

	Autumn 1 Unit and Online Safety		Autumn 2	Spring 1 Unit and Online Safety		Spring 2 Unit and Online Safety		Summer 1 Unit and Online Safety		Summer 2
Y1	Computing systems and networks - Technology around us Paintz.app	Health, Wellbeing and Lifestyle Copyright and Ownership	Other foundation subject coverage.	Creating media - Digital painting Paintz.app	Privacy and Security Self-Image and Identity	Data and Information – Grouping Data Google docs	Copyright and Ownership Online relationships	Programming A - Moving a robot Bee Bots	Online reputation	Other foundation subject coverage.
Y2	Computing systems and networks - IT around us	Health, Wellbeing and Lifestyle Online reputation Online relationships	Other foundation subject coverage.	Creating media - Digital photography Pixlr	Copyright and Ownership Managing online information Online relationships	Data and Information – Pictograms J2E	Privacy and security Self-image and identity Online relationships	Programming A - Robot algorithms Bee Bots	Online relationships Online bullying	Other foundation subject coverage.
Y3	Computing systems and networks - Connecting computers 2Simple 2Paint	Self-image and identity Privacy and security Online reputation	Other foundation subject coverage.	Creating media - Desktop publishing Canva	Managing information online Copyright and ownership	Data and Information – Branching databases J2E	Online relationships Online reputation	Programming A - Sequence in music Scratch	Online bullying Health, wellbeing and lifestyle	Other foundation subject coverage.
Y4	Computing systems and networks - The internet Chrome Music Lab	Managing online information Privacy and security	Other foundation subject coverage.	Creating media - Audio editing BandLab EDU (Chromebooks)	Copyright and ownership Self-image and identity	Data and Information – Data logging Arduino Science Journal (iPads)	Online relationships Online reputation Privacy and security	Programming A - Repetition in shapes Turtle Academy LOGO	Online bullying Health, wellbeing and lifestyle	Other foundation subject coverage.

Y5	Computing systems and networks - Sharing information	Managing online information	Other foundation subject coverage.	Creating media - Video editing iMovie (iPads)	Copyright and ownership Self-image and identity Online reputation	Data and Information – Flat file databases J2E	Privacy and security Online bullying Online relationships	Programming A - Selection in physical computing Crumble Chrome App	Online relationships Health, wellbeing and lifestyle	Other foundation subject coverage.
Y6	Computing systems and networks – Communication Scratch Google Slides (Chromebooks) PPT (PC)	Privacy and security Copyright and ownership	Other foundation subject coverage.	Data and Information – Spreadsheets Google Sheets (Chromebooks) Excel (PC)	Managing online information	Creating media - Web page creation Google Sites	Online relationships Online reputation	Programming A - Variables in games Scratch	Health, wellbeing and lifestyle Online bullying Self-image and identity	Other foundation subject coverage.

Online safety is covered in both Computing and PSHE lessons, in addition to awareness weeks such as Anti-Bullying Week and Safer Internet Day. We follow Scarf for our PSHE lessons and Online Safety is supplemented by Project Evolve to support teachers in delivering the Education for a Connected World Framework. By the time our children leave St Luke's, we aim to have equipped them with the digital knowledge and skills to succeed in today's modern world safely.

Skills covered in PSHE lessons are highlighted below. The remaining objectives are interwoven throughout Computing lessons, covered at the start of each unit, or explored during assemblies and awareness weeks. Every child will adhere to the school's Anti Cyber-Bullying Code. This is regularly reinforced and covered within each year group's online bullying sessions. The school's Anti Cyber-Bullying Code is listed at the end of this document.

Year 1 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Health, well-being and lifestyle</p> <ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. <p>Copyright and ownership</p> <ul style="list-style-type: none"> I know that the work I create belongs to me I can name my work so that others know it belongs to me 	<p>Privacy and security</p> <ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. <p>Self-Image and Identity</p> <ul style="list-style-type: none"> I recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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>Copyright and ownership</p> <ul style="list-style-type: none"> I know that work I create belongs to me. I can name my work so that others know it belongs to me. <p>Online relationships</p> <ul style="list-style-type: none"> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online and respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. 	<p>Online reputation</p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can explain what information I should not put online without asking a trusted adult first. <p>Online bullying</p> <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples I can follow the school's Anti-Cyber Bullying Code.

Year 2 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Health, well-being, and lifestyle</p> <ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings e.g. in public and at home. I can say how those rules/guides can help anyone accessing online technologies. <p>Online reputation</p> <ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. <p>Online relationships</p> <ul style="list-style-type: none"> I can identify who can help me if something happens online without my consent. 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> I can recognise that content on the internet may belong to other people. I can describe why other people's work may belong to them. <p>Managing online information</p> <ul style="list-style-type: none"> I can explain the difference between things that are imaginary and things that are real (images). I can explain why some information (images) I find online may not be real or true. <p>Online relationships</p> <ul style="list-style-type: none"> I can describe different ways to ask for, give or deny permission online and identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. 	<p>Privacy and security</p> <ul style="list-style-type: none"> I can identify and give examples of what is meant by 'private' and 'keeping things private'. I can explain how passwords can be used to protect information, accounts and devices. I can describe and explain some rules for keeping personal information private. <p>Self-image and identity</p> <ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. 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>Online relationships</p> <ul style="list-style-type: none"> I can explain who I should ask before sharing things about myself or others online. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. 	<p>Online relationships</p> <ul style="list-style-type: none"> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. <p>Online bullying</p> <ul style="list-style-type: none"> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying are not to blame. I can talk about how anyone experiencing bullying can get help. I can follow the school's Anti-Cyber Bullying Code.

Year 3 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Self-image and identity</p> <ul style="list-style-type: none"> I can explain what is meant by the term 'identity'. I can explain how different people can represent themselves online. I can explain ways in which people might change their identity depending on what they are doing online and why i.e. gaming avatars. <p>Privacy and security</p> <ul style="list-style-type: none"> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. <p>Online reputation</p> <ul style="list-style-type: none"> I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> 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>Managing online information</p> <ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between 'belief', an 'opinion' and a 'fact' and give examples of how and where they might be shared online. I can explain that not all opinions shared may be accepted as true or fair by others. I can 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. 	<p>Online relationships</p> <ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different 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. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline. <p>Online reputation</p> <ul style="list-style-type: none"> I can explain how to search for information about others online. 	<p>Online bullying</p> <ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. I can follow the school's Anti-Cyber Bullying Code. <p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable.

Year 4 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Managing online information</p> <ul style="list-style-type: none"> I can analyse information and 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. I can describe how to search for information within a wide group of technologies and make a judgement about probable accuracy. I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make them true. I can explain that technology is designed to act like or impersonate living things and describe what the benefits and risks might be. I can explain what is meant by 'fake news'. <p>Privacy and security</p> <ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on the context. I can explain that internet use is never fully private and is monitored. 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> 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. I can give some simple examples of content which I must not use without permission from the owner. <p>Self-image and identity</p> <ul style="list-style-type: none"> I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	<p>Online relationships</p> <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of social online environments. I can give two examples of how to be respectful to others online and describe how to recognise healthy and unhealthy behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. <p>Online reputation</p> <ul style="list-style-type: none"> I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. <p>Privacy and security</p> <ul style="list-style-type: none"> I can 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. I know what the digital age of consent is and the impact this has on online services asking for consent. 	<p>Online bullying</p> <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media. 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). I can follow the school's Anti-Cyber Bullying Code. <p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> I can explain how technology can be a distraction from other things, in both a positive and negative way. I can identify times and situations when someone may need to limit the amount of time they use technology.

Year 5 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Managing online information</p> <ul style="list-style-type: none"> • I can explain the benefits and limitations of using different types of search technologies. I can explain how some technology can limit the information I am presented with. • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. • I can evaluate digital content and can explain how to make choices about what is trustworthy. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can identify the ways the internet can draw us to information for different agendas. • I can describe ways of identifying when online content has been commercially sponsored or boosted. • I can explain what is meant by the word 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how other people think about others. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. 	<p>Copyright and ownership</p> <ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online. <p>Self-image and identity</p> <ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. <p>Online reputation</p> <ul style="list-style-type: none"> • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. 	<p>Privacy and security</p> <ul style="list-style-type: none"> • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information with others. • I can explain what app permissions are and give some examples. <p>Online bullying</p> <ul style="list-style-type: none"> • I can recognise online bullying can be different to bullying in the physical world and describe some of those differences. • I can describe how what one person perceives as playful joking and teasing might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them. • I can follow the school's Anti-Cyber Bullying Code. <p>Online relationships</p>	<p>Online relationships</p> <ul style="list-style-type: none"> • I can give examples of technology-specific forms of communication. • 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 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. <p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> • I can describe ways technology can affect health and well-being both positively and negatively. • I can describe some strategies, tips or advice to promote health and well-being in regards to technology. • I 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

<ul style="list-style-type: none">• I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.		<ul style="list-style-type: none">• I can demonstrate how to help others (including those who are having difficulties) online.• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	<p>professionals.</p> <ul style="list-style-type: none">• I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.
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Year 6 Online Safety

Autumn 1	Spring 1	Spring 2	Summer 1
<p>Privacy and security</p> <ul style="list-style-type: none"> I can describe effective ways people can manage passwords. I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can 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. <p>Copyright and ownership</p> <ul style="list-style-type: none"> I can demonstrate the use of search tools to find and access online content which can be reused by others. 	<p>Managing information online</p> <ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search engines effectively. I can describe how some online information can be opinion, and offer examples. I can explain 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. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online. I understand the concept of persuasive design and how it can be used online to influence peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. 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. I can describe the difference between online misinformation and disinformation. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen. 	<p>Online relationships</p> <ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online, including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone, 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. <p>Online reputation</p> <ul style="list-style-type: none"> I can explain the ways in which anyone can develop a positive online reputation. 	<p>Health, well-being and lifestyle</p> <ul style="list-style-type: none"> I can describe common systems that regulate age-related content and describe their purpose. I recognise and discuss the pressures that technology can place on someone and how/when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged. I can assess and action different strategies to limit the impact of technology on health. <p>Online bullying</p> <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence to share with others who can help. I can explain how someone would report online bullying in different contexts. I can follow the school's Anti-Cyber Bullying Code. <p>Self-image and identity</p> <ul style="list-style-type: none"> I can 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.

<ul style="list-style-type: none">● I can demonstrate how to make references to and acknowledge sources I've used from the internet.	<ul style="list-style-type: none">● I can identify, flag and report inappropriate content.	<ul style="list-style-type: none">● I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	<ul style="list-style-type: none">● I can describe issues online that could make anyone feel sad, worried, uncomfortable and frightened. I know and can give examples of how to get help both on and offline.● I can explain the importance of asking until I get the help needed.
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Anti-Cyber Bullying Code



- 1) Always respect others.
- 2) Think before you send.
- 3) Don't let anyone, other than parents/carers, know your passwords.
- 4) Block the bully – responsible websites & services allow blocking and reporting someone who is behaving badly.
- 5) Don't retaliate or reply.
- 6) Save the evidence – this will help to show others what is happening so that action can be taken.
- 7) Make sure you tell!