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		 Self-Image and Identity	 Online Relationships	 Online Reputation	 Online Bullying	 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security	 Copyright and Ownership
		Autumn		Spring		Summer			
		1	2	1	2	1	2		
Year Group									
EYFS		<b>Lesson 1:</b> To recognise, online or offline, that anyone can say 'no'... to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <b>(EYFS)</b>	<b>Lesson 2:</b> To recognise some ways in which the internet can be used to communicate. <b>(EYFS)</b>  To give examples of how I (might) use technology to communicate with people I know. <b>(EYFS)</b>	<b>Lesson 3:</b> To describe ways that some people can be unkind online. <b>(EYFS)</b>  To offer examples of how this can make others feel. <b>(EYFS)</b>	<b>Lesson 4:</b> To understand how to use the internet as a way of finding information online. <b>(EYFS)</b>  To identify devices I could use to access information on the internet. <b>(EYFS)</b>	<b>Lesson 5:</b> To identify rules that help keep us safe and healthy in and beyond the home when using technology. <b>(EYFS)</b>  To give some simple examples of these rules. <b>(EYFS)</b>	<b>Lesson 5:</b> To identify some simple examples of my personal information (e.g. name, address, birthday, age, location). <b>(EYFS)</b>  To describe who would be trustworthy to share this information with; to explain why they are trusted. <b>(EYFS)</b>		
A Year 1 / 2		<b>Lesson 1:</b> To recognise that there may be people online who could make someone feel sad, embarrassed, or upset. <b>(Year 1 - SI)</b>  To describe how to behave online in ways that do not upset others and can give examples. <b>(Year 1)</b>  To talk about how anyone experiencing bullying can get help. <b>(Year 2)</b>	<b>Lesson 2:</b> To explain how other people may look and act differently online and offline. <b>(Year 2)</b>  To explain why I have a right to say 'no' and explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. <b>(Year 2 - OR)</b>	<b>Lesson 3:</b> To explain who I should ask before sharing things about myself or others online. <b>(Year 2)</b>  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. <b>(Year 2)</b>  To explain how it may make others feel if I do not ask their permission or ignore their answers	<b>Lesson 4:</b> To use the internet with adult support to communicate with people I know (e.g. video call apps or services). <b>(Year 1)</b>  To 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. (e.g. email, online gaming, a pen-pal in another school/country). <b>(Year 2)</b>	<b>Lesson 5:</b> To recognise that information can stay online and could be copied. <b>(Year 1)</b>  To explain how information put online about someone can last for a long time. <b>(Year 2)</b>  To describe how anyone's online information could be seen by others. <b>(Year 2)</b>	<b>Lesson 6:</b> To give examples of how to find information using digital technologies, e.g. search engines, voice activated searching. <b>(Year 1)</b>  To use simple keywords in search engines. <b>(Year 2)</b>  To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back		

			before sharing something about them online. <b>(Year 2)</b>			buttons; links, tabs and sections). <b>(Year 2)</b>
<b>B</b> <b>Year 1 / 2</b>	<b>Lesson 1:</b> To explain rules to keep myself safe when using technology both in and beyond the home. <b>(Year 1)</b>	<b>Lesson 2:</b> To explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. <b>(Year 2)</b>  To understand how those rules/guides can help anyone accessing online technologies. <b>(Year 2)</b>	<b>Lesson 3:</b> To recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). <b>(Year 1)</b>  To explain and give examples of what is meant by 'private' and 'keeping things private'. <b>(Year 2)</b>	<b>Lesson 4:</b> To explain how some people may have devices in their homes connected to the internet and gives examples (e.g. lights, fridges, toys and televisions). <b>(Year 2)</b>	<b>Lesson 5:</b> To explain why work I create using technology belongs to me. <b>(Year 1)</b>  To understand why it belongs to me (e.g. 'I designed it' or 'I filmed it'). <b>(Year 1)</b>  To understand that work created by others does not belong to me, even if I save a copy. <b>(Year 1)</b>  To recognise that content on the internet may belong to other people. <b>(Year 2)</b>  To describe why other people's work belongs to them. <b>(Year 2)</b>	<b>Lesson 6:</b> To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. <b>(Year 2)</b>  To explain why some information I find online may not be real or true. <b>(Year 2)</b>
<b>A - Year 3 / 4</b>	<b>Lesson 1:</b> To explain what is meant by the term 'identity'. <b>(Year 3)</b>  To explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. <b>(Year 3)</b>  To explain how my online identity can be different to my offline identity.	<b>Lesson 2:</b> To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <b>(Year 4)</b>	<b>Lesson 3:</b> To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. <b>(Year 4)</b>	<b>Lesson 4:</b> To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. <b>(Year 4)</b>  To describe appropriate ways to behave towards other people online and why this is important. <b>(Year 3)</b>	<b>Lesson 5:</b> To 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. <b>(Year 3)</b>	<b>Lesson 6:</b> I can explain how to search for information about others online. <b>(Year 3)</b>  To describe how to find out information about others by searching online. <b>(Year 4)</b>

	(Year 4)					
<b>B - Year 3 / 4</b>	<p><b>Lesson 1:</b> To give examples of how bullying behaviour could appear online and how someone can get support. <b>(Year 3)</b></p> <p>To describe ways people can be bullied through a range of media (e.g. image, video, text &amp; chat). <b>(Year 4)</b></p>	<p><b>Lesson 2:</b> To demonstrate how to use key phrases in search engines to gather accurate information online. <b>(Year 3)</b></p> <p>To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites and video sites). <b>(Year 4)</b></p>	<p><b>Lesson 3:</b> To explain how to internet can be used to sell and buy things. <b>(Year 3)</b></p> <p>To describe some of the methods use 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. <b>(Year 4)</b></p>	<p><b>Lesson 4:</b> To explain why spending too much time using technology can sometimes have a negative impact on anyone; to give examples of both positive and negative activities where it is easy to spend a lot of time engaged. <b>(Year 3)</b></p> <p>To identify times or situation when someone may need to limit the amount of time they use technology (e.g. I can suggest strategies to help with limiting this time). <b>(Year 4)</b></p>	<p><b>Lesson 5:</b> To 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 (e.g. age restricted gaming or web sites). <b>(Year 3)</b></p>	<p><b>Lesson 6:</b> To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. <b>(Year 3)</b></p> <p>To explain why I need to consider who owns it and whether I have the right to reuse it, when searching on the internet for content to use. <b>(Year 4)</b></p> <p>To give simple examples of content which I must not use without permission from the owner, (e.g. videos, music &amp; images). <b>(Year 4)</b></p>
<b>A - Year 5 / 6</b>	<p><b>Lesson 1:</b> To demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>To describe issues online that could make anyone</p>	<p><b>Lesson 2:</b> To give examples of technology-specific forms of communication (e.g. emojis, memes and GIFSs).</p>	<p><b>Lesson 3:</b> To explain how sharing something online may have an impact either positively or negatively.</p> <p>To describe how to be kind and show respect</p>	<p><b>Lesson 4:</b> To explain how identity online can be copied modified or altered.</p> <p>To search for information about an individual online and</p>	<p><b>Lesson 5:</b> To recognise that online bullying can be different to bullying in the physical world and can describe some of those differences.</p>	<p><b>Lesson 6:</b> To explain how identity online can be copied, modified or altered.</p> <p>To explain strategies anyone can use to protect their 'digital</p>

	<p>feel sad, worried, uncomfortable or frightened; to know and give examples of how to get help both on and offline.</p>	<p>To explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my fault.</p> <p>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).</p>	<p>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>To describe how things shared privately online can have unintended consequences for others (e.g. screen-grabs).</p>	<p>summarise the information found.</p> <p>To 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>	<p>To describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>To explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p>	<p>personality' and online reputation, including degrees of anonymity.</p>
<p><b>B - Year 5 / 6</b></p>	<p><b>Lesson 1:</b> To describe how to capture bullying content as evidence (e.g. screen-grab, URL or profile) to share with others who can help me.</p> <p>To explain how someone would report online bullying in different contexts.</p>	<p><b>Lesson 2:</b> To explain what is meant by a 'hoax' and why someone would need to think carefully before they share.</p>	<p><b>Lesson 3:</b> To explain what is meant by the term 'stereotype', how 'stereotypes' are reinforced online and why accepting 'stereotypes' may influence how people think about others.</p>	<p><b>Lesson 4:</b> To explain how many free app or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice messages and geolocation) with others.</p> <p>To know that online services have terms and conditions that govern their use.</p>	<p><b>Lesson 5:</b> 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).</p>	<p><b>Lesson 6:</b> To assess and justify when it is acceptable to use the work of others.</p> <p>To give examples of content that is permitted to be reused and know how this content can be found online.</p>

Ones to add it?

### Year 1 - MOS

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 know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Year 3 /4

To describe simple strategies for creating and keeping passwords private. (year 3)

To describe strategies for keeping personal information private, depending on context. (Year 4)

Could we...

Combine Lessons 1 & 2 in Cycle B, Year 1/2?