Sacred Heart Catholic Primary School

Reception

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To 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.	To recognise some ways in which the internet can be used to communicate.	To identify ways that I can put information on the internet.	To describe ways that some people can be unkind online.	To identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	To identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	To talk about how to use the internet as a way of finding information online.	To know that work I create belongs to me.
Session 2		To identify examples of how I (might) use technology to communicate with people I know.		To recognise examples of how this can make others feel.		To describe who would be trustworthy to share this information with; I can explain why they are trusted.	To identify devices I could use to access information on the internet.	To name my work so that others know it belongs to me.

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Year 1

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To recognise that there may be people online who could make someone feel sad, embarrassed or upset.	To identify examples of when I should ask permission to do something online and explain why this is important.	To recognise that information can stay online and could be copied.	To describe how to behave online in ways that do not upset others and can give examples.	To understand rules to keep myself safe when using technology both in and beyond the home.	To understand that passwords are used to protect information, accounts and devices.	To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).	To understand why work I create using technology belongs to me.
Session 2	To know that if something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	To use the internet with adult support to communicate with people I know (e.g. video call apps or services).	To describe what information I should not put online without asking a trusted adult first.			To recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	To understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	To be able to say why it belongs to me (e.g. 'I designed it' or 'I filmed it'').
Session 3		To understand why it is important to				To understand why it is	To know how to get help from a trusted adult if	To save my work under a suitable

		be considerate and kind to people online and to respect their choices.				important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	we see content that makes us feel sad, uncomfortable worried or frightened.	title / name so that others know it belongs to me (e.g. filename, name on content).
Session 4		To understand why things one person finds funny or sad online may not always be seen in the same way by others.						To understand that work created by others does not belong to me even if I save a copy

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Year 2

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To understand how other people may look and act differently online and offline.	To identify 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).	To understand how information put online about someone can last for a long time.	To understand what bullying is, how people may bully others and how bullying can make someone feel.	To understand simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.	To understand how passwords can be used to protect information, accounts and devices.	To use simple keywords in search engines.	To recognise that content on the internet may belong to other people.
Session 2	To identify examples of issues online that might make someone feel sad, worried,	To understand who I should ask before sharing things about myself or others online.	To describe how anyone's online information could be	To understand why anyone who experiences bullying is not to blame.		To understand and give examples of what is meant by 'private' and	To demonstrate how to navigate a simple webpage to get to	To describe why other people's work belongs to them.

	uncomfortable or frightened; I can give examples of how they might get help.		seen by others.			'keeping things private'.	information I need (e.g. home, forward, back buttons; links, tabs and sections).	
Session 3		To describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	To know who to talk to if something has been put online without consent or if it is incorrect.	To talk about how anyone experiencing bullying can get help.		To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	To understand what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	
Session 4		To understand why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to				To understand how some people may have devices in their homes connected to the internet and give examples	To understand the difference between things that are imaginary, 'made up' or 'make believe' and things that	

		something I am unsure about or don't want to do.				(e.g. lights, fridges, toys, televisions).	are 'true' or 'real'.	
Session 5		To identify who can help me if something happens online without my consent.					To understand why some information I find online may not be real or true.	
Session 6		To understand how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.						
Session 7		To understand why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.						

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Year 3

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To understand what is meant by the term 'identity'.	To describe ways people who have similar likes and interests can get together online.	To understand how to search for information about others online.	To describe appropriate ways to behave towards other people online and why this is important.	To understand why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can 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).	To describe simple strategies for creating and keeping passwords private.	To demonstrate how to use key phrases in search engines to gather accurate information online.	To understand why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
Session 2	To understand how people can represent	To understand what it means to 'know someone' online and why	To identify examples of what anyone may or may not	To identify examples of how bullying behaviour could	To understand why some online activities have age restrictions,	To give reasons why someone should only	To understand what autocomplete is and how to choose the	

	themselves in different ways online.	this might be different from knowing someone offline.	be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	appear online and how someone can get support.	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).	share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	best suggestion.	
Session 3	To understand ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social	To understand 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.	To understand who someone can ask if they are unsure about putting something online.			To describe how connected devices can collect and share anyone's information with others.	To understand how the internet can be used to sell and buy things.	

	media) and why.							
Session 4		To understand why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.					To understand the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	
Session 5		To understand how someone's feelings can be hurt by what is said or written online.					To understand that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	
Session 6		To understand the importance of giving and gaining permission before sharing things online; how the principles of					To describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad,	

		sharing online is the same as sharing offline e.g. sharing images and videos.					uncomfortable worried or frightened.	

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Year 4

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To understand how my online identity can be different to my offline identity.	To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	To describe how to find out information about others by searching online.	To recognise when someone is upset, hurt or angry online.	To understand how using technology can be a distraction from other things, in both a positive and negative way.	To describe strategies for keeping personal information private, depending on context.	To 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.	To know when searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
Session 2	To describe positive ways for someone to interact with others online and understand how this will positively impact on how others	To identify examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	To understand ways that some of the information about anyone online could have been created, copied or	To describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	To identify times or situations when someone may need to limit the amount of time they use technology e.g. I can	To understand that internet use is never fully private and is monitored, e.g. adult supervision.	To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy	To give some simple examples of content which I must not use without permission from the owner, e.g. videos,

	perceive them.		shared by others.		suggest strategies to help with limiting this time.		(e.g. social media, image sites, video sites).	music, images.
Session 3	To understand that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	To understand how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.		To understand 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).		To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	To 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.	
Session 4						To know what the digital age of consent is and the impact this has on online services asking for consent.	To understand why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	

Session 5							To understand 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.	
Session 6							To understand what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	

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Year 5

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To understand how identity online can be copied, modified or altered.	To identify examples of technologyspecific forms of communication (e.g. emojis, memes and GIFs).	To search for information about an individual online and summarise the information found.	To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	To understand what a strong password is and demonstrate how to create one.	To understand the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	To assess and justify when it is acceptable to use the work of others.
Session 2	To demonstrate how to make	To understand that there are some people I communicate with	To describe ways that information about	To describe how what one person perceives as	To describe some strategies, tips or advice	To understand how many free apps or	To understand what is meant by	To identify examples of content that is

	responsible choices about having an online identity, depending on context.	online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	anyone online can be used by others to make judgments about an individual and why these may be incorrect.	playful joking and teasing (including 'banter') might be experienced by others as bullying.	to promote health and wellbeing with regards to technology.	services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	permitted to be reused and know how this content can be found online.
Session 3		To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).		To understand how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	To 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.	To understand what app permissions are and can give some examples.	To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	
Session 4		To understand how someone can get help if they are having problems and		To identify a range of ways to report concerns and access	To understand how and why some apps and games may request		To understand key concepts including: information, reviews, fact,	

		identify when to tell a trusted adult.		support both in school and at home about online bullying.	or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.		opinion, belief, validity, reliability and evidence.	
Session 5		To demonstrate how to support others (including those who are having difficulties) online.		To understand how to block abusive users.			To identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	
Session 6				To describe the helpline services which can help people experiencing bullying, and how to access them			To describe ways of identifying when online content has been commercially sponsored or boosted,	

				(e.g. Childline or The Mix).			(e.g. by commercial companies or by vloggers, content creators, influencers).	
Session 7							To understand 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.	
Session 8							To describe how fake news may affect someone's emotions and behaviour, and explain	

							why this may be harmful.	
Session 9							To understand what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	

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Year 6

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Managing Online Information	Copyright and Ownership
Session 1	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	To understand how sharing something online may have an impact either positively or negatively.	To understand the ways in which anyone can develop a positive online reputation.	To describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	To understand how search engines work and how results are selected and ranked.	To demonstrate the use of search tools to find and access online content which can be reused by others.
Session 2	To describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	To 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	To understand strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	To understand how someone would report online bullying in different contexts.	To recognise and can discuss the pressures that technology can place on someone and how / when they	To understand what to do if a password is shared, lost or stolen.	To understand how to use search technologies effectively.	To demonstrate how to make references to and acknowledge sources I have used from the internet.

		how to support them if others do not.			could manage this.			
Session 3	To understand the importance of asking until I get the help needed.	To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.			To recognise features of persuasive design and how they are used to keep users engaged (current and future use).	To describe how and why people should keep their software and apps up to date, e.g. auto updates.	To describe how some online information can be opinion and can offer examples.	
Session 4		To understand that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.			To 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).	To describe simple ways to increase privacy on apps and services that provide privacy settings.	To understand how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	

Session 5						To 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).	To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	
Session 6						To know that online services have terms and conditions that govern their use.	To understand the concept of persuasive design and how it can be used to influences peoples' choices.	
Session 7							To demonstrate how to analyse and evaluate the validity of 'facts' and information and	

							I can explain why using these strategies are important.	
Session 8							To understand how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.	
Session 9							To describe the difference between online misinformation and dis-information.	
Session 10							To understand why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	

Session 11							To identify, flag and report inappropriate content.	