# By Brook C of E Primary School Whole School Online Safety Overview Year A

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Autum Term** | Online Relationships | | | | | | |
| **Sticky Knowledge** | <ul><li>I can name some ways that members of my family talk to each other and other people using the internet.</li><li>I can name an app, a piece of software or a technology that I use or could use to talk to people I know.</li></ul> | <ul><li>Understand how to ask permission to use technology/do something online.</li><li>Understand how to ask permission to do something that affects someone else online.</li><li>Give examples of situations where permission must always be sought.</li><li>I can name the people I know and how I know them, describing what they are like.</li><li>I can describe how I might use the internet to communicate with family or close friends.</li><li>I understand and can describe why I might need some help from an adult when doing this.</li><li>I understand what being considerate/kind means.</li><li>I can describe what someone might feel like if you were unkind to them.</li></ul> | <ul><li>I am able to describe how you might send a message to someone you know using technology.</li><li>I can list ways people might use technology to talk to:</li></ul>- a pen pal in another school<br>- someone in a game (suitable for their age)<br>- an agreed adult (e.g. getting help with a game or interest) with adult help/supervision<ul><li>I can name some of the risks in doing this.</li><li>Understand the word consent and give examples when they might ask for permission.</li><li>Give examples of when they might need to ask for help if something happens online without their consent.</li><li>Give examples of where to find support and who they might ask if they are unsure.</li><li>Understand the word permission and give</li></ul> | <ul><li>I understand that there are places online that are for sharing interests and can name at least an example.</li><li>I understand what it means to communicate online.</li><li>I know that when communicating online some people use a different 'language' to when they are speaking face to face.</li><li>I can explain what it means to 'know' someone.</li><li>I can give different examples of how well I know people e.g. friends, family, teachers.</li><li>I can explain the differences between 'knowing' someone online compared to offline.</li><li>I can explain what is meant by trusting someone online.</li><li>I can give examples of what 'liking'</li></ul> | <ul><li>I can describe what it feels like to be safe online.</li><li>I can list a number of things I can do to make sure I have a positive and safe experience online.</li><li>I can give examples of when I have used or may have to use these in my online life.</li><li>I understand and can explain what is meant by respect.</li><li>I can give examples of how online behaviour is either respectful or disrespectful.</li><li>I can describe how it is possible to be respectful online.</li></ul> | <ul><li>Understand that communication online does not have to be text-based.</li><li>Understand that a variety of communication methods have been developed specific to online communication e.g. gifs, memes.</li><li>Understand that the appropriate use of technology specific communication e.g. meme and gifs depends on circumstance and context.</li><li>I can describe what is meant by harm.</li><li>I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart.</li><li>I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.</li><li>I can give examples of the</li></ul> | <ul><li>Understand the concept of consequence online and give examples.</li><li>Understand that reactions to events online can determine the consequences.</li><li>Understand that sharing online can be positive as well as negative and be able to give examples of both.</li><li>Understand what 'boundaries' are, including online.</li><li>Understand the concepts of respect and self-respect and give examples of how this can be shown online.</li><li>Understand how to respect others' boundaries online, particularly regarding sharing information about them.</li><li>Understand the concept of consequence online and give examples.</li><li>Understand that reactions to</li></ul> |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • I can describe ways in which I can try to be kind both offline and online.<br>• I can explain what I like and dislike and give reasons.<br>• I can explain what I find funny and sad online.<br>• I can understand that different people may have different reactions to different things online. | examples when they might ask for permission.<br>• Give examples of when they might need to ask for, give or deny permission when online or when using technology.<br>• Understand the feelings associated with being asked to do something positive and something which concerns them.<br>• Identify when to say 'no' and that they have the right to say 'no' online and when to seek advice.<br>• Identify who they might ask if they are not sure or have concerns.<br>• Understand the term permission and how it applies online, particularly when sharing.<br>• Empathise, understanding how someone might feel if permission is not sought or if content is shared against someone's wishes.<br>• Understand next steps and the importance of requesting and giving | someone online means and how it can be done.<br>• I understand and can explain the difference between trusting and liking someone online.<br>• I understand and can explain what trust means and why it is so important, including online.<br>• I understand that I should be careful when sharing some information about myself and about other people online.<br>• I understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.<br>• I can describe how it might feel if I/someone else has their feelings hurt by something someone says online.<br>• I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online. | | online (or offline) communities to which I belong.<br>• I can describe some of the positive things I do in these communities and can explain how my behaviour impacts on others.<br>• I can describe how online communities collaborate and the benefit of doing this.<br>• I understand some of the difficulties some people may have, including online.<br>• I can describe what I can do to support others online, both friends and people I know less well.<br>• I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else. | events online can determine the consequences.<br>• Understand that sharing online can be positive as well as negative and be able to give examples of both.<br>• Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.<br>• Understand what an 'inappropriate' picture might be and give examples.<br>• Understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | • permission before sharing.<br>• Understand the online world is full of things we might not like to see.<br>• Understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend.<br>• Identify when to seek advice from a trusted adult before clicking online.<br>• Identify who they might ask if they are not sure or have concerns. | • I understand that sometimes people say or write things online which are not meant as it seems.<br>• I can explain the importance of giving permission before sharing things online.<br>• I can explain the importance of gaining permission before sharing things online.<br>• I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos. | | | |
| **Learning Qs** | • Can I recognise some ways in which the internet can be used to communicate?<br>• Can I give examples of how I might use technology to communicate with people I know? | • Can I give examples of when I should ask permission to do something online and explain why this is important?<br>• Can I use the internet with adult support to communicate with people I know?<br>• Can I explain why it is important to be considerate and kind to people online and to respect their choices? | • Can I 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?<br>• Can I explain who I should ask before sharing things about myself or others online?<br>• Can I describe different ways to ask for, give, or deny my permission online and can identify who can | • Can I describe ways people who have similar likes and interests can get together online?<br>• Can I explain what it means to 'know someone' online and why this might be different from knowing someone offline?<br>• Can I explain what is meant by 'trusting someone online', and why it is important to be careful about | • Can I describe strategies for safe and fun experiences in a range of online social environments?<br>• Can I give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours?<br>• Can I explain how content shared online may feel unimportant to one person but | • Can I give examples of technology-specific forms of communication?<br>• Can I explain that there are some people I communicate with online who may want to do me or my friends harm?<br>• Can I describe some of the ways people may be involved in online communities?<br>• Can I describe how they might collaborate constructively | • Can I explain how sharing something online may have an impact either positively or negatively?<br>• Can I describe how to be kind and show respect for others online?<br>• Can I describe how things shared privately online can have unintended consequences for others?<br>• Can I explain that taking or sharing inappropriate |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | • Can I explain why things one person finds funny or sad online may not always be seen in the same way by others? | help me if I am not sure?<br>• Can I explain why I have a right to say 'no' or 'I will have to ask someone'?<br>• Can I explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do?<br>• Can I identify who can help me if something happens online without my consent?<br>• Can I explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online?<br>• Can I explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online? | who to trust online?<br>• Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried?<br>• Can I explain how someone's feelings can be hurt by what is said or written online?<br>• Can I explain the importance of giving and gaining permission before sharing things online? | may be important to other people's thoughts feelings and beliefs? | with others and make positive contributions?<br>• Can I explain how someone can get help if they are having problems and identify when to tell a trusted adult?<br>• Can I demonstrate how to support others? | images of someone, even if they say it is okay, may have an impact for the sharer and others?<br>• Who can help if someone is worried about this? |
| **Spring Term** | **Privacy and Security AND Safer Internet Day** | | | | | | |
| **Sticky Knowledge** | • Identify and name examples of their own personal information.<br>• Name people they trust and why. | • Understand how passwords and PINs keep devices and information secure.<br>• Recognise some examples of strong and poor password practice. | • Identify the features of effective passwords.<br>• Identify why we need passwords for accounts/devices.<br>• Describe the difference between | • Recognise that passwords protect my reputation and the information that I consider important.<br>• Be able to suggest methods for keeping password safe and secure. | • Identify the risks posed by over-sharing information online.<br>• Suggest appropriate strategies for keeping personal information private in | • Identify the risks posed by not protecting accounts and information online.<br>• Suggest appropriate strategies for creating strong passwords and explain why | • Recognise and select effective strategies for managing passwords.<br>• Suggest methods for managing situations where passwords are lost or stolen. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | • Know the types of data that may be personal to you.<br>• Able to articulate under what conditions I would ask an adult for help. | information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).<br>• Identify the appropriate types of content that can be shared online and suggest ways to protect this.<br>• Recognise the wide range of internet connected devices at home.<br>• Name some of the features of a connected device. | • Demonstrate an awareness of the people I trust.<br>• Make decisions about what information they share and with whom.<br>• Recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage). | different contexts.<br>• Explain the reasons why internet use may be monitored.<br>• Understand how monitoring services are used to keep children and users safe online.<br>• Structure an argument from one perspective and convey this with effective and clear contributions.<br>• I can describe how some online services may seek consent to store information about me.<br>• I know what the digital age of consent is.<br>• I know how to get help if I am unsure about consenting to an online service. | these are effective.<br>• Understand how apps request permission to access data and functions on a device.<br>• Suggest some reasons as to why apps/companies request access to personal data.<br>• Recognise that app permissions allow access to our personal information.<br>• Understand the relationship between the value of data and the ethics of collecting that data.<br>• Be aware that the data we share is valuable to app developers. | • I can describe why people should keep their software and apps up to date.<br>• I can describe how people can keep their software and apps up to date e.g. auto updates.<br>• Recognise that app permissions allow access to our personal information.<br>• Understand the relationship between the value of data and the ethics of collecting that data.<br>• Be aware that the data we share is valuable to app developers.<br>• Distinguish between genuine and fake content/sites.<br>• Understand some tactics employed by scammers.<br>• Identify the features of scam communications.<br>• I know that online services have terms and conditions that govern their use.<br>• I know that terms and conditions say what the company is |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | • allowed to do and what a user is allowed to do.<br>• I know that terms and conditions may include information about how an online service makes money. |
| **Learning Qs** | • Can I identify some simple examples of my personal information?<br>• Can I describe who would be trustworthy to share this information with?<br>• Can I explain why they are trusted? | • Can I explain how passwords are used to protect information, accounts and devices?<br>• Can I recognise more detailed examples of information that is personal to someone?<br>• Can I explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others? | • Can I explain how passwords can be used to protect information, accounts and devices?<br>• Can I explain and give examples of what is meant by 'private' and 'keeping things private'?<br>• Can I describe and explain some rules for keeping personal information private?<br>• Can I explain how some people may have devices in their homes connected to the internet and give examples? | • Can I describe simple strategies for creating and keeping passwords private?<br>• Can I give reasons why someone should only share information with people they choose to and can trust?<br>• Can I describe how connected devices can collect and share anyone's information with others? | • Can I describe strategies for keeping personal information private, depending on context?<br>• Can I explain that internet use is never fully private and is monitored?<br>• Can I describe how some online services may seek consent to store information about me and how to respond appropriately?<br>• Do I know what the digital age of consent is and the impact this has on online services asking for consent? | • Can I explain what a strong password is and demonstrate how to create one?<br>• Can I explain how many free apps or services may read and share private information with others?<br>• Can I explain what app permissions are and can give some examples? | • Can I describe effective ways people can manage passwords?<br>• Can I explain what to do if a password is shared, lost or stolen?<br>• Can I describe how and why people should keep their software and apps up to date?<br>• Can I describe simple ways to increase privacy on apps and services that provide privacy settings?<br>• Can I describe ways in which some online content targets people to gain money or information illegally?<br>• Can I describe strategies to help me identify scams and phishing?<br>• Do I know that online services have terms and conditions that govern their use? |

| Summer Term | Online Reputation | | | | | | |
|---|---|---|---|---|---|---|---|
| **Sticky Knowledge** | • I know what the word 'information' means.<br>• I know what 'online' means.<br>• I understand that I can put information online for others to see. | • I understand that information that is shared online can stay there for a very long time.<br>• I know that information can copied off the internet.<br>• I understand that information about me can be copied by others.<br>• I know that I should not share my personal information online.<br>• I can name different types of personal information that can be shared (photos, text, video).<br>• I can name 3 adults that can help me if I am unsure about information I want to share. | • I know how to find information online.<br>• I can find information online that is older than I am.<br>• I understand that my information can stay online for a very long time.<br>• I can describe how anyone's online information can be seen by others.<br>• I can describe strategies to protect my online information.<br>• I know what is ok to share and what isn't.<br>• I understand that if I have a worry about something someone else has put online I should talk to a trusted adult.<br>• I can name 3 different people that can help me if I am worried about something a friend has shared online. | • I can use a search engine to find information about me and my family.<br>• I can use " " to narrow my search.<br>• I understand that I should check the images, news and video results as well as the regular search results.<br>• I understand what 'personal' information is.<br>• I know that I must always ask before I share information about others online.<br>• I can name 3 different places or people that I can go to if I am unsure if information is safe to share. | • I understand that others may search my name online to find information about me.<br>• I know that not all information about me online may have been posted online by me.<br>• I understand that people may alter information or put untrue information about me online with or without my knowledge. | • I can use a search engine to search for information about other people and present that information for others to read.<br>• I understand that the information I find may not be accurate.<br>• I understand that people may make judgements against others on the information that they find. | • I understand what an online reputation is.<br>• I understand that people may do an online search to find out information about me.<br>• I understand that the information that people find about me will allow them to form an opinion about me.<br>• I can explain what a digital personality is.<br>• I can explain strategies anyone can use to protect their 'digital personality' and online reputation.<br>• I can explain how online anonymity can protect online reputation. |
| **Learning Qs** | • Can I identify ways that I can put information on the internet? | • Can I recognise that information can stay online and could be copied?<br>• Can I describe what information I should not put online without | • Can I explain how information put online about someone can last for a long time?<br>• Can I describe how anyone's online information | • Can I explain how to search for information about others online?<br>• Can I give examples of what anyone may or may not be willing to | • Can I describe how to find out information about others by searching online?<br>• Can I explain ways that some of the information | • Can I search for information about an individual online and summarise the information found?<br>• Can I describe ways that information | • Can I explain the ways in which anyone can develop a positive online reputation?<br>• Can I explain strategies anyone can use to protect their |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | asking a trusted adult first? | could be seen by others? <br>• Who can I to talk to if something has been put online without consent or if it is incorrect? | share about themselves online? <br>• Can I explain the need to be careful before sharing anything personal? <br>• Can I explain who someone can ask if they are unsure about putting something online? | about anyone online could have been created, copied or shared by others? | about anyone online can be used by others to make judgments about an individual and why these may be incorrect? | about anyone online can be used by others to make judgments about an individual and why these may be incorrect? | 'digital personality' and online reputation? |

# By Brook C of E Primary School Whole School Online Safety Overview Year B

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Autum Term** | <td colspan="7" align="center">**Online Bullying**</td> | | | | | | |
| **Sticky Knowledge** | • Say what being 'unkind online' means to them. <br>• Give specific examples/ways that people can be unkind through technology and the internet. <br>• Recognise differences between kind and unkind behaviours. <br>• Give examples of unkind behaviours online. <br>• Name different emotions that someone may feel in their online experiences. <br>• Recognise that being unkind online can make them feel less pleasant | • Recognise that certain behaviours online can upset others. <br>• Give examples of behaviours that are unlikely to upset others. <br>• Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.) | • Identify some characteristics that are typical of bullying behaviour (online and offline). <br>• Consider the motives behind bullying behaviour. <br>• Show awareness of the range of emotions that people involved in a bullying situation may feel. <br>• Identify examples of bullying behaviour. <br>• Recognise the difference between accidental and intentional behaviours that may affect others. | • I can explain why I should be kind online vs. unkind. <br>• I know how I should act online. <br>• I can explain how I make sure I am being kind online. <br>• I can say what harmful online behaviour looks like. <br>• I can describe methods people may use to bully others including online and offline methods. <br>• I can provide simple examples of where online bullying can take place and what it might look like. | • I understand bullying behaviour can make someone feel upset, hurt or angry, <br>• I am aware of online behaviours that may show that someone is feeling upset, hurt or angry. <br>• I understand that someone may try to pretend they are not upset, hurt or angry online. <br>• I know what are different types of media online. <br>• I can explain the different features of different media. <br>• I can simply describe what bullying online may look like on | • I can explain some differences between online and offline bullying. <br>• I know some of the different ways people can be hurtful to others online. <br>• I know how to be an 'upstander' online. <br>• I can describe what 'banter' is. <br>• I can describe how I would know if something was banter. <br>• I know that bullying is different from banter. <br>• I would know who to speak to if someone I | • I know there are different ways to gather evidence of bullying behaviour online. <br>• I know some different ways to use technology to protect myself from bullying behaviour. <br>• I know it's important to talk to a trusted adult about being bullied online. <br>• Identify routes for reporting bullying and harmful behaviours they witness or experience online. <br>• Make decisions about the suitability of |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | emotions (such as angry, upset, worried and sad). | | • Explain reasons why the blame lies with those who display bullying behaviours, not the target.<br>• Identify who they can turn to for help and support.<br>• Recognise some sources of support in different contexts (e.g. school, home, online).<br>• Understand why people sometimes don't ask for help when being bullied. | | these different forms of media.<br>• I know that what I do online can affect other people's feelings.<br>• I understand that what I do online can influence how someone feels about me.<br>• I understand I should not be mean online. | know was being bullied online.<br>• I can identify different support that is available to someone who is being bullied online.<br>• I understand if someone is at risk of harm I need to tell a responsible adult.<br>• Know how to block abusive users on the different platforms, apps and games that they use.<br>• Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use. | different reporting routes based on context.<br>• Consider strategies for safely and positively intervening. |
| **Learning Qs** | • Can I describe ways that some people can be unkind online?<br>• Can I offer examples of how this can make others feel? | • Can I describe how to behave online in ways that do not upset others and can give examples? | • Can I explain what bullying is, how people may bully others and how bullying can make someone feel?<br>• Can I explain why anyone who experiences bullying is not to blame?<br>• How can anyone experiencing bullying get help? | • Can I describe appropriate ways to behave towards other people online and why this is important?<br>• Can I give examples of how bullying behaviour could appear online and how someone can get support? | • Can I recognise when someone is upset, hurt or angry online?<br>• Can I describe ways people can be bullied through a range of media?<br>• Can I 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? | • Can I recognise online bullying can be different to bullying in the physical world and describe some of those differences?<br>• Can I describe how what one person perceives as playful joking and teasing might be experienced by others as bullying?<br>• Can I explain how anyone can get help if they are being bullied online and identify when to | • Can I describe how to capture bullying content as evidence to share with others who can help me?<br>• Can I explain how someone would report online bullying in different contexts? |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | tell a trusted adult?<br>• Can I identify a range of ways to report concerns and access support both in school and at home about online bullying?<br>• Can I explain how to block abusive users?<br>• Can I describe the helpline services which can help people experiencing bullying, and how to access them? | |
| **Spring Term** | **Managing Online Information AND Safer Internet Day** | | | | | | |
| **Sticky Knowledge** | • I can talk about how I can use the internet to find things out.<br>• I can identify devices I could use to access information on the internet. | • I can give simple examples of how to find information (e.g. search engine, voice activated searching).<br>• I can use the internet to find things out.<br>• I know that we can encounter a range of things online including things we like and don't like.<br>• I know that we can encounter things online which are real or make believe / a joke.<br>• I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened. | • I can use keywords in search engines.<br>• I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.<br>• 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).<br>• I can explain what voice activated searching is and | • I can use key phrases in search engines.<br>• I can explain what autocomplete is.<br>• I can explain how to choose the best suggestion.<br>• I am aware that autocomplete suggestions may not be truthful.<br>• I can explain how the internet can be used to sell and buy things.<br>• I can describe different contexts for buying/selling online e.g. websites, auctions, social media, streaming services, app store, apps, in- | • I can explain the difference between a 'belief', an 'opinion' and a 'fact'.<br>• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.<br>• I understand what criteria have to be met before something is a 'fact'.<br>• I can explain how to evaluate evidence to determine its credibility.<br>• I can identify how to get help from a trusted adult if needed.<br>• I can describe how I can search | • I can use different search technologies.<br>• I can evaluate digital content and can explain how I make choices from search results.<br>• I can explain what is meant by 'being sceptical'.<br>• I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). | • I can use search technologies effectively.<br>• I can explain how search engines work.<br>• I can explain how results are selected and ranked.<br>• I can describe how some online information can be opinion and can offer examples.<br>• I can explain how and why some people may present 'opinions' as 'facts'.<br>• I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | • I know how to get help from a trusted adult. | how it might be used (e.g. Alexa, Google Now, Siri).<br>• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.<br>• I can explain why some information I find online may not be true. | app/game purchases, influencers.<br>• I can explain the difference between a 'belief', an 'opinion' and a 'fact'.<br>• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.<br>• I understand what criteria have to be met before something is a 'fact'.<br>• I can explain how to evaluate evidence to determine its credibility.<br>• I can identify how to get help from a trusted adult if needed. | for information within a wide group of technologies (e.g. social media, image sites, video sites).<br>• I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups, product reviews, product placement, influencer reviews/use, sponsored search results, gambling, recommendation algorithms, in-game performance, fake editorial).<br>• I can describe techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags).<br>• I can recognise some of these techniques when they appear online.<br>• I can describe what is a 'bot'.<br>• I can explain how bots are used online (e.g. boost follower/retweet numbers, chat | • I can evaluate flawed reasoning.<br>• I can explain why information I see online may be personalised.<br>• I can identify some of the methods used to get my attention online.<br>• I understand that the information I see may be targeted based on my interests.<br>• Understand that some online content may be commercially promoted.<br>• Know what is meant by content that is sponsored or boosted.<br>• Understand that some influencers or vloggers are paid to promote items.<br>• Recognise that where content is sponsored, it is not always apparent.<br>• Know what the term 'stereotype' means.<br>• Understand how stereotypes may be reinforced online.<br>• Recognise how stereotypes can influence perceptions of others online. | encounter these online (e.g. advertising and 'ad targeting').<br>• Know what is meant by persuasive design.<br>• Understand how it may be used to influence behaviour.<br>• Recognise some examples of persuasive design.<br>• I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.<br>• I can identify, flag and report inappropriate content.<br>• I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.<br>• 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. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | bot for help on a site, or as part of an app or game, impersonation).<br>• I can describe techniques to identify if I'm talking to a bot.<br>• I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.<br>• I can explain how recommendation algorithms can amplify inaccurate information.<br>• I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.<br>• I can explain what is meant by a 'hoax'.<br>• I can explain why some people will pretend something is true when it isn't.<br>• I can explain why someone would need to think carefully before they share. | • Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.<br>• Explain what is meant by a 'hoax'.<br>• Explain why someone would need to think carefully before they share.<br>• I can explain why some people will pretend something is true when it isn't. | • Understand what the terms misinformation and disinformation mean.<br>• Describe and know the difference between misinformation and disinformation.<br>• Recognise examples of misinformation and disinformation.<br>• Understand if something is popular online, it may still be inaccurate or untrue.<br>• I know ways to report illegal content on different platforms.<br>• I understand that there are different types of illegal content online.<br>• I know some of the laws that relate to different types of illegal content. |
| **Learning Qs** | • Can I talk about how to use the internet as a way of finding | • Can I give simple examples of how to find information | • Can I use simple keywords in search engines?<br>• Can I demonstrate | • Can I demonstrate how to use key phrases in search engines | • Can I analyse information to make a judgement | • Can I explain the benefits and limitations of using different | • Can I explain how search engines work and how results |

| | | | | | | |
|---|---|---|---|---|---|---|
| information online? <br> • Can I identify devices I could use to access information on the internet? | using digital technologies? <br> • Do we encounter a range of things online that we like and don't like as well as things which are real or make believe / a joke? <br> • Do I know how to get help from a trusted adult if I see content that makes me feel sad, uncomfortable, worried or frightened? | how to navigate a simple webpage to get to information I need? <br> • Can I explain what voice activated searching is and how it might be used, and know it is not a real person? <br> • Can I explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'? <br> • Can I explain why some information I find online may not be real or true? | to gather accurate information online? <br> • Can I explain what autocomplete is and how to choose the best suggestion? <br> • Can I explain how the internet can be used to sell and buy things? <br> • Can I explain the difference between a 'belief', an 'opinion' and a 'fact' and give examples of how and where they might be shared online? | about probable accuracy? <br> • Can I describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy? <br> • Can I describe some of the methods used to encourage people to buy things online and recognise some of these when they appear online? <br> • Can I explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true? <br> • Can I explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be? <br> • Can I explain what is meant by fake news? | types of search technologies? <br> • Can I explain how some technology can limit the information I am presented with? <br> • Can I explain what is meant by 'being sceptical' and give examples of when and why it is important to be 'sceptical'? <br> • Can I evaluate digital content and explain how to make choices about what is trustworthy? <br> • Can I explain key concepts? <br> • Can I identify ways the internet can draw us to information for different agendas? <br> • Can I describe ways of identifying when online content has been commercially sponsored or boosted? <br> • Can I explain what is meant by the term 'stereotype' and why accepting 'stereotypes' may influence how people think about others? <br> • Can I describe how fake news may affect someone's | are selected and ranked? <br> • Can I explain how to use search technologies effectively? <br> • Can I describe how some online information can be opinion and can offer examples? <br> • Can I explain how and why some people may present 'opinions' as 'facts'? <br> • Can I define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online? <br> • Can I understand the concept of persuasive design and how it can be used to influences peoples' choices? <br> • Can I demonstrate how to analyse and evaluate the validity of 'facts' and information? <br> • Can I explain how companies and news providers target people with online news stories they are more likely to engage with and |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | emotions and behaviour, and explain why this may be harmful?<br>• Can I explain what is meant by a 'hoax'?<br>• Can I explain why someone would need to think carefully before they share? | how to recognise this?<br>• Can I describe the difference between online misinformation and dis-information?<br>• Can I explain why information that is on a large number of sites may still be inaccurate or untrue?<br>• Can I identify, flag and report inappropriate content? |
| **Summer Term** | **Self-Image and Identity** | | | | | | |
| **Sticky Knowledge** | • I know 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.<br>• I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'.<br>• I can explain how this could be better to do in real life or online. | • I can recognise that there may be people online who could make me feel sad, embarrassed or upset.<br>• I know when I should ask an adult for help with things online that upset me.<br>• I can give examples of different adults I can ask for help. | • I know that people can choose different pictures online to what they actually look like in real life.<br>• I can explain why someone might want to change their appearance online.<br>• I can describe ways in which people might make themselves look different online.<br>• I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.<br>• I know who I can go to for help.<br>• I know how to ask for help. | • I can explain what is meant by the term 'identity'.<br>• I can explain how I can represent myself in different ways online.<br>• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). | • I can explain how my online identity can be different to the identity I present in 'real life'.<br>• I can explain the reasons for and against changing your identity online and explain how someone might do so.<br>• I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me.<br>• Understand the issue of impersonation and how this can impact on my personal online reputation and relationships. | • I can explain someone's online identity can be different to their identity in 'real life'.<br>• I can describe how someone might change their identity online.<br>• I can explain the positive reasons for changing your online identity and the negative reasons for doing so.<br>• I understand that I can show my online identity in different ways.<br>• I know that my online identity can have an impact on others, both positively and negatively.<br>• I can demonstrate | • I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.<br>• I can identify messages about stereotyped roles and make judgements based on them.<br>• I can challenge and explain why it is important to reject inappropriate representations online.<br>• I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.<br>• I know and can give examples of |

| | | | | | Describe some of the motives behind online impersonation. | responsible choices about my online identity, depending on context. | how I might get help, both on and offline.<br>• I can explain why I should keep asking until I get the help I need. |
|---|---|---|---|---|---|---|---|
| **Learning Qs** | • Can I 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? | • Can I recognise that there may be people online who could make someone feel sad, embarrassed or upset?<br>• If something happens that makes me feel sad, worried, uncomfortable or frightened, can I give examples of when and how to speak to an adult I can trust and how they can help? | • Can I explain how other people may look and act differently online and offline?<br>• Can I give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and give examples of how they might get help? | • Can I explain what is meant by the term 'identity'?<br>• Can I explain how people can represent themselves in different ways online?<br>• Can I explain ways in which someone might change their identity depending on what they are doing online? | • Can I explain how my online identity can be different to my offline identity?<br>• Can I describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them?<br>• Can I explain that others online can pretend to be someone else and suggest reasons why they might do this? | • Can I explain how identity online can be copied, modified or altered?<br>• Can I demonstrate how to make responsible choices about having an online identity? | • Can I identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups?<br>• Can I explain why it is important to challenge and reject inappropriate representations online?<br>• Can I describe issues online that could make anyone feel sad, worried, uncomfortable or frightened?<br>• Can I give examples of how to get help, both on and offline?<br>• Can I explain the importance of asking until I get the help needed? |

**Please be aware that the focus sticky knowledge for lessons will depend on assessment from knowledge map at the start of each unit.**