BBVS Online Safety Curriculum Overview

National Online Safety

	YEAR B 2022-2023		
AUTUMN 1	**Online relationships**		
	EYFS • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I (might) use technology with people I know.	KS1 • 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 respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way as others. • 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) • I can explain who I should ask before sharing things about myself and others online. • I can describe different ways to ask for, give or deny my permission	KS2 Y3/4 • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone' online, why this is different to '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. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • 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 photos • I can describe strategies for safe and fun experiences in a range of online social environments e.g. livestreaming, gaming platforms. • I can give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours. • 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. Y5/6 • I can give examples of technology – specific forms of communication (e.g. emojis, memes, gifs) • I can explain that there are some people I can communicate with online who may want to do me or my friends harm/ I can recognise this is not my/our fault.

		online and can identify who to help me if I am not sure. • 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. • I can identify who can help me if something happens online without my consent. • 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. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online	• 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) • 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. • I can explain how sharing something online may have an impact 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 they are worried about this

SPRING 1	Health, wellbeing and lifestyle Safer Internet Day (February – different theme each year)		
	EYFS • I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. • I can give some simple	KS1 • I can explain rules to keep myself safe when using technology both in and beyond the home • 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. • I can say how those rules/guides can help anyone accessing online technologies	KS2 Y3/4 • I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos) • 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) • I can explain how using technology can be a distraction from other things, in both a positive and negative way.

	examples of these rules		• I can identify times or situations when someone may need to limit the amount of time they use technology Y5/6 • I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. • I can describe some strategies, tips or advice to promote health and well-being with regards to technology. • I can 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 • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing • 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)
SUMMER 1	Online Bullying Online Reputation		
	EYFS I can describe ways that some people can be unkind online • I can offer examples of how this can make others feel.	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.	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)

	I can identify ways that I can put information on the internet.	• I can talk about how anyone experiences bullying can get help.	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 explain how to search for information about others online • I can give example 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. • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others Y5/6 • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect the 'digital personality' and online reputation, including degrees of anonymity.