



St. John's
Church of England
Academy

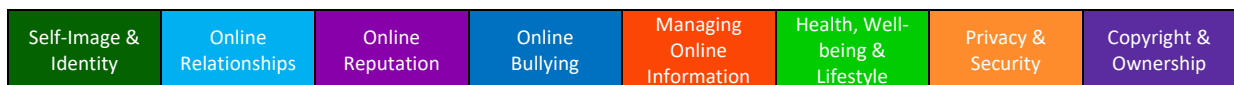
St. John's Church of England Academy

Online Safety Overview & Coverage

What do we teach?

We use the [Education for a Connected World](#) Framework to create and deliver our sessions as suggested in [Teaching Online Safety in School](#) guidance, catering the sessions for our pupils.

The Education for a Connected World Framework is split into the following areas:



These areas include various statements to cover in each year group to ensure our pupils are ready to tackle to the digital world in a safe and well-prepared manner.

How is Online Safety delivered at St. John's?

Online Safety is an integral part of our computing curriculum. In Years 1 – 6, at the start of every computing lesson, the session will start with an online safety activity based on a statement from the Education for a Connected World (EFCW) framework. The activities include Project Evolve slides, discussions, whiteboard work, working on sheets, guided reading, scenarios and sorting activities – allowing children to use and build a range of skills whilst learning how to be safe in the digital world. The areas from the EFCW are covered throughout the year rather than in a block to allow children to recap, review and consolidate previous learning. Some statements are covered within a computing unit instead of during a lesson starter and are indicated later in this document.

Online Safety Overview

	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
EYFS	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.	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 to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	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 of these rules.	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.	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 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.	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	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 give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. 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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can explain rules to keep myself safe when using technology both in and beyond the home. I can give some examples of these rules.	I can explain how passwords are used to protect information, accounts and devices. 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 describe who would be trustworthy to share this information with; I can explain why they are trusted. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I know that work I create belongs to me. I can name my work so that others know it belongs to me. 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 or 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.

	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
Y2	<p>I can explain how other people may look and act differently online and offline.</p> <p>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.</p> <p>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.</p> <p>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>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).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can use simple keywords in search engines.</p> <p>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).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference 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 real or true.</p>	<p>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.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>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).</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>

	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
Y3	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>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 trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>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.</p>	<p>I can explain how to search for information about others online.</p> <p>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.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</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. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>I can 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.</p> <p>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).</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>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.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>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.</p>

	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
Y4	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can recognise when someone is upset, hurt or angry online.</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 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).</p>	<p>I can 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>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.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</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> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>

					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).			
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	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
Y5	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>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.</p> <p>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).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>I can search for information about an individual online and summarise the information found.</p> <p>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.</p> <p>I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may</p>	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>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.</p> <p>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.</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>I can explain what app permissions are and can give some examples.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>

					<p>influence how people think about others. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>			
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	Self-Image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being & Lifestyle	Privacy & Security	Copyright & Ownership
Y6	<p>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.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively. 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. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. 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.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</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. I can explain how someone would report online bullying in different contexts.</p>	<p>I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can 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). I understand the concept of persuasive design and how it can</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). 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).</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. 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). I know that online services have terms and conditions that govern their use.</p>	<p>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.</p>

					<p>be used to influences peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>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.</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>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).</p> <p>I can identify, flag and report inappropriate content.</p>			
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All Statements have been taken from the [Education for a Connected World](#) as suggested in [Teaching Online Safety in School](#) guidance.

Online Safety Statement Coverage

Year 1

Spring 1

L	Statement(s)	Area
1	I can explain how passwords are used to protect information, accounts and devices.	Privacy & Security
2		
3	I can name my work so that others know it belongs to me. I can save my work under a suitable title or 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.	Copyright & Ownership
4		
5	I can recognise that information can stay online and could be copied.	Online Reputation
6		

Spring 2

L	Statement(s)	Area
1	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.	Privacy & Security
2		
3	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	Managing Online Information
4	I can explain rules to keep myself safe when using technology both in and beyond the home. I can give examples of some of these rules.	Health, Well-being and Lifestyle
5	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.	Self-image & Identity
6		

Summer 1

L	Statement(s)	Area
1	I can describe how to behave online in ways that do not upset others and can give examples.	Online Bullying
2		
3	I can give examples of when I should ask permission to do something online and explain why this is important.	Online Relationships
4	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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	Managing Online Information
5	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	Online Relationships
6		

Online Safety Statement Coverage

Year 1

Summer 2

L	Statement(s)	Area
1	I can describe what information I should not put online without asking a trusted adult first.	Online Reputation
2		
3	I can explain why it is important to be considerate and kind to people online and to respect their choices.	Online Relationships
4		
5	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	Online Relationships
6		

Statements covered in computing lessons

Autumn 1: Technology Around Us

Statement(s)	Area
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	Health, Well-being and Lifestyle
I know that the work I create belongs to me I can name my work so that others know it 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 or name so that others know it belongs to me (e.g. filename, name on content).	Copyright & Ownership

Spring 2: Grouping Data

Statement(s)	Area
I know that the work I create belongs to me I can name my work so that others know it 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 or name so that others know it belongs to me (e.g. filename, name on content).	Copyright & Ownership

Summer 2: Digital Writing

Statement(s)	Area
I can give reasons why I should only share information with people I choose to and can trust.	Privacy & Security

Online Safety Statement Coverage

Year 2

Autumn 1

L	Statement(s)	Area
1	I can recognise that content on the internet may belong to other people.	Copyright & Ownership
2	I can describe why other people's work belongs to them.	
3		
4	I can explain how information put online about someone can last for a long time.	Online Reputation
5		
6	I can explain how passwords can be used to protect information, accounts and devices.	Privacy & Security

Autumn 2

L	Statement(s)	Area
1	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).	Online Relationships
2		
3	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).	Managing Online Information
4	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	Online Bullying
5		
6	I can explain how other people may look and act differently online and offline.	Self-image & Identity

Spring 1

L	Statement(s)	Area
1	I can explain and give examples of what is meant by 'private' and 'keeping things private'.	Privacy & Security
2	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	
3	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.	Health, Well-being and Lifestyle
4	I can explain who I should ask before sharing things about myself or others online.	Online Relationships
5	I can identify who can help me if something happens online without my consent.	Online Relationships
6		

Online Safety Statement Coverage

Year 2

Spring 2

L	Statement(s)	Area
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).	Privacy & Security
2		
3	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	Managing Online Information
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.	
5	I can explain why anyone who experiences bullying is not to blame.	Online Bullying
6		

Summer 1

L	Statement(s)	Area
1	I can describe how anyone's online information could be seen by others.	Online Reputation
2	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	Online Relationships
3		
4	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	Online Relationships
5		
6		

Summer 2

L	Statement(s)	Area
1	I can talk about how anyone experiencing bullying can get help.	Online Bullying
2		
3	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	Online Relationships
4		
5	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	Online Relationships
6	I know who to talk to if something has been put online without consent or if it is incorrect.	Online Reputation

Online Safety Statement Coverage

Year 2

Statements covered in computing lessons

Autumn 1: IT Around Us

Statement(s)	Area
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	Health, Well-being and Lifestyle

Autumn 2: Making Music

Statement(s)	Area
I know that the work I create belongs to me I can name my work so that others know it 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 or name so that others know it belongs to me (e.g. filename, name on content).	Copyright & Ownership

Spring 2: Pictograms

Statement(s)	Area
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	Health, Well-being and Lifestyle
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 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)	Privacy & Security
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 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	Self-image & Identity

Summer 2: Digital Photography

Statement(s)	Area
I can identify that some images are not real (fake) I can explain why someone might create alter an image.	Managing Online Information

Online Safety Statement Coverage

Year 3

Autumn 1

L	Statement(s)	Area
1	I can describe simple strategies for creating and keeping passwords private.	Privacy & Security
2		
3	I can describe ways people who have similar likes and interests can get together online.	Online Relationships
4		
5	I can explain how to search for information about others online.	Online Reputation
6		

Autumn 2

L	Statement(s)	Area
1	I can explain what autocomplete is and how to choose the best suggestion.	Managing Online Information
2	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.	Privacy & Security
3		
4	I can describe appropriate ways to behave towards other people online and why this is important.	Online Bullying
5		
6		

Spring 1

L	Statement(s)	Area
1	I can 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.	Health, Well-being and Lifestyle
2		
3	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	Online Relationships
4		
5	I can explain how the internet can be used to sell and buy things.	Managing Online Information
6		

Spring 2

L	Statement(s)	Area
1	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 trust online including what information and content they are trusted with.	Online Relationships
2		
3	I can give examples of how bullying behaviour could appear online and how someone can get support.	Online Bullying
4		
5	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. I can explain who someone can ask if they are unsure about putting something online.	Online Reputation
6		

Online Safety Statement Coverage

Year 3

Summer 1

L	Statement(s)	Area
1	I can describe how connected devices can collect and share anyone's information with others.	Privacy & Security
2	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).	Health Well-being and Lifestyle
3		
4	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	Online Relationships
5		
6	<p>I can 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>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	Managing Online Information

Summer 2

L	Statement(s)	Area
1	I can explain what is meant by the term 'identity'.	Self-image & Identity
2	I can explain how people can represent themselves in different ways online.	
3	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	
4	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 Relationships
5		
6		

Online Safety Statement Coverage

Year 3

Statements covered in computing lessons

Spring 1: Desktop Publishing

Statement(s)	Area
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 I can demonstrate the use of search tools to find and access online content which can be reused by others	Copyright & Ownership
I can use key phrases in search engines I can use search technologies effectively	Managing Online Information

Summer 2: Animation

Statement(s)	Area
I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be. 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. I can give some simple examples. I can give examples of content that is permitted to be reused. I can demonstrate the use of search tools to find and access online content which can be reused by others.	Copyright & Ownership
I can use key phrases in search engines I can use search technologies effectively	Managing Online Information

Online Safety Statement Coverage

Year 4

Autumn 1

L	Statement(s)	Area
1	I can describe strategies for keeping personal information private, depending on context.	Privacy & Security
2		
3		
4	I can describe how to find out information about others by searching online.	Online Reputation
5	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	
6	I can recognise when someone is upset, hurt or angry online.	Online Bullying

Autumn 2

L	Statement(s)	Area
1	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	Health, Well-being and Lifestyle
2		
3	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	Online Relationships
4	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	Privacy & Security
5		
6	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Online Bullying

Spring 1

L	Statement(s)	Area
1	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.	Managing Online Information
2		
3	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).	Online Bullying
4		
5	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	Online Relationships
6		

Spring 2

L	Statement(s)	Area
1	I can explain how my online identity can be different to my offline identity.	Self-image & Identity
2	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	
3	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	
4	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	Health, Well-being and Lifestyle
5		
6		

Online Safety Statement Coverage

Year 4

Summer 1

L	Statement(s)	Area
1	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	Managing Online Information
2	I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	
3	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	Online Relationships
4	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	Privacy & Security
5		
6		
6	I know what the digital age of consent is and the impact this has on online services asking for consent.	

Summer 2

Children to create an Online Safety poster based on a chosen subject covered in the starters for the year – this will consolidate their knowledge and understanding and allow recap of statements.

Online Safety Statement Coverage

Year 4

Statements covered in computing lessons

Autumn 1: The Internet

Statement(s)	Area
I can 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. I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 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, or influencers). I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	Managing Online Information

Spring 1: Photo Editing

Statement(s)	Area
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	Copyright & Ownership
I can describe ways in which people might make themselves look different online	Self-image & Identity

Summer 2: Audio Editing

Statement(s)	Area
I can explain why copying someone else's work from the internet without permission can cause problems I can give examples of what those problems might be 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 I can give some simple examples	Copyright & Ownership

Online Safety Statement Coverage

Year 5

Autumn 1

L	Statement(s)	Area
1	I can explain what a strong password is and demonstrate how to create one.	Privacy & Security
2	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	Online Bullying
3		
4	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	Health, Well-being and Lifestyle
5	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	Health, Well-being and Lifestyle
6		

Autumn 2

L	Statement(s)	Area
1	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.	Managing Online Information
2	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	Online Bullying
3		
4		
5	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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	Managing Online Information
6	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	

Spring 1

L	Statement(s)	Area
1	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	Online Relationships
2	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.	Online Relationships
3		
4		
5	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. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	Online Bullying
6	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.	Online Reputation

Online Safety Statement Coverage

Year 5

Spring 2

L	Statement(s)	Area
1	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.	Privacy & Security
2	I can explain what app permissions are and can give some examples.	Privacy & Security
3	I can describe simple ways to increase privacy on apps and services that provide privacy settings.	
4		
5	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	Managing Online Information
6	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.	Health Well-being and Lifestyle

Summer 1

L	Statement(s)	Area
1	I can explain how to block abusive users.	Online Bullying
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.	Managing Online Information
3	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).	Online Relationships
4		
5	I can explain how identity online can be copied, modified or altered.	Self-image & Identity
6		

Summer 2

L	Statement(s)	Area
1	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.	Health, Well-being and Lifestyle
2		
3	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	Online Relationships
4		
5	I can demonstrate how to make responsible choices about having an online identity, depending on context.	Self-image & Identity
6	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 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.	Managing Online Information

Online Safety Statement Coverage

Year 5

Statements covered in computing lessons

Autumn 1: Sharing Information

Statement(s)	Area
I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.	Online Reputation
I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results)	Managing Online Information

Summer 2: Video Editing

Statement(s)	Area
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.	Copyright & Ownership

Statements covered in other subjects

Statement(s)	Area
I can search for information about an individual online and summarise the information found.	Online Reputation

Online Safety Statement Coverage

Year 6

Autumn 1

L	Statement(s)	Area
1	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	Online Bullying
2	I can explain how someone would report online bullying in different contexts.	
3	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).	Health, Well-being and Lifestyle
4		
5		
6	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	Health, Well-being and Lifestyle

Autumn 2

L	Statement(s)	Area
1	I can explain how sharing something online may have an impact either positively or negatively.	Online Relationships
2	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. 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.	Online Relationships
3	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.	
4	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen.	Privacy & Security
5	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).	Privacy & Security
6		

Spring 1

L	Statement(s)	Area
1	I can explain the ways in which anyone can develop a positive online reputation.	Online Reputation
2		
3	I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	Managing Online Information
4	I can 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).	
5	I understand the concept of persuasive design and how it can be used to influences peoples' choices.	Managing Online Information
6	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	Privacy & Security

Online Safety Statement Coverage

Year 6

Spring 2

Online Safety Quiz based on previously covered areas for this year allowing discussion and recap if necessary.

Summer 1

L	Statement(s)	Area
1	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	Online Reputation
2	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	Health, Well-being and Lifestyle
3	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.	Self-Image & Identity
4	I can describe the difference between online misinformation and disinformation.	Managing Online Information
5	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).	Managing Online Information
6	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.	Managing Online Information

Summer 2

L	Statement(s)	Area
1	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.	Self-Image & Identity
2		
3	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	Health, Well-being and Lifestyle
4		
5		
6		

Online Safety Statement Coverage

Year 6

Statements covered in computing lessons

Autumn 1: Communication

Statement(s)	Area
I can describe and assess the benefits and the potential risks of sharing information online. I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). I can explain how to use search effectively and use examples from my own practice to illustrate this. I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).	Managing Online Information

Spring 1: Web Page Creation

Statement(s)	Area
I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be. 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. I can give some simple examples. 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. 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.	Copyright & Ownership

Spring 2: Spreadsheets

Statement(s)	Area
I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) I can use different search technologies I can evaluate digital content and can explain how I make choices from search results.	Managing Online Information

Summer 2: 3D Modelling

Statement(s)	Area
I can describe strategies for keeping my personal information private, depending on context.	Privacy & Security