

Online Safety Curriculum

Year 1

Year	Module	Focus: Self Identity and Image & Online Relationships
1	1	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	• 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. • Recognise that there may be people online who could make someone feel sad, embarrassed or upset. • Give examples of when and how to speak to an adult I can trust and how they can help. • Recognise some ways in which the internet can be used to communicate. • Give examples of how I (might) use technology to communicate with people I know. • Give examples of when I should ask permission to do something online and explain why this is important. • Use the internet with adult support to communicate with people I know (e.g. video call apps or services). • Explain why it is important to be considerate and kind to people online and to respect their choices. • Explain why things one person finds funny or sad online may not always be seen in the same way by others.	
Assessment criteria for the year (from Computing):	• Use technology safely • Understand why and how to keep personal information private • Recognise common uses of information technology beyond school • With support, use technology purposefully to create digital content • Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 1

Year	Module	Focus: Online Reputation
1	2	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	- Identify ways that I can put information on the internet. - Recognise that information can stay online and could be copied. - Describe what information I should not put online without asking a trusted adult first.	
Assessment criteria for the year (from Computing):	- Use technology safely - Understand why and how to keep personal information private - Recognise common uses of information technology beyond school - With support, use technology purposefully to create digital content - Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 1

Year	Module	Focus: Online Bullying & Managing Online Information
1	3	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	• Describe ways that some people can be unkind online. • Offer examples of how this can make others feel. • Describe how to behave online in ways that do not upset others and can give examples. • Talk about how to use the internet as a way of finding information online. • Identify devices I could use to access information on the internet. • Give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching). • Know and understand that I can encounter a range of things online, including things I like and don't like as well as things which are real or make believe/a joke. • Know how to get help from a trusted adult if I see content that makes me feel sad, uncomfortable worried or frightened.	
Assessment criteria for the year (from Computing):	• Use technology safely • Understand why and how to keep personal information private • Recognise common uses of information technology beyond school • With support, use technology purposefully to create digital content • Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 1

Year	Module	Focus: Health, Wellbeing & Lifestyle
1	4	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	- Identify rules that help keep us safe and healthy in and beyond the home when using technology. - Give some simple examples of these rules. - Explain rules to keep myself safe when using technology both in and beyond the home.	
Assessment criteria for the year (from Computing):	- Use technology safely - Understand why and how to keep personal information private - Recognise common uses of information technology beyond school - With support, use technology purposefully to create digital content - Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 1

Year	Module	Focus: Privacy and Security
1	5	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	- Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - Describe who would be trustworthy to share this information with; I can explain why they are trusted. - Explain that passwords are used to protect information, accounts and devices. - Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). - Explain why it is important to always ask a trusted adult before sharing any personal information online belonging to myself or others.	
Assessment criteria for the year (from Computing):	- Use technology safely - Understand why and how to keep personal information private - Recognise common uses of information technology beyond school - With support, use technology purposefully to create digital content - Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 1

Year	Module	Focus: Copyright and Ownership
1	6	
Vocabulary for the year:	M1 - Sad, worried, uncomfortable, frightened, advice, trusted adult, positive, negative, cyberbullying, permission, trusted adult, devices M2 - Profile, trusted adult, sharing, online, personal information, sign up M3 - Kind, unkind, trusted adult, upset, uncomfortable, nervous, embarrassment, positive, negative, effect, search engine, information, real, make believe M4 - Rules, safety, healthy, technology, device M5 - Personal information, trustworthy, password, private M6 - Create, document, type, save, belong, copy, original	
Objectives:	● Know that work I create belongs to me. ● Name my work so that others know it belongs to me. ● Explain why work I create using technology belongs to me. ● Say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). ● Save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content). ● Understand that work created by others does not belong to me even if I save a copy.	
Assessment criteria for the year (from Computing):	● Use technology safely ● Understand why and how to keep personal information private ● Recognise common uses of information technology beyond school ● With support, use technology purposefully to create digital content ● Use technology purposefully to store and retrieve digital content	

Online Safety Curriculum

Year 2

Year	Module	Focus: Self Identity and Image & Online Relationships
2	1	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	● Explain how other people may look and act differently online and offline. ● 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. ● 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). ● Explain who I should ask before sharing things about myself or others online. ● Describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure. ● Explain why I have a right to say, 'no' or 'I will have to ask someone'. ● Explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. ● Identify who can help me if something happens online without my consent. ● Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. ● Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	
Assessment criteria for the year (from Computing):	● Use technology respectfully ● Identify where to go for support when they have concerns about content/contact ● Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 2

Year	Module	Focus: Online Reputation
2	2	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	● Explain how information put online about someone can last for a long time. ● Describe how anyone’s online information could be seen by others. ● Know who to talk to if something has been put online without consent or if it is incorrect.	
Assessment criteria for the year (from Computing):	● Use technology respectfully ● Identify where to go for support when they have concerns about content/contact ● Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 2

Year	Module	Focus: Online Bullying & Managing Online Information
2	3	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	● Explain what bullying is, how people may bully others and how bullying can make someone feel. ● Explain why anyone who experiences bullying is not to blame. ● Talk about how anyone experiencing bullying can get help. ● Use simple keywords in search engines. ● Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). ● Explain what voice activated searching is and how it might be used, and I know it is not a real person (e.g. Alexa, Google Now, Siri). ● Explain the difference between things that are imaginary, made up or make believe and things that are true or real. ● Explain why some information I find online may not be real or true.	
Assessment criteria for the year (from Computing):	● Use technology respectfully ● Identify where to go for support when they have concerns about content/contact ● Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 2

Year	Module	Focus: Health, Wellbeing and Lifestyle
2	4	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	● Explain simple guidance for using technology in different environments and settings (e.g. accessing online technologies in public places and the home environment). ● Say how those rules/guides can help anyone accessing online technologies.	
Assessment criteria for the year (from Computing):	● Use technology respectfully ● Identify where to go for support when they have concerns about content/contact ● Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 2

Year	Module	Focus: Privacy and Security
2	5	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	● Explain how passwords can be used to protect information, accounts and devices. ● Explain and give examples of what is meant by 'private' and 'keeping things private'. ● Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). ● Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	
Assessment criteria for the year (from Computing):	● Use technology respectfully ● Identify where to go for support when they have concerns about content/contact ● Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 2

Year	Module	Focus: Copyright and Ownership
2	6	
Vocabulary for the year:	M1 - Online, offline, risk, emotions, avatar, identity, trusted adult, privacy, permission, consent, mood, options, decisions M2 - Online, search, forever, digital, content, tab, information, profile, safer, username, sign up, information, trusted adult M3 - Upset, unkind, uncomfortable, nervous, embarrassed, bullying, self esteem, fault, responsible, blame, insecure, support, trusted adult, advice, webpage, home/back/forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice search, information, devices, real M4 - Danger, risk, happy, healthy, safe, rule, trusted adult M5 - Information, private, password, safe, log in, internet, wifi, device M6 - Belong, copy, permission, original	
Objectives:	• Recognise that content on the internet may belong to other people. • Describe why other people’s work belongs to them.	
Assessment criteria for the year (from Computing):	• Use technology respectfully • Identify where to go for support when they have concerns about content/contact • Recognise common uses of information technology beyond school	

Online Safety Curriculum

Year 3

Year	Module	Focus: Self Identity and Image & Online Relationships
3	1	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	• Explain what is meant by the term ‘identity’. • Explain how people can represent themselves in different ways online. • Explain ways in which someone might change their identity depending. • Describe ways people who have similar likes and interests can get together online. • Explain what it means to ‘know someone’ online and why this might be different from knowing someone offline. • 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. • Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • Explain how someone’s feelings can be hurt by what is said or written online. • Explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).	
Assessment criteria for the year (from Computing):	• Use technology responsibly • Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 3

Year	Module	Focus: Online Reputation
3	2	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	● Explain how to search for information about others online. ● Give examples of what anyone may or may not be willing to share about themselves online. ● Explain the need to be careful before sharing anything personal. ● Explain who someone can ask if they are unsure about putting something online.	
Assessment criteria for the year (from Computing):	● Use technology responsibly ● Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 3

Year	Module	Focus: Online Bullying & Managing Online Information
3	3	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	• Describe appropriate ways to behave towards other people online and why this is important. • Give examples of how bullying behaviour could appear online and how someone can get support. • Demonstrate how to use key phrases in search engines to gather accurate information online. • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things. • 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). • Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • 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.	
Assessment criteria for the year (from Computing):	• Use technology responsibly • Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 3

Year	Module	Focus: Health, Wellbeing and Lifestyle
3	4	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	● Explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). ● Give some 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). ● 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).	
Assessment criteria for the year (from Computing):	● Use technology responsibly ● Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 3

Year	Module	Focus: Privacy and Security
3	5	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	- Describe simple strategies for creating and keeping passwords private. - Give reasons why someone should only share information with people they choose and can trust. - Explain that if they are not sure or feel pressured, they should tell a trusted adult. - Describe how connected devices can collect and share anyone’s information with others.	
Assessment criteria for the year (from Computing):	- Use technology responsibly - Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 3

Year	Module	Focus: Copyright and Ownership
3	6	
Vocabulary for the year:	M1 - Identity, online, avatar, reputation, username, sharing, trusted adult, trust, respect, consent, permission M2 - Search, incorrect, inaccurate, official information, share, profile, username, discussion, response, online, trusted adult M3 - Response, power, responsibility, positive, negative, cyberbullying, add, block, report, support, safety, happy, autocomplete, suggestion, prediction, fact, opinion, belief, source, share, fair M4 - Happy, healthy, trusted adult, PEGI, ability, violence M5 - Safe, devices, wifi, information, passwords, trustworthy, private, adverts, collect, connected, share, targeted M6 - Copyright, breach, copy, save, document, digital artwork	
Objectives:	Explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.	
Assessment criteria for the year (from Computing):	- Use technology responsibly - Beginning to identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Self Identity and Image & Online Relationships
4	1	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	● Explain how my online identity can be different from my offline identity. ● Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. ● Explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this. ● Describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). ● Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. ● Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	
Assessment criteria for the year (from Computing):	● Recognise acceptable and unacceptable behaviour online ● Identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Online Reputation
4	2	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	- Describe how to find out information about others by searching online. - Explain ways that some of the information about anyone online could have been created, copied or shared by others.	
Assessment criteria for the year (from Computing):	- Recognise acceptable and unacceptable behaviour online - Identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Online Bullying & Managing Online Information
4	3	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	• Recognise when someone is upset, hurt or angry online. • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • 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). • 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. • 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). • 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. • Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • 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. • Explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	
Assessment criteria for the year (from Computing):	• Recognise acceptable and unacceptable behaviour online • Identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Health, Wellbeing and Lifestyle
4	4	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	• Explain how using technology can be a distraction from other things in a positive and negative way. • Identify times or situations when someone may need to limit the amount of time they use technology.	
Assessment criteria for the year (from Computing):	• Recognise acceptable and unacceptable behaviour online • Identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Privacy and Security
4	5	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	• Describe strategies for keeping personal information private, depending on context. • Explain that internet use is never fully private and is monitored. • Describe how some online services may seek consent to store information about me. • Know how to respond appropriately and who I can ask if I am not sure. • Know what the digital age of consent is and the impact this has on online services asking for consent.	
Assessment criteria for the year (from Computing):	• Recognise acceptable and unacceptable behaviour online • Identify a range of ways to report concerns	

Online Safety Curriculum

Year 4

Year	Module	Focus: Copyright and Ownership
4	6	
Vocabulary for the year:	M1 - Identity, trusted adult, positive, reputation, perception, identity theft, profile, online community, social, healthy, unhealthy, motive, respect, privacy, permission, consent M2 - Website, search, information, search engine, trustworthy, source M3 - Screengrab, screenshot, intimidate, trusted adult, upset, hurt, angry, tone, body language, responsibility, impact, content, self-image, self-esteem, misunderstood, misinterpret, search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, sync M4 - Healthy, moderation, lifestyle, self-regulation M5 - Passwords, private, personal, convince, monitored, cookies, data, consent, digital age of consent M6 - Copy, original, permission, images, creative commons licence, commercial licence, usage rights, research, copyright, licences	
Objectives:	- When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it. - Give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).	
Assessment criteria for the year (from Computing):	- Recognise acceptable and unacceptable behaviour online - Identify a range of ways to report concerns	

Online Safety Curriculum

Year 5

Year	Module	Focus: Self Identity and Image & Online Relationships
5	1	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	● Explain how identity online can be copied, modified or altered. ● Demonstrate how to make responsible choices about having an online identity, depending on context. ● Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). ● Explain that there are some people I communicate with online who may want to do me or my friends harm. ● Recognise that this is not my/our fault. ● Describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and social media groups). ● Explain how someone can get help if they are having problems and identify when to tell a trusted adult. ● Demonstrate how to support others (including those who are having difficulties) online.	
Assessment criteria for the year (from Computing):	● Identify how to use technology safely, respectfully and responsibly ● Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 5

Year	Module	Focus: Online Reputation
5	2	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	● Search for information about an individual online and summarise the information found. ● Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	
Assessment criteria for the year (from Computing):	● Identify how to use technology safely, respectfully and responsibly ● Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 5

Year	Module	Focus: Online Bullying & Managing Online Information
5	3	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	• Recognise that online bullying can be different from bullying in the physical world and can describe some of those differences. • Describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. • Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • Identify a range of ways to report concerns and access support in school and at home about online bullying. • Explain how to block abusive users. • Describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix). • Explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. • Explain how some technology can limit the information I am presented with, for example voice-activated searching giving one result. • Explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be sceptical. • Evaluate digital content and can explain how to make choices about what is trustworthy, for example differentiating between adverts and search results. • Explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. • Identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads). • Describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers). • 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. • Describe how fake news may affect someone’s emotions and behaviour and explain why this may be harmful. • Explain what is meant by a hoax. I can explain why someone would need to think carefully before they share.	
Assessment criteria for the year (from Computing):	• Identify how to use technology safely, respectfully and responsibly • Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 5

Year	Module	Focus: Health, Wellbeing and Lifestyle
5	4	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	• Describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively. • Describe some strategies, tips or advice regarding technology to promote health and wellbeing. • 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. • 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.	
Assessment criteria for the year (from Computing):	• Identify how to use technology safely, respectfully and responsibly • Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 5

Year	Module	Focus: Privacy and Security
5	5	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	● Explain what a strong password is and demonstrate how to create one. ● 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. ● Explain what app permissions are and can give some examples.	
Assessment criteria for the year (from Computing):	● Identify how to use technology safely, respectfully and responsibly ● Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 5

Year	Module	Focus: Copyright and Ownership
5	6	
Vocabulary for the year:	M1 - Identity, copy, modify, alter, original, responsible, trusted adult, block, report, GIF, meme, emoji, caption, community M2 - Reputation, positive, profile, judgements, evidence, inaccurate, digital footprint M3 - Bullying, cyberbullying, continuous, repetitive, virtual, physical, face-to-face, banter, joking, teasing, uncomfortable, appropriate, inappropriate, helpline, trusted adult, anonymous, digital content, trustworthy, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, hoax, reliable source M4 - Positive, negative, mindfulness, wellbeing, mental health M5 - Personal information, privacy settings, strong password, apps, protect, private, permissions M6 - Content, usage rights, permission, acceptable, rights, copy, paste	
Objectives:	- Assess and justify when it is acceptable to use the work of others. - Give examples of content that is permitted to be reused and know how this content can be found online.	
Assessment criteria for the year (from Computing):	- Identify how to use technology safely, respectfully and responsibly - Beginning to use good judgement when evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Self Identity and Image & Online Relationships
6	1	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	- 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. - Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. - Know and can give examples of how to get help online and offline. - Explain the importance of asking until I get the help needed. - Explain how sharing something online may have an impact either positively or negatively. - 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. - Describe how things shared privately online can have unintended consequences for others, for example screen-grabs. - Explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. - Explain who can help if someone is worried about inappropriate images being shared..	
Assessment criteria for the year (from Computing):	- Demonstrate how to use technology safely, respectfully and responsibly - Use good judgement when evaluating digital content - Be discerning in evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Online Reputation
6	2	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	● Explain the ways in which anyone can develop a positive online reputation. ● Explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity.	
Assessment criteria for the year (from Computing):	● Demonstrate how to use technology safely, respectfully and responsibly ● Use good judgement when evaluating digital content ● Be discerning in evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Online Bullying & Managing Online Information
6	3	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	• Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. • Explain how someone could report online bullying in different contexts. • Explain how search engines work and how results are selected and ranked. • Explain how to use search technologies effectively. • Describe how some online information can be opinion and can offer examples. • Explain how and why some people may present opinions as facts, and why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news. • Understand the concept of persuasive design and how it can be used to influences peoples' choices. • Demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies is important. • Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • Describe the difference between online misinformation and disinformation • Explain why information that is on a large number of sites may still be inaccurate or untrue. • Assess how this might happen, for example the sharing of misinformation or disinformation. • Identify, flag and report inappropriate content.	
Assessment criteria for the year (from Computing):	• Demonstrate how to use technology safely, respectfully and responsibly • Use good judgement when evaluating digital content • Be discerning in evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Health, Wellbeing and Lifestyle
6	4	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	• Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • Recognise and can discuss the pressures that technology can place on someone and how and when they could manage this. • Recognise features of persuasive design and how they are used to keep users engaged (current and future use). • 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).	
Assessment criteria for the year (from Computing):	• Demonstrate how to use technology safely, respectfully and responsibly • Use good judgement when evaluating digital content • Be discerning in evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Privacy and Security
6	5	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	• Describe effective ways people can manage passwords, for example storing them securely or saving them in the browser. • Explain what to do if a password is shared, lost or stolen. • Describe how and why people should keep their software and apps up to date, for example auto updates. • Describe simple ways to increase privacy on apps and services that provide privacy settings. • 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). • Know that online services have terms and conditions that govern their use.	
Assessment criteria for the year (from Computing):	• Demonstrate how to use technology safely, respectfully and responsibly • Use good judgement when evaluating digital content • Be discerning in evaluating digital content	

Online Safety Curriculum

Year 6

Year	Module	Focus: Copyright and Ownership
6	6	
Vocabulary for the year:	M1 - Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline, privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission M2 - Reputation, digital personality, positive image M3 - Screenshot, screengrab, evidence, block, report, helplines, digital content, search engine, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, misinformation, reliable M4 - Persuasive design, social, psychological, autoplay, streak, loot box M5 - Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine M6 - Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference	
Objectives:	• Demonstrate the use of search tools to find and access online content which can be reused by others. • Demonstrate how to make references to, and acknowledge, sources I have used from the internet.	
Assessment criteria for the year (from Computing):	• Demonstrate how to use technology safely, respectfully and responsibly • Use good judgement when evaluating digital content • Be discerning in evaluating digital content	