BBVS Online Safety Curriculum Overview

National Online Safety

	YEAR A 2023-24		
AUTUMN 1	**Self-image and identity**		
	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	KS1 • 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 explain how other people may look and act differently online and offline. • I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	KS2 Y3/4 • I can explain what is meant by the term 'identity' • I can explain how people can represent themselves in different ways online. • 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 • I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Y5/6 • I can explain how identity online can be copied/modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. • 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 explain the importance of asking until I get the help needed.
SPRING 1	**Managing Online information** **Safer Internet Day (February – different theme each year)**		
	EYFS I can talk about how to use the internet as a way of finding information online.	KS1 • I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching	KS2 Y3/4 • I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can explain what autocomplete is and how to choose the best suggestion • I can explain how the internet can be used to buy and sell things

	• I can identify devices I could use to access information on the internet	• 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 use simple keywords in search engines • I can demonstrate how to navigate a simple webpage to get 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, and know it is not real person (e.g. Alexa, Google Now, Siri) • 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 come information I find online may not be real or true.	• I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online. E.g. In videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (E.g. monsters under the bed) • 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. • 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 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 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 why lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and risks might be. • 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 that something is true when it isn't. Year 5/6 • I can explain the benefits and limitations of using different types of search technologies e.g. voice activated search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated only giving one search result. • 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. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

			• I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • 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) • 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. • 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. • I can explain how search engines work and how the results are selected and ranked. • I can explain how to use search technologies effectively. • I can describe how some online information can be opinions 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 be used to influence peoples' choices. • 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. • I can describe the difference between online misinformation and disinformation. • 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. • I can identify, flag and report inappropriate content.

SUMMER 1	Online Bullying Privacy and security Copyright and ownership		
	EYFS I can describe ways that some people can be unkind online • I can offer examples of how this can make others feel. • 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.	KS1 • I can describe how to behave online in ways that do not upset others and can give examples. • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiences bullying can get help. • I can explain that 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 explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. • I can explain how passwords can be used to protect information, accounts and devices.	KS2 Y3/4 • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affects how others feel about them (their reputation) Y5/6 • I can recognise that online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying • 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 explain how to block abusive users • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix) • 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. Y3/4: • I can describe simple strategies for creating and keeping passwords private. • I can give reasons why someone should only share information with people they choose to and can trust.

	• 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 and give examples of what is meant by 'private' and 'keeping things private' • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) • I can explain how some people may have devices in the their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions.) • 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/name so that others know it belongs to me (e.g. filename, name on content) • I understand that work made by others does not belong to me even if I save a copy. • I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them.	I can explain that if they are not sure of feel pressured then they should tell a trusted adult. • I can describe how connected devices can collect and share anyone's information with others. • I can describe strategies for keeping personal information private, depending on context. • I can explain that internet use is never fully private and is monitored e.g. adult supervision • 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. • I know what the digital age of consent is and the impact this has on online services asking for consent. Y5/6: • I can explain what a strong password is and demonstrate how to create one. • 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. • I can explain what app permissions are and can give some examples • 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 simple ways to increase privacy on apps and services that provide privacy settings. • I can describes 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) Y 3/4: • 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. • 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 use it.

			• I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images
			Y5/6
			• 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.
			• I can demonstrate the use of a search tool 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.