



Online Safety Curriculum and Knowledge



Map

Managing Online Information

- I can explain the benefits and limitations of using different types of search technologies
- I can evaluate digital content and 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 explain how search engines work and how results are selected and ranked and know how to use this effectively.
- I can describe how some online information can be opinion and can offer examples.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online

Health, Wellbeing and Lifestyle

- I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
- I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
- I can describe some strategies, tips or advice to promote health and well-being with 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 professionals.
- I can explain how and why some apps and games may request or take payment for additional content and I can recognise features of **persuasive design**
- I can assess and action different strategies to limit the impact of technology on health

Privacy and Security

- I can explain and use a **strong password**
- I can describe effective ways people can manage passwords
- I can explain how many free apps or services may read and share private information and I understand terms and conditions
- 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

Copyright and Ownership

- 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.
- I can demonstrate the use of search tools to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Online Reputation

- 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 judgments about an individual and why these may be incorrect.
- I can explain the ways in which anyone can develop a positive online reputation.
- I can explain strategies anyone can use to protect their **'digital personality'** and online reputation, including degrees of anonymity.

Self Image and Identity

- 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
- 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.
- I can 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.

YEAR 5/6

Copyright and Ownership

- I can explain why copying someone else's work from the internet without permission isn't fair.
- 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, e.g. videos, music, images.

Managing Online Information

- I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy
- I can explain the difference between a 'belief', an 'opinion' and a 'fact'
- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true and I can analyse information to make my own 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.
- I can 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.
- I can explain what is meant by **fake news**.

Health, Wellbeing and Lifestyle

- I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships
- 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
- I can identify times or situations when someone may need to limit the amount of time they use technology

- I can describe simple strategies for creating and keeping passwords private.
- I can describe strategies for keeping personal information private, I can explain that internet use is never fully private and is monitored,
- I can give reasons why someone should only share information with people they choose to and can trust.
- I can describe how some online services may seek consent to store information about me
- I know what the **digital age of consent** is and the impact this has on online services asking for consent.

Privacy and Security

Online Reputation

- I can describe how to find out information about others by searching online.
- 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 and know who to talk to if I am unsure.
- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

Self Image and Identity

- I can explain how my online identity can be different to my offline identity.
- I can explain ways in which someone might change their identity depending on what they are doing online
- I can describe positive ways for someone to interact with others online
- I can explain that others online can pretend to be someone else, including my friends

YEAR 3/4

Copyright and Ownership

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.

Privacy and Security

- I can explain how passwords can be used to protect information, accounts and devices.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- I can describe and explain some rules for keeping personal information private

Health, Wellbeing and Lifestyle

- I can explain 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.

Privacy and Security

- I can explain that passwords are used to protect information, accounts and devices.
- I can recognise more detailed examples of information that is personal to someone
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Copyright and Ownership

- I can explain why work I create using technology belongs to me.
- I can save my work under a suitable title / name so that others know it belongs to me
- I understand that work created by others does not belong to me even if I save a copy.

YEAR 2

Self Image and Identity

- 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.

Online Reputation

- 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.

Managing Online Information

- I can use simple keywords in **search engines**.
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- I can explain what **voice activated searching** is and how it might be used, and know it is not a real person
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' and explain why some information I find might not be real or true

FS2

Managing Online Information

- I can give simple examples of how to find information using digital technologies.
- 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.
- I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened.

Online Reputation

- I can recognise that information can stay online and could be copied.
- I can describe what information I should not put online without asking a trusted adult first.

Self Image and Identity

- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.
- If I 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.

YEAR 1

Health, Wellbeing and Lifestyle

- I can explain rules to keep myself safe when using technology both in and beyond the home.

- Recognising when things make us feel sad, embarrassed or uncomfortable offline and online.
- Knowing that the internet connects us to others
- Knowing that the internet helps us in lots of ways