

# **Online Safety**

**Progression of skills – By Year**

Year 1						
	Unit 1.1 Developing online safety guidelines	Unit 1.2 Social and emotional wellbeing and developing resilience	Unit 1.3 Responsible internet use	Unit 1.4 Keeping information safe	Unit 1.5 Digital citizenship	Unit 1.6 Playing games and having fun
	<b>We are Year 1 rule writers</b> Creating rules that help us stay safe online.	<b>We are kind and thoughtful</b> Understanding the impact of our behaviour on others.	<b>We are responsible internet and device users</b> Remembering to take time out from technology.	<b>We are information protectors</b> Understanding what is meant by personal information.	<b>We are good digital citizens</b> Finding out what it means to be a good digital citizen.	<b>We are responsible gamers</b> Learning how to stay safe when playing online games.
Unit summary	Children help to develop a simple set of age appropriate rules to establish a working framework for online safety for school and home during Year 1.	Children carry out an experiment with two apples to see the impact of unkind behaviour.	Children consider how much time they spend using devices and come up with ideas for other activities that they might do instead.	Children will find out what is meant by 'personal information' and how this should always be kept private.	Children find out what is meant by 'digital citizen' and develop an awareness that good digital citizenship is important wherever technology is used.	Children learn the importance of gaming in a shared space and of taking breaks from gaming.
Online safety focus:	Understand that rules help us stay safe, both in the real world and online. Suggest strategies for staying safe in different online scenarios. Help to develop a set of online safety rules that are easily understood and appropriate for Year 1.	Understand that unkind behaviour online can affect other people, even though we can't see them. Understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities.	Learn the very basic principles of what the internet is. Understand how people use the internet. Understand that using computer devices too often can be bad for us and we should take time out from technology to do other things. Discuss what to do if they see or hear something online that upsets them.	Understand what is meant by 'personal information'. Recognise that anyone online who we don't know in real life is a stranger. Understand how we can protect our personal information, including reporting worries to trusted adults.	Understand what is meant by 'digital citizen'. Understand how to be responsible, respectful and safe online. Understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online. Recall what to do if something happens online that makes them feel uncomfortable – building on <i>Unit 1.4 – We are information protectors</i> lesson.	Understand the importance of playing games in shared spaces where grown-ups are available for support. Understand the importance of taking breaks away from technology.

Year 2						
	Unit 2.1 Developing online safety guidelines	Unit 2.2 Social and emotional wellbeing and developing resilience	Unit 2.3 Responsible internet use	Unit 2.4 Keeping information safe	Unit 2.5 Digital citizenship	Unit 2.6 Playing games and having fun
	<b>We are Year 2 rule writers</b> Reviewing and editing our online safety guidelines.	<b>We are not online bullies</b> Creating a strong message against online bullying.	<b>We are safe searchers</b> Learning how to use search engines safely.	<b>We are code masters</b> Generating strong passwords and keeping them safe.	<b>We are online behaviour experts</b> Solving online safety problems.	<b>We are game raters</b> Understanding and applying the <b>PEGI rating</b> system for games.
Unit summary	Children review different online safety scenarios and decide how to respond to these. They then review, discuss and edit the online safety rules they created in Year 1.	Children learn about the consequences of online bullying and the role of a bystander in online bullying situations. They create an anti-online bullying slogan to send a strong message that bullying is never acceptable.	Children find out how to use technology safely to find information online. They then will create a 'top tips' list for safe searching.	Children learn that passwords help us to keep information safe. They will then look at the rules for creating a strong password and use these rules to practise generating their own passwords.	Children watch three short video clips and discuss how the people in them can be better digital citizens. They then develop their own responses to these scenarios through role-play.	Children learn that not all digital games are suitable for everyone. They find out about the PEGI rating system and develop a rating for a game of their choosing.
Online safety focus:	Consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.  Consider what strategies they might use if their usual trusted adult is not available  Review and edit their online safety guidelines.  Develop their online safety rules so they are easily understood and appropriate for Year 2 pupils.	Begin to understand the concept of online bullying and the role of the bystander.  Develop an understanding of the consequences of online bullying.  Recall their online safety rules for reporting concerns and inappropriate behaviour.	Understand the very basic principles of how search engines work.  Understand the key steps for searching the web safely.  Understand how to report concerns when searching the web.	Understand that passwords are an important part of keeping information safe.  Understand the differences between strong and weak passwords.  Understand that sharing a password makes it weak.	Understand that the way technology is used is as important as good online behaviour.  Understand that the way we use technology impacts the people around us.  Further develop responses to incidents of poor behaviour online.	Recognise the PEGI age rating system for digital games.  Understand that the system is useful for helping people decide which games are appropriate.  Understand what to do if someone nearby is playing a game which is inappropriate for them.

Year 3						
	Unit 3.1 Developing online safety guidelines	Unit 3.2 Social and emotional wellbeing and developing resilience	Unit 3.3 Responsible internet use	Unit 3.4 Keeping information safe	Unit 3.5 Digital citizenship	Unit 3.6 Playing games and having fun
	<b>We are Year 3 rule writers</b> Reviewing and editing our online safety rules.	<b>We are digital friends</b> Developing an awareness of online bullying.	<b>We are internet detectives</b> Assessing the trustworthiness of websites.	<b>We are aware of our digital footprint</b> Understanding the digital trails we leave behind.	<b>We are netiquette experts</b> Practising good netiquette.	<b>We are avatar creators</b> Who do we really know online?
Unit summary	Children review, discuss and edit the online safety rules they created in Year 2. Children then recall their learning from the previous year's online safety lessons and then review different online safety scenarios to decide the best responses to online safety incidents.	Children watch a series of short clips around online bullying and examine the role of each person involved. They then discuss the consequences of the action on the victim and perpetrator. Finally, they will review anti-bullying slogans.	Children will understand that not everything on the internet is true.  They will learn how to decide if a website is trustworthy and develop a checklist of these clues to critically compare a trustworthy and untrustworthy website from a given selection. Finally, they will apply their understanding when discussing this skill with parents at home.	Children learn what is meant by 'digital footprint' and that everything shared on the internet can be found, shared, broadcast and copied and that it lasts forever. They start to build a picture of their own digital footprint that can be shared with grown-ups at home.	Children find out what is meant by <b>netiquette</b> and why it is important. They compare and contrast different styles of written communication and help compose a class response to an email and then create a netiquette guide to help promote good online behaviour.	Children discover that online identities may be misleading or false. They create their own online avatar, and distribute these randomly and try to guess the identity of each creator.
Online safety focus:	Consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules.  Consider what new strategies they can apply to online safety scenarios, such as calling Childline.  Review and edit their online safety guidelines.  Develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.	Begin to understand that information shared online cannot always be controlled  Develop a deeper understanding of the consequences of online bullying.  Understand the role of a bystander in online bullying.	Use clues to make choices about which web pages they consider most useful and trustworthy.  Understand that not all links are safe or trustworthy.  Understand different ways to report concerns and inappropriate behaviour.	Understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast  Understand that the things we upload onto the internet last forever.	Understand that good online behaviour is important for making the internet an enjoyable place for everyone  Understand that email is a widely used form of digital communication that lasts forever and can be shared.	Understand that internet identities are actively constructed by the user  Recognise that internet identities can be misleading or not representative of the creator  Recall that personal information should not be shared by anyone online who we don't know in real life.

Year 4						
	Unit 4.1 Developing online safety guidelines	Unit 4.2 Social and emotional wellbeing and developing resilience	Unit 4.3 Responsible internet use	Unit 4.4 Keeping information safe	Unit 4.5 Digital citizenship	Unit 4.6 Playing games and having fun
	<b>We are Year 4 rule writers</b> Reviewing and editing our online safety rules.	<b>We are standing up to peer pressure</b> Dealing positively with peer pressure.	<b>We are aware that our online content lasts forever</b> Getting the message: pre- and post-internet.	<b>We are online risk managers</b> Understanding risk and prevention of information loss.	<b>We are respectful of digital rights and responsibilities</b> Understanding and respecting digital rights and responsibilities.	<b>We are careful when talking to virtual friends</b> Virtual friendship vs real friendship; who we can trust.
Unit summary	Children recall their learning from the previous year's online safety lessons and then review different online safety scenarios and decide the best response to these. They then review, discuss and edit the online safety rules they created in Year 3.	Children find out that access to the internet is not the same among all people and that peer pressure can be both positive and negative. They will scrutinise and discuss a short online safety scenario and decide how to resolve a problem where access to the internet is not the same between two friends.	Children compare and contrast the ways messages were sent before and after the advent of the internet. They then think about a digital medium through which they can spread information as if it was the 1940s, assessing the speed and reach of the message if it was sent via social media today.	Children learn that hacking can be a criminal activity and clicking on links in suspicious websites or emails can introduce viruses to devices, putting personal information at risk and stopping the device from working. They will learn ways to protect their devices and accounts and use this information to create a family protection plan to share at home.	Children discuss three articles from Unicef's <i>Rights of the Child</i> and apply them to digital citizenship, looking at rights and responsibilities as well as consequences of knowingly ignoring responsibilities. They apply these to their own experiences and share a developed digital citizen with their families.	Children learn what is meant by virtual friendship and how this differs from real-life friendship. They discuss the places people might meet virtual friends and then test a virtual friendship with a real friendship.
Online safety focus:	Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.  Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.  Review and edit their online safety guidelines.  Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils.	Understand that peer pressure can be a positive and negative influence.  Understand that access to the internet is not the same for everyone.  Recall ways to report concerns and inappropriate behaviour.	Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past.  Understand that although information posted on the internet might not always be true or accurate, it lasts forever.	Understand the risks involved in clicking on and opening links on suspicious websites and in emails.  Understand that hacking can be illegal and has consequences for the hacker.  Develop awareness of viruses and what to do if they think their account has been compromised.	Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.  Understand that there are consequences for knowingly ignoring rights.  Further develop a positive and responsible attitude towards technology and internet use.	Understand that virtual friends are still strangers that they do not know.  Apply their knowledge of online safety to decide what information they, as virtual friends, can safely share online.  Recap rules for reporting suspicious or uncomfortable online situations.

Year 5						
	Unit 5.1 Developing online safety guidelines	Unit 5.2 Social and emotional wellbeing and developing resilience	Unit 5.3 Responsible internet use	Unit 5.4 Keeping information safe	Unit 5.5 Digital citizenship	Unit 5.6 Playing games and having fun
	<b>We are Year 5 rule writers</b> Reviewing and editing our online safety rules.	<b>We are responsible for our online actions</b> Understanding the impact of online behaviour.	<b>We are content evaluators</b> Understanding advertising and endorsements online.	<b>We are respectful of others</b> Respecting the personal information and privacy of others.	<b>We are respectful of copyright</b> Understanding and applying copyright laws.	<b>We are game changers</b> Understanding how games developers make money.
Unit summary	Children recall their learning from the previous year's online safety lessons and then review different online safety scenarios to decide on the best response to these.  They then review, discuss and edit the online safety rules they created in Year 4.	Children learn that we must take responsibility for our own actions regardless of what others are doing.  They take on the role of one of six characters in an online safety scenario and decide how each character should respond to the situation.	Children discover that some online content creators are paid by companies to support their products. They learn to ask probing questions about online content and go on to create a simple rap or rhyming saying to remind them of ways of being discerning when viewing content online.	Children learn that everyone has a right to privacy and that they need to be mindful of protecting other people's personal information online. They consider situations where we must be mindful of the privacy preferences of others and then create a permission pledge for their family.	Children learn that copyright rules exist to protect original content creators. They review a scenario to work out if copyright rules apply and what the rights and responsibilities are of the parties involved.  They then review how copyrighted content could be used in school, and provide alternatives for this.	Children discover the different ways that game developers ensure their games are successful and make money. They learn strategies to help guide them when selecting and playing online games and apply their knowledge to create a safe online gaming guide for families.
Online safety focus:	Consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.  Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button.  Review and edit their online safety guidelines.  Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils	Recognise that online behaviour can have real life negative effects on other people.  Understand that we must take responsibility for our own actions online, regardless of what other people are doing.  Critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying.  Use their knowledge of online safety to reach a consensus on the appropriate response to an online incident.	Understand that some people get paid to endorse products online.  Develop a discerning attitude to online content so that they can confidently reach their own conclusions.  Appreciate the value of trusted adults in helping them reach an informed conclusion.	Understand that they need to respect other people's preferences when uploading images or video to the internet.  Understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet.  Develop their understanding that content posted on the internet can last forever.	Understand that copyright laws exist to protect original content creators.  Understand that content they choose to use or upload on the internet may be subject to copyright laws.  Further develop their understanding of rights and responsibilities as digital citizens.	Understand different business models for online games.  Understand that accounts for devices are linked to real-life bank accounts.  Understand that some features in online games and apps cost real money.  Understand that research, parental controls and device settings are tools we can use to help us game confidently.

Year 6						
	Unit 6.1 Developing online safety guidelines	Unit 6.2 Social and emotional wellbeing and developing resilience	Unit 6.3 Responsible internet use	Unit 6.4 Keeping information safe	Unit 6.5 Digital citizenship	Unit 6.6 Playing games and having fun
	<b>We are online safety ambassadors</b> Reviewing and editing our online safety rules.	<b>We will not share inappropriate images</b> Inappropriate use of technology and the internet – nude selfies.	<b>We are safe social networkers</b> Understanding that internet safety skills must always be switched on.	<b>We are respectful of others</b> Respecting the personal information and privacy of others.	<b>We are online safety problem solvers</b> Using our skills to resolve unfamiliar situations.	<b>We are safe gaming experts</b> Creating and delivering advice on safe online gaming.
Unit summary	Children look at the use of 'Report this' functionality within websites and apps before considering appropriate responses to online safety scenarios specific to them. They will then consider how online safety rules for their class could be made more relevant for their age groups, in response to these new scenarios.	Children learn about the risks, responsibilities and consequences of sharing inappropriate images including nude selfies. They discuss the reasons why people might post such selfies and offer advice to two children who are considering sharing nude selfies.	Children learn that most popular networking sites have age restrictions which should be adhered to. They discuss the ways of reducing the risks of using social networking sites and go on to develop a personal memo to remind them how to minimise these risks.	Children learn that everyone has a right to privacy and that they need to be mindful of protecting other people's personal information online. They consider situations where we must be mindful of the privacy preferences of others and then create a permission pledge for their family.	In this unit, children will develop confidence in responding to unfamiliar online safety scenarios, in preparation for moving on to secondary education. Children will be presented with three unfamiliar online safety scenarios and have to develop an appropriate response to each.	In this unit, children will learn about the possible online safety risks of online gaming, including exposure to inappropriate content, bullying and trolling, and bribery. Children will then use what they have learnt to plan an assembly or presentation around safe gaming advice for parents, children or teachers.
Online safety focus:	Understand that most online sites and apps require an account holder to be a minimum of 13 years old. Understand that they should check and adhere to the age restrictions of a site or app. Understand why age restrictions apply to online communication tools. Develop resilience to online behaviour and influences in an unfamiliar setting. Learn how to use appropriate social networking sites safely.	Understand the negative consequences of sharing nude selfies. Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves. Understand that once an image is online, it stays online forever. Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.	Understand that most online sites and apps require an account holder to be a minimum of 13 years old. Understand that they should check and adhere to the age restrictions of a site or app. Understand why age restrictions apply to online communication tools. Develop resilience to online behaviour and influences in an unfamiliar setting. Learn how to use appropriate social networking sites safely.	Understand that they need to respect other people's preferences when uploading images or video to the internet. Understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet. Develop their understanding that content posted on the internet can last forever.	Develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet. Revisit the key concepts of digital citizenship.	Understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics. Understand that research and parental controls and device settings are tools we can use to help us game safely and confidently. Apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents. Consolidate everything they have learnt about age-appropriate online gaming in preparation for their transition to KS3.