

Computing Curriculum – Online Safety



Stage	Strand 1 Self Image and Identity	Strand 2 Online Relationships	Strand 3 Online Reputation	Strand 4 Online Bullying	Strand 5 Managing Online Information	Strand 6 Health, wellbeing and lifestyle	Strand 7 Privacy and security	Strand 8 Copyright and ownership
EYFS	-I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. -I can explain how this could be either in real life or online.	-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.	-I can identify ways that I can put information on the internet.	-I can describe ways that some people can be unkind online. -I can offer examples of how this can make others feel.	-I can talk about how I can use the internet to find things out. -I can identify devices I could use to access information on the internet. -I can give simple examples of how to find information (e.g. search engine, voice activated searching).	-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.	-I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). -I can describe the people I can trust and can share this with; I can explain why I can trust them.	-I know that work I create belongs to me. -I can name my work so that others know it belongs to me.
Y1	-I can recognise that there may be people online who could make me 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	-I can use the internet with adult support to communicate with people I know. -I can explain why it is important to be considerate and kind to people online.	-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.	-I can describe how to behave online in ways that do not upset others and can give examples.	-I can use the internet to find things out. I can use simple keywords in search engines . -I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me	-I can explain rules to keep us safe when we are using technology both in and beyond the home. -I can give examples of some of these rules.	-I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). -I can explain why I should always ask a	-I can explain why work I create using technology belongs to me. -I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). -I can save my work so that others know it belongs to me (e.g. filename, name on content).

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	<p>speaking to an adult I can trust.</p>				<p>feel sad, uncomfortable, worried or frightened.</p>		<p>trusted adult before I share any information about myself online. -I can explain how passwords can be used to protect information and devices.</p>	
Y2	<p>-I can explain how other people's identity online can be different to their identity in real life. -I can describe ways in which people might make themselves look different online. -I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>	<p>-I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). -I can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>-I know who to talk to if I think someone has made a mistake about putting something online. -I can explain how information put online about me can last for a long time.</p>	<p>-I understand how bullying can make someone feel. -I can talk about how someone can/would get help about being bullied online or offline. -I can give examples of bullying behaviour and how it could look online.</p>	<p>-I can use 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). -I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). -I can explain the difference</p>	<p>-I can explain simple guidance for using technology in different environments and settings. -I can explain how those rules/guides can help me.</p>	<p>-I can describe how online information about me could be seen by others. -I can describe and explain some rules for keeping my information private. -I can explain what passwords are and can use passwords for my accounts and devices. -I can explain how many devices in my home could be connected to</p>	<p>-I can describe why other people's work belongs to them. -I can recognise that content on the internet may belong to other people.</p>

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					<p>between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>-I can explain why some information I find online may not be true.</p>		<p>the internet and can list some of those devices.</p>	
Y3	<p>-I can explain what is meant by the term 'identity'.</p> <p>-I can explain how I can represent myself in different ways online.</p> <p>-I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>-I can describe ways people who have similar likes and interests can get together online.</p> <p>-I can give examples of technology – specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>-I can explain some risks of communicating online with others I don't know well.</p> <p>-I can explain why I should be careful who I trust online and what information I can trust them with.</p>	<p>-I can search for information about myself online.</p> <p>-I know who I should ask if I am not sure if I should put something online.</p> <p>-I can recognise I need to be careful before I share anything about myself or others online.</p>	<p>-I can describe rules about how to behave online and how I follow them.</p> <p>-I can explain what bullying is and can describe how people may bully others.</p>	<p>-I can use key phrases in search engines.</p> <p>-I can explain what autocomplete is and how to choose the best suggestion.</p> <p>-I can explain how the internet can be used to sell and buy things.</p> <p>-I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>-I can explain why spending too much time using technology can sometimes have a negative impact on me.</p> <p>-I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p>-I can give reasons why I should only share information with people I choose to and can trust.</p> <p>-I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>-I can describe simple strategies for creating and keeping passwords private.</p> <p>-I can describe how connected</p>	<p>-I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>-I can give examples of what those problems might be.</p>

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		<p>-I can explain how my and other people’s feelings can be hurt by what is said or written online.</p> <p>-I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>-I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.</p> <p>-I can explain what is meant by ‘trusting someone online’.</p> <p>-I can explain why this is different from ‘liking someone online’.</p>					<p>devices can collect and share my information with others.</p> <p>-I understand and can give reasons why passwords are important.</p>	
Y4	<p>-I can explain how my online identity can be different to the identity I present in ‘real life’.</p> <p>-Knowing this, I can describe the right decisions about</p>	<p>-I can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>-I can give examples of how to be</p>	<p>-I can describe how others can find out information about me by looking online.</p> <p>-I can explain ways that some of the information about me online could have</p>	<p>-I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>-I can explain why I need to think carefully about how content I post might</p>	<p>-I can describe how I can search for information within a wide group of technologies (e.g. social media, image</p>	<p>-I can identify times or situations when I might need to limit the amount of time I use technology.</p>	<p>-I can explain what a strong password is.</p> <p>-I can describe strategies for keeping my personal information private,</p>	<p>-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>

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	<p>how I interact with others and how others perceive me.</p>	<p>respectful to others online.</p>	<p>been created, copied or shared by others.</p>	<p>affect others, their feelings and how it may affect how others feel about them (their reputation). -I can identify some online technologies where bullying might take place.</p>	<p>sites, video sites). -I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. -I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. -I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p>-I can suggest strategies to help me limit this time. -I can explain how using technology can distract me from other things I might do or should be doing.</p>	<p>depending on context. -I can explain that others online can pretend to be me or other people, including my friends. -I can suggest reasons why they might do this. -I can explain how internet use can be monitored.</p>	
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					<ul style="list-style-type: none"> -I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. - I understand what criteria have to be met before something is a 'fact'. 			
Y5	<ul style="list-style-type: none"> -I can explain how identity online can be copied, modified or altered. -I can demonstrate responsible choices about my online identity, depending on context. 	<ul style="list-style-type: none"> -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 make positive contributions and be part of online communities. -I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 	<ul style="list-style-type: none"> -I can describe ways that information about people online can be used by others to make judgments about an individual. -I can search for information about an individual online and create a summary report of the information I find. 	<ul style="list-style-type: none"> -I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. -I can explain how to block abusive users. -I can explain how I would report online bullying on the apps and platforms that I use. -I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). -I can recognise when someone is 	<ul style="list-style-type: none"> -I can use different search technologies. -I can evaluate digital content and can explain how I make choices from search results. -I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. -I understand the difference between online mis-information 	<ul style="list-style-type: none"> -I can describe ways technology can affect healthy sleep and can describe some of the issues. -I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. 	<ul style="list-style-type: none"> -I can create and use strong and secure passwords. - I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. -I can explain how and why some apps may request or take payment 	<ul style="list-style-type: none"> -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.

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				<p>upset, hurt or angry online.</p>	<p>(inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). -I can explain what is meant by 'being sceptical'. -I can give examples of when and why it is important to be 'sceptical'. -I can explain what is meant by a 'hoax'. - I can explain why I need to think carefully before I forward anything online. -I can explain why some information I find online may not be honest, accurate or legal. -I can explain why information</p>		<p>for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	
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					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 either by accident or on purpose).			
Y6	<p>-I can describe ways in which media can shape ideas about gender.</p> <p>-I can identify messages about gender roles and make judgements based on them.</p> <p>-I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>-I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p>	<p>-I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>-I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>-I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>-I can demonstrate ways of reporting problems online for</p>	<p>- I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>-I can describe some simple ways that help build a positive online reputation.</p>	<p>-I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>-I can identify a range of ways to report concerns both in school and at home about online bullying.</p>	<p>-I can describe how some online information can be opinion and can offer examples.</p> <p>-I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>-I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g.</p>	<p>-I can explain the importance of self-regulating my use of technology.</p> <p>- I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p> <p>-I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular</p>	<p>-I can use different passwords for a range of online services.</p> <p>-I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>-I know what to do if my password is lost or stolen.</p> <p>-I can explain what app permissions are and can</p>	<p>-I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>-I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

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	<p>- I know and can give examples of how I might get help, both on and offline. -I can explain why I should keep asking until I get the help I need.</p>	<p>both myself and my friends.</p>			<p>advertising and 'ad targeting'). -I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts'. -I can explain why using these strategies are important. -I can identify, flag and report inappropriate content. -I can use search technologies effectively. -I can demonstrate the strategies I would apply to be discerning in evaluating digital content. -I can explain how search engines work and how results are selected and ranked.</p>	<p>breaks, correct posture, sleep, diet and exercise). -I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>give some examples from the technology or services I use. -I can describe simple ways to increase privacy on 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 such content (e.g. scams, phishing).</p>	
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<p>Year 7</p>	<p>-I can give examples of how the internet and social media can be used for positive self-promotion. -I am aware that my own personal online activity, history or profile (my 'digital personality') will affect the type of information returned to me in a search or on a social media stream, and intended to influence my beliefs, actions and choices. -I can explain how people can curate and experiment with their identity online and why they might wish to do this.</p>	<p>-I can explain how and why people who I communicate with online may try to influence others negatively and can offer examples. e.g. grooming; radicalisation; coercion. -I can explain strategies for assessing the degree of trust I place in people or organisations online. -I can describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying. -I can assess when I need to take action and explain what to do if I am concerned about an online relationship.</p>	<p>-I can describe and assess the benefits and the potential risks of sharing information online. -I can describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards').</p>	<p>-I can describe how bullying may change as we grow older and recognise when it is taking place online. -I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion). -I can identify and demonstrate actions to support others who are experiencing difficulties online.</p>	<p>-I can explain how online 'market places' can enable small businesses or individuals to do business within a global market. -I can assess the benefits and limitations of online commerce. -I can explain the term 'connectivity': the capacity for connected devices ('internet of things') to collect and share information about me with or without my knowledge (including microphones, cameras and geolocation). -I can describe how this can affect me. -I can use various additional tools</p>	<p>-I recognise and can discuss the pressures that technology can place on me and how/ when I think I should respond. -I can give some examples of those pressures (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement). -I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties. -I can explain how I might recognise that I need support to control my use of technology</p>	<p>-I can explain how and why it is important to always ensure I make safe and secure online payments. -I can explain that online services have terms and conditions that govern their use. -I can give examples from some common online services that illustrate how they impact on a user and analyse these to make informed choices. -I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g.</p>	<p>-I know that commercial online content can be viewed, accessed or downloaded illegally. -I can accurately define the concept of plagiarism. -I can use this definition to evaluate my own use of online sources. -I can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sites, peer-to-peer sharing) and the associated risks.</p>
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					<p>to refine my searches (e.g. search filters: size, type, usage rights etc.).</p> <p>-I can explain how to use search effectively and use examples from my own practice to illustrate this.</p> <p>-When I publish online content, I am aware of how that content can be interpreted by others.</p> <p>-I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of me (e.g. contribute to my online reputation).</p>	<p>and who might provide that support.</p>	<p>viruses, trojans, ransomware).</p> <p>-I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).</p> <p>-I can identify commercial content and scams (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).</p> <p>-I can explain how my internet use is often monitored (e.g. by my school or internet</p>	
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Online Safety Curriculum: Long Term Progression Plan Hill View Overview