

Pupils know how and when to seek support - This will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online. (This area is taught and embedded throughout the online safety unit)

Key Areas

Pupils can evaluate what they see online.

This will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

Schools can help pupils:

- Consider questions including: is this website/URL/email fake? How can I tell?
- What does this cookie do and what information am I sharing?
- Is this person who they say they are?
- Why does someone want me to see this?
- Why does someone want me to send this?
- Why would someone want me to believe this?
- Why does this person want my personal information?
- What's behind this post?
- Is this too good to be true?
- Is this fact or opinion?

Pupils recognise techniques used for persuasion.

This will enable pupils to recognise the techniques that are often used to persuade or manipulate others. Understanding that a strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

Schools can help pupils to recognise:

- Online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation),
- Techniques that companies use to persuade people to buy something,

- Ways in which games and social media companies try to keep users online longer (persuasive/sticky design);
- Criminal activities such as grooming.

Pupils can think about their own and others' online behaviour.

This will enable pupils to understand what acceptable and unacceptable online behaviour look like. Schools should teach pupils that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others. Schools should also teach pupils to recognise unacceptable behaviour in others.

Schools can help pupils to recognise acceptable and unacceptable behaviour by:

- Looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do.
- Teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and
- Considering unacceptable online behaviours often passed off as so-called social norms or just banter.

Pupils can identify online risks.

This will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

Schools can help pupils to identify and manage risk by:

- Discussing the ways in which someone may put themselves at risk online.
- Discussing risks posed by another person's online behaviour.
- Discussing when risk taking can be positive and negative.
- Discussing 'online reputation' and the positive and negative aspects of an online digital footprint. This could include longer-term considerations.
- Discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with.
- Asking questions such as, 'What might happen if I post something online?' 'Who will see it?' 'Who might they send it to?'

Year 3	Keep it to yourself!	To Buy or Not to Buy?	Online Communication	Party Planners
	Personal Information and Privacy Settings. Relate to TikTok and Fortnite.	Use of adverts on websites and how they persuade people to buy their product.	Exploring different ways of communication, the positive and negative aspects of this and being part of an online community.	Being aware of potential risks when planning an event online.
Outcomes	I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online.	I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age.	I can post positive comments online.	I can make good choices about how long I spend online. I ask an adult before downloading files and games from the internet.
Year 4	Too Much Information?	Copycats!	The Online Community	Cyber Superheroes
	Creating a safe and private online profile. Relate to Snapchat and TikTok.	Plagiarism; how to avoid it and recognising other misleading information.	Being a responsible digital citizen. Relate to Fortnite and online games.	Creating a superhero to save people from online risks.
Outcomes	I can choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I can use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age.		I comment positively and respectfully online. I can help my friends make good choices about the time they spend online.	I can talk about why I need to ask a trusted adult before downloading files and games from the internet.
Year 5	Is it Spam?	False Photography	Girls and Boys Online	Online Safety Comic Story
	Fake emails and their intentions.	Why and how some photographs online are edited and misleading information. Relate to Snapchat and TikTok.	The role the media has on shaping ideas about girls and boys, stereotypes.	Creating a story about the consequences of not following online safety rules. Relate to online gaming and social media.

Outcomes	<p>I protect my password and other personal information.</p> <p>I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</p> <p>I can explain why I need to protect my computer or device from harm.</p> <p>I know which resources on the internet I can download and use.</p>	<p>I know that anything I post online can be seen or used and how it may affect others.</p>		<p>I can talk about the dangers of spending too long online or playing a game.</p> <p>I can explain the importance of communicating kindly and respectfully.</p> <p>I can discuss the importance of choosing age-appropriate websites or games.</p>
Year 6	Secure Websites	Media Balance	Cyberbullying	People Online
	<p>Identifying a secure website and the features they should have.</p>	<p>Balancing screen time appropriately and understand the effects on their health. Making healthier choices.</p> <p>How do some apps persuade them to keep coming back?</p>	<p>Similarities and differences between in person and online bullying.</p> <p>How to deal with cyberbullying.</p> <p>Relate to online gaming (Fortnite).</p>	<p>Positives and Negative of online relationships and understanding that not everyone is who they say they are.</p> <p>Relate to social media (Instagram, Snapchat and TikTok) use and keeping profiles private.</p>
	<p>I protect my computer or device from harm on the internet.</p> <p>I protect my password and other personal information.</p>	<p>I can explain the consequences of spending too much time online or on a game.</p>	<p>I can explain the consequences to myself and others of not communicating kindly and respectfully.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p>	<p>I can explain the consequences of sharing too much information about myself online.</p>

- Red denotes areas of concern flagged in Online Safety Survey.
- Key area statements taken from [Teaching Online Safety in School](#)
- A fifth online safety lesson will be taught relating to Safer Internet Day.
- Other online safety aspects will be covered in lesson starters throughout the year to keep ideas fresh in pupils' minds.