

	Autumn 1 Online Bullying	Autumn 2 Online relationships	Spring 1 Managing online information	Spring 2 Self-image and wellbeing	Summer 1 Online reputation	Summer 2 Privacy and Security Copyright and Ownership
EYFS	<p style="text-align: center;">Safer Internet Day</p> <p style="text-align: center;">In EYFS, the children learn about healthy in-person relationships and how to build personal relationships. This builds a strong foundation for them to begin their e-safety learning as they continue their journey through Oxley Park Academy.</p>					
Year 1	I can describe how to behave online in ways that do not upset others and can give examples.	I can give examples of when I should ask permission to do something online and explain why this is important.	<p>Safer Internet Day</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p>	<p>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.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	I can describe what information I should not put online without asking a trusted adult first.	<p>I can explain how passwords are used to protect information, accounts and devices.</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>
Year 2	I can explain what bullying is, how people may bully others and how	I can give examples of how someone might use technology to	<p>Safer Internet Day</p> <p>I can demonstrate how to navigate a</p>	I can explain how other people may look and act	I can explain how information put online about	I can explain and give examples of what is meant by 'private' and

	<p>bullying can make someone feel.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>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).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p>	<p>simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>differently online and offline.</p> <p>I can 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.</p>	<p>someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p>	<p>'keeping things private'.</p> <p>I can describe why other people's work belongs to them.</p>
Year 3	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p>	<p>Safer Internet Day</p> <p>I can 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 etc.</p>	<p>I can explain how people can represent themselves in different ways online</p> <p>I can explain why some online activities have age restrictions</p>	<p>I can explain how to search for information about others online</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p>	<p>I can describe how connected devices can collect and share anyone's information with others.</p> <p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>
Year 4	<p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments</p>	<p>Safer Internet Day</p> <p>I can describe how to search for information within a wide group of</p>	<p>I can explain that others online can pretend to be someone else, including my friends, and can</p>	<p>I can describe how to find out information about others by searching online.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p>

	I can 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)	(e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	suggest reasons why they might do this. I can identify times or situations when someone may need to limit the amount of time they use technology		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.
Year 5	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Safer Internet Day I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	I can explain how identity online can be copied, modified or altered. I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	I can search for information about an individual online and summarise the information found.	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can assess and justify when it is acceptable to use the work of others.
			Safer Internet Day			

<p>Year 6</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p>	<p>I can describe how some online information can be opinion and can offer examples.</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>
---------------	--	---	---	--	--	--