

Whole School E-safety Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cherry	<p>To explain how passwords are used to protect information, devices and accounts.</p> <p>To recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>To understand that information that is shared online can stay there for a very long time.</p> <p>To know that information can be copied off the internet.</p> <p>To understand that information about me can be copied by others.</p> <p>To know that I should not share my personal information online.</p> <p>To name different types of personal information that can be shared (photos, text, video).</p> <p>To name 3 adults that can help me if I am unsure about information I want to share.</p>	<p>To explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>To explain why anyone who experiences bullying is not to blame.</p> <p>To explain how anyone experiencing bullying can get help.</p>	<p>To explain why work I create using technology belongs to me.</p> <p>To be able to say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>To be able to save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>To understand that work created by others does not belong to me even if I save a copy.</p>	<p>To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>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>To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>To recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>To know when I should ask an adult for help with things online that upset me.</p> <p>To give examples of different adults I can ask for help.</p> <p>To know that people can choose different pictures online to what they actually look like in real life.</p> <p>To explain why someone might want to change their appearance online.</p> <p>To describe ways in which people might make themselves look different online.</p>

<p>Year 3</p>	<p>Make sensible e-safety rules.</p> <p>To describe simple strategies for creating and keeping passwords private.</p> <p>To give reasons why someone should only share information with people they choose to and can trust.</p> <p>To explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>To describe how connected devices can collect and share anyone's information with others.</p> <p>Understand the importance of not spending too much time looking at screens.</p>	<p>To explain how to search for information about others online.</p> <p>To 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>To explain who someone can ask if they are unsure about putting something online.</p> <p>Be polite and sensible when writing online</p>	<p>To explain why I should be kind online vs. Unkind.</p> <p>To know how I should act online.</p> <p>To explain how I make sure I am being kind online.</p> <p>To know to talk to someone if an online image or text makes them unhappy.</p> <p>To say what bullying behaviour is</p> <p>To describe methods people may use to bully others including online and offline methods</p> <p>To provide simple examples of where online bullying can take place and what it might look like</p>	<p>To describe ways people who have similar likes and interests can get together online.</p> <p>Choose which sites are appropriate.</p> <p>To explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>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.</p> <p>To explain why someone may</p>	<p>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>To understand that we all have rights over the content we create.</p> <p>To know that whilst the internet may be 'Free' not all content is 'Free to use'.</p> <p>To demonstrate how to use key phrases in search engines to gather accurate information online.</p>	<p>To explain what autocomplete is and how to choose the best suggestion.</p> <p>To explain how the internet can be used to sell and buy things.</p> <p>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>To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>To describe and demonstrate how we can get help from a trusted adult if we see content that</p>
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				<p>change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>To explain how someone's feelings can be hurt by what is said or written online.</p> <p>To 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>makes us feel sad, uncomfortable, worried or frightened.</p>
Year 4	<p>To describe strategies for keeping personal information private, depending on context.</p> <p>To explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>To describe how some online services may seek consent to</p>	<p>To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>To give examples of how to be respectful</p>	<p>To understand that these are emotions that can be expressed online.</p> <p>To understand how being upset, hurt or angry could look online and what someone who is</p>	<p>To understand that others may search my name online to find information about me.</p> <p>To know that not all information about me online may have</p>	<p>Demonstrate ways of recognising who might own online content.</p> <p>Explain what reuse is.</p> <p>Give examples of when they are/are</p>	<p>To explain how my online identity can be different to the identity I present in 'real life'.</p> <p>To explain the reasons for and against changing your identity online and</p>

	<p>store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>To know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>To 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>feeling these emotions likely exhibit online.</p> <p>To understand bullying behaviour can make someone feel upset, hurt or angry.</p> <p>To 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>been posted online by me.</p> <p>To understand that people may alter information or put untrue information about me online with or without my knowledge.</p> <p>To understand that others may search my name online to find information about me</p> <p>To know that not all information about me online may have been posted online by me</p> <p>To understand that people may alter information or put untrue information about me online with or without my knowledge.</p>	<p>not permitted to reuse online content.</p> <p>To give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>explain how someone might do so.</p> <p>To describe the right decisions about how I interact with others online and how this will impact on how others perceive me.</p> <p>To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>
<p>Year 5</p>	<p>Identify the risks posed by not protecting accounts and information online.</p> <p>Suggest appropriate strategies for creating strong passwords and explain why these are effective.</p>	<p>Understand simple properties of healthy sleep.</p> <p>Can recount simple benefits of sleep on body's health.</p>	<p>To understand the importance of being respectful online.</p> <p>To recognise online bullying can be different to bullying</p>	<p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why</p>	<p>To assess and justify when it is acceptable to use the work of others.</p> <p>Recognise fair dealing situations.</p>	<p>To explain someone's online identity can be different to their identity in 'real life'.</p> <p>To describe how someone might</p>

	<p>Understand how apps request permission to access data and functions on a device.</p> <p>Suggest some reasons as to why apps/companies request access to personal data.</p> <p>Recognise that app permissions allow access to our personal information.</p> <p>Understand the relationship between the value of data and the ethics of collecting that data.</p> <p>Be aware that the data we share is valuable to app developers.</p> <p>To understand the importance of protecting my personal information and not leaving a digital footprint.</p>	<p>Can offer suggestions on how use of technology before sleep could affect quality of sleep.</p> <p>Can offer simple strategies to manage technology before bedtime.</p> <p>Differentiate between fact and fake information.</p> <p>Make a balanced judgement when researching information online.</p> <p>Know what a trusted source of online website/information looks like.</p>	<p>in the physical world and can describe some of those differences.</p> <p>To understand the importance of keeping any negative texts and emails as evidence of potential cyberbullying.</p> <p>To explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>To explain how to block abusive users.</p> <p>To describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>To identify a range of ways to report concerns and access support both in school and at home</p>	<p>these may be incorrect.</p> <p>I can use a search engine to search for information about other people and present that information for others to read.</p> <p>I understand that the information I find may not be accurate.</p> <p>I understand that people may make judgements against others on the information that they find.</p>	<p>Understand that some work is in the public domain.</p> <p>Know that even copyrighted work can be used, if this use is fair.</p>	<p>change their identity online.</p> <p>To explain the positive reasons for changing your online identity and the negative reasons for doing so.</p> <p>To understand that I can show my online identity in different ways.</p> <p>To know that my online identity can have an impact on others, both positively and negatively.</p> <p>To demonstrate responsible choices about my online identity, depending on context.</p> <p>To know that everything posted online is public</p>
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			<p>about online bullying.</p> <p>To describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>			<p>property can be seen by all and can be edited and manipulated.</p>
Year 6	<p>To understand age restrictions of social media and games.</p> <p>To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>To explain what to do if a password is shared, lost or stolen.</p> <p>To describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>To describe ways in which some online content targets people to gain money or information illegally.</p>	<p>To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>To recognise and discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>To recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>To be able to assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular</p>	<p>To inform an adult if there is evidence of cyber bullying.</p> <p>To know that cyber bullying is against the law and has long term consequences.</p> <p>To understand the importance of being respectful online.</p> <p>To know I should try and screenshot the bullying behaviour.</p> <p>To know I should reach out to responsible adults with evidence of the bullying behaviour.</p> <p>To list people who can help me with this.</p>	<p>To understand what an online reputation is.</p> <p>To understand that people may do an online search to find out information about me</p> <p>To understand that the information that people find about me will allow them to form an opinion about me.</p> <p>To explain what a digital personality is.</p> <p>To explain strategies anyone can use to protect their 'digital personality' and online reputation.</p> <p>To explain how online anonymity can</p>	<p>To demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>Demonstrate ways of searching for reusable content.</p> <p>Select content that is appropriate for reuse in my own work.</p> <p>Understand how to reference online sources in my own work.</p>	<p>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.</p> <p>To 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.</p> <p>To explain the importance of asking</p>

	<p>To describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>To know that online services have terms and conditions that govern their use.</p>	<p>breaks, correct posture, sleep, diet and exercise).</p>	<p>To understand there are different ways to report concerns of bullying behaviour.</p>	<p>protect online reputation.</p>		<p>until I get the help needed.</p>
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