

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
EYFS	<p><u>Self-Image and Identity</u> To 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>	<p><u>Online Relationships</u> 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.</p>	<p><u>Online Bullying</u> To describe ways that some people can be unkind online and offer examples of how this makes other feel.</p>	<p><u>Health, Well-being and Lifestyle</u> To identify rules that help keep us safe and healthy in and beyond the home when using technology and give some simple examples.</p>	<p><u>Privacy and Security</u> To identify some simple examples of my personal information (e.g. name, address, birthday, age, location) and to describe who would be trustworthy to share this information with and why they are trusted.</p>
Year 1	<p><u>Self Image and Identity</u> To show that 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><u>Online Relationships</u> To explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p><u>Online Bullying</u> To describe how to behave online in ways that do not upset others and can give examples.</p>	<p><u>Health, Well-being and Lifestyle</u> To explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><u>Privacy and Security</u> To recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p>
Year 2	<p><u>Self Image and identity.</u> To give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; And to give examples of how they might get help.</p>	<p><u>Online Relationships</u> To identify who can help me if something happens online without my consent.</p>	<p><u>Online bullying</u> To explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p><u>Health, Well-being and Lifestyle</u> To 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><u>Privacy and Security</u> To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>

Year 3

Self Image and identity.

To explain what is meant by the term 'identity' and to explain how people can represent themselves in different ways online.

Online Relationships

To 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 trust online including what information and content they are trusted with.

Online Bullying

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

Health, Well-being and Lifestyle

To 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.

Privacy and Security

To give reasons why someone should only share information with people they choose to and that they can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

Year 4

Self Image and identity.

To explain how my online identity can be different to my offline identity and to describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

Online Relationships

To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) and to give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

Online Bullying

To recognise when someone is upset, hurt or angry online and to describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

Health, Well-being and Lifestyle

To explain how using technology can be a distraction from other things, in both a positive and negative way and to identify times or situations when someone may need to limit the amount of time they use technology e.g. To suggest strategies to help with limiting this time.

Privacy and Security

To describe strategies for keeping personal information private, depending on context and to explain that internet use is never fully private and is monitored, e.g. adult supervision.

Year 5

Self Image and identity.

To explain how identity online can be copied, modified or altered and to demonstrate how to make responsible choices about having an online identity, depending on context.

Online Relationships

To 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.

Online Bullying

To recognise online bullying can be different to bullying in the physical world and can describe some of those differences and to describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

Health, Well-being and Lifestyle

To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively and to 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.

Privacy and Security

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

Year 6

Self Image and identity.

To 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.

Online Relationships

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.

Online Bullying

To describe how to capture bullying content as evidence (e.g. screenshot, URL, profile) to share with others who can help me and to explain how someone would report online bullying in different contexts.

Health, Well-being and Lifestyle

To 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) and to recognise features of persuasive design and how they are used to keep users engaged (current and future use).

Privacy and Security

To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser) and to explain what to do if a password is shared, lost or stolen.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Online Reputation</u> To identify ways that I can put information on the internet.</p>	<p><u>Online Reputation</u> To recognise that information can stay online and could be copied and to describe what information I should not put online without asking a trusted adult first.</p>	<p><u>Online Reputation</u> To explain how information put online about someone can last for a long time and to describe how anyone's online information could be seen by others.</p>	<p><u>Online Reputation</u> To give examples of what anyone may or may not be willing to share about themselves online and to explain the need to be careful before sharing anything personal.</p>	<p><u>Online Reputation</u> To explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p><u>Online Reputation</u> 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.</p>	<p><u>Online Reputation</u> To explain the ways in which anyone can develop a positive online reputation.</p>
<p><u>Managing Online Information</u> To talk about how to use the internet as a way of finding information online and to identify devices I could use to access information on the internet</p>	<p><u>Managing Online Information</u> To 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><u>Managing Online Information</u> To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) and to explain why some information I find online may not be real or true.</p>	<p><u>Managing Online Information</u> 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, e.g. in videos, memes, posts, news stories etc.</p>	<p><u>Managing Online Information</u> To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p><u>Managing Online Information</u> To explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence and to describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p><u>Managing Online Information</u> To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p>
<p><u>Copyright and Ownership</u> To know that work I create belongs to me and to know to name my work so that others know it belongs to me.</p>	<p><u>Copyright and Ownership</u> To save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content) and to say why it belongs to me.</p>	<p><u>Copyright and Ownership</u> To recognise that content on the internet may belong to other people and to describe why other people's work belongs to them.</p>	<p><u>Copyright and Ownership</u> To 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><u>Copyright and Ownership</u> 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 reuse it.</p>	<p><u>Copyright and Ownership</u> To assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p><u>Copyright and Ownership</u> To demonstrate the use of search tools to find and access online content which can be reused by others. Todemonstrate how to make references to and acknowledge sources I have used from the internet.</p>