can explain why work I create using technology belongs to me 2. I know that saving my work and giving it a name shows it belongs me 3. I know that work created by others does not belong to me, even if I copy it.									
1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4		

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Year 2																																				
1. I can explain how other people may look and act differently online and offline 2. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened					1.I can explain how passwords can be used to protect information, accounts and devices 2.I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’ 3.I know and can explain some rules for keeping personal information online					1. I can explain what bullying is, how people may bully others and how bullying can make someone feel 2. I can explain why anyone who experiences bullying is not to blame, and how to get help 3. I can explain how information put online about someone can last for a long time 4. I know who to talk to if something has been put online without consent, or if it is incorrect					1.I can provide examples of how to use technology safely in different environments safely (home vs public) 2. I can say how values and rules can help anyone using online technology 3. I can describe how anyone’s online information could be seen by others.					1.I can give examples of how someone can communicate with others online, and that this holds an inherent risk (online games, chat etc) 2.I can explain who I should ask before going online 3.I can describe different ways to accept/refuse contact online. (block/report) and say ‘no’ if I feel under pressure 4.I know who can help me if I am affected by something online without my consent 5.I can explain how others might feel if I do not ask their permission or ignore their answers before sharing information					1.I can make a basic search online 2.I know how to navigate around a webpage to get information 3.I know that AI can help find information, but it is not always accurate 4.I can explain why some information I find online may not me correct, either accidentally or deliberately 5.I know that buying and selling things online involves using “real” money					1.I can recognise that content on the internet may belong to other people 2.I can describe how other people’s work belongs to them						
1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	5		1	2	3	4	5		1	2	3	4	

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Year 3/4						
Term 1	Term 2		Term 3	Term 4	Term 5	Term 6
1.I can explain what an 'online identify is, and that it may be different to my 'offline identity' 2.I can explain how people can represent themselves differently online, and that this can have a positive or negative impact on others 3. I know that users may change their online identity for both good or bad reasons and understand the impact of doing this.	1. I know how to keep a password private 2.I understand that devices can collect and share information with others without my consent. 3.I know about digital ages of consent for accessing apps, games and other online services	1. I can recognise what someone may be feeling, upset, hurt, anxious or angry online, and how to react appropriately 2.I can describe how people can be bullied through a range of online media, and how to get support (chat, image, video, text) 3. I understand that how the content I put online may view me in different ways 4.I can provide examples of what someone would want to share or keep private, because it could be copied, shared or manipulated by others	1.I understand the negative impacts of too much time spent online, and how make reasonable choices 2.I can explain why not following age-appropriate advice may put me and others at greater risk of harm	1. I can describe ways to reduce the risk of harm when I am gaming online 2. I can provide examples of how to respect, like and trust others online 3. I understand that 'liking' someone online is different to 'trusting' someone online 4. I know that sharing content without permission increases the likelihood of harm to myself and others	1.I understand that owning a digital product is different from owning a tangible product 2.I can describe how to look for signs that information may be more or less accurate online 3.I understand that AI has inbuilt bias which means that the information is not always true 4.I can explain that something is not always true, even if lots of people online share it 5.I can explain what is meant by fake news, and why it is important to verify information	1.I know that I need to check if I have the right to reuse information found online. 2.I can give examples of content which should not be shared without permission of the owner.
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4

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Year 4/5																																	
1.I can explain what an ‘online identify is, and that it may be different to my ‘offline identity’, and that It can be copied, modified or altered				1. I know how to keep a password private				1. I can recognise what someone may be feeling, upset, hurt, anxious or angry online, and how to react appropriately				1.I understand the negative impacts of too much time spent online, and how make reasonable choices				1. I can describe ways to reduce the risk of harm when I am gaming online				1.I understand that owning a digital product is different from owning a tangible product				1.I know that I need to check if I have the right to reuse information found online.									
2.I can explain how people can represent themselves differently online, and that this can have a positive or negative impact on others				2.I understand that devices can collect and share information with others without my consent, including my location				2.I can describe how people can be bullied through a range of online media, and how to get support (chat, image, video, text)				2.I can explain why not following age-appropriate advice may put me and others at greater risk of harm				2. I can provide examples of how to respect, like and trust others online				2.I can describe how to look for signs that information may be more or less accurate online				2.I can give examples of content which should not be shared without permission of the owner.									
3. I know that users may change their online identity for both good or bad reasons and understand the impact of doing this.				3.I know about digital ages of consent for accessing apps, games and other online services				3. I understand that how the content I put online may view me in different ways				3. I know how to search for information about myself online				3. I understand that ‘liking’ someone online is different to ‘trusting’ someone online				3.I understand that AI friends are different to real friends.													
4. I know how to reduce the risk of harm by making good choices about my online identity				4. I know how to create a strong password, and set permissions on a device				4.I can provide examples of what someone would want to share or keep private, because it could be copied, shared or manipulated by others				4. I know ways in which to report information about myself or family that could increase the risk of harm				4. I know that sharing content without permission increases the likelihood of harm to myself and others				4.I can explain that something is not always true, even if lots of people online share it													
																5. I understand that there are risks in looking for information about my health and well-being online				5.I can explain the terms ‘misinformation’ – ‘disinformation’ and ‘conspiracy theory’ and provide age-appropriate examples													
																6. I can explain positive and negative examples of online communities, and how they reinforce positive or negative values				6. I know what ‘addictive design’ is and what to look out for													
1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	

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Year 5/6																																		
1.I can explain what an ‘online identify is, how it is different, and why it is important to challenge online identities that do not align with British Values				1. I know how to keep a password private, and store them securely, to reduce the risk of harm				1. I can recognise what someone may be feeling, upset, hurt, anxious or angry online, and how to react appropriately				1.I understand the negative impacts of too much time spent online, and how to resist social pressure to be always online				1. I can describe ways to reduce the risk of harm when I am working online				1.I understand that owning digital products have advantages and disadvantages				1.I know that I need to check if I have the right to reuse information found online.										
2.I can explain how people can represent themselves differently online, and that this can have a positive or negative impact on others				2.I understand that devices can collect and share information with others without my consent, including my location				2.I can describe how people can be bullied through a range of online media, and how to get support (chat, image, video, text)				2.I can explain why not following age-appropriate advice may put me and others at greater risk of harm				2. I can provide examples of how our values should govern our online behaviour				2.I can describe how to look for signs that information may be more or less accurate online				2.I can give examples of content which should not be shared without permission of the owner.										
3. I know that users may change their online identity for both good or bad reasons and understand the impact of doing this.				3.I know about digital ages of consent for accessing apps, games and other online services				3. I know how to capture evidence of bullying online				2.I can explain why not following age-appropriate advice may put me and others at greater risk of harm				3. I understand that ‘liking’ someone online is different to ‘trusting’ someone online				3.I understand that AI output is also affected by a range of human factors such as ownership, geopolitical context and commercialisation.				3) I know how to cite and reference sources of information										
4. I know how to reduce the risk of harm by making good choices about my online identity				4. I know how to update a device to keep it safe				4.I can provide examples of what someone would want to share or keep private, because it could be copied, shared or manipulated by others				3. I know how to search for information about myself online, and report concerns				4. I know that sharing content without permission increases the likelihood of harm to myself and others, and that no content is completely ‘private’				4.I can explain that something is not always true, even if lots of people online share it, using that words ‘influence’ and ‘manipulation’														
								5. I can identify I range of ways to report concerns, outside of the school and family				4. I can assess and take action to reduce the impact of technology on my well being				5. I understand that there are risks in looking for information about my health and well-being online				5.I can explain the terms ‘misinformation’– ‘disinformation’ and ‘conspiracy theory’ and provide age-appropriate examples														
								6. I understand the term ‘digital footprint’, and can use strategies to maintain a good ‘digital footprint’								6. I can explain positive and negative examples of online communities, and how they reinforce positive or negative values				6. I know what ‘addictive design’ is and what to look for, understanding that it is used by a range of actors														
1	2	3	4	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	