



Sherborne St John C of E Primary School

E-safety Overview

Year Group: Reception	Autumn		Spring		Summer	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Key Learning	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can recognise some ways in which the internet can be used to communicate I can give examples of how I might use technology to communicate with people I know.	I can identify ways that I can put information on the internet. I can describe ways that some people can be unkind online I can offer examples of how this can make other feel	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet	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 of these rules	I can identify some simple examples of my personal information I can describe who would be trustworthy to share this information with, I can explain why they are trusted.	I know that work I create belongs to me. I can name my work so that others know it belongs to me.

Year Group: Year 1	Autumn		Spring		Summer	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Key Learning	I can 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	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. I can describe how to	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 I know how to get help from a trusted adult if we see content that	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain how 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	I can explain why work I create using technology belongs to me. I can say why it belongs to me. I can save my work under a suitable title I understand that work created by others does not belong to me even if



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	<p>how to speak to an adult I can trust and how they can help.</p> <p>I can give examples of when I should ask permission to do something online.</p> <p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>behave online in ways that do not upset others and can give examples</p>	<p>makes us feel sad, uncomfortable, worried or frightened.</p>		<p>a trusted adult before sharing any personal information.</p>	<p>I save a copy.</p>
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Year Group: Year 2	Autumn		Spring		Summer	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Key Learning	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need.</p> <p>I can explain what voice activated searching is</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>



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	<p>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 who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give or deny my permission online.</p>	<p>something has been put online without consent or if it is incorrect. 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 is not to blame. I can talk about how anyone experiencing bullying can get help.</p>	<p>and how it might be used and know it is not a real person.</p>		<p>explain some rules for keeping personal information private.</p>	
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Year Group: Year 3 and 4 (Two Year Cycle)	Autumn		Spring		Summer	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership

Cycle A						
Key Learning	<p>I can explain what is meant by the term 'identify' I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identify depending on what they are doing online. I can describe ways</p>	<p>I can explain how to search for information about others 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 I can explain who someone can ask if they</p>	<p>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</p>	<p>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</p>	<p>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 to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted</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>



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	<p>people who have similar likes and interests can get together online.</p> <p>I can explain what is meant to 'know someone' online and why this might be different from someone offline.</p> <p>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.</p>	<p>are unsure about putting something online.</p> <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>difference between a belief, an opinion and a fact and can give examples of how and where they might be shared online.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others.</p> <p>I can describe and demonstrate how to can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>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.</p>	<p>adult.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership

Cycle B

Key Learning	<p>I can explain how my online identify can be different to my offline identity</p> <p>I can describe positive ways for someone to interact with others perceive them</p> <p>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> <p>I can describe strategies for safe and fun</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of</p>	<p>I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored.</p> <p>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.</p> <p>I know what the digital</p>	<p>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.</p> <p>I can give some simple examples of content which I must not use without permission from the owner.</p>
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	<p>experiences in a range of online social environments.</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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>	<p>media</p> <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.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media</p> <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</p>	<p>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.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news.</p>		<p>age of consent is and the impact this has on online services asking for consent.</p>	
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Year Group: Year 5 and 6 (Two Year Cycle)	Autumn		Spring		Summer	
Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Key Learning	<p>I can explain how identify online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an</p>	<p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about</p>	<p>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</p>	<p>I can describe ways technology can affect health and well being both positivity and negatively.</p> <p>I can describe some strategies, tips or advice</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this</p>



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	<p>online identity, depending on context. 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.</p>	<p>anyone online can be used by others to make judgments about an individual and why these may be incorrect. I can recognise online bullying can be different to bullying in the physical world and can 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.</p>	<p>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 ways the internet can draw us to information. I can describe ways of identifying when online content has been commercially boosted. I can explain what is meant by the term 'stereotype', how they are amplified and reinforced online. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a hoax.</p>	<p>to promote health and wellbeing 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.</p>	<p>private information with others. I can explain what app permissions are and can give some examples.</p>	<p>content can be found online.</p>
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Theme	Self-image and identify online relationships	Online reputations and online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Cycle B						
Key Learning	<p>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. I can explain the importance of asking until I get the help needed.</p>	<p>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. I can describe how to capture bullying content as evidence to share with others who can help me. I can explain how someone would report online bullying in different contexts.</p>	<p>I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present opinions as facts. I can define the terms influence, manipulation and persuasion. I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of facts. I can explain how companies and news providers target people with online news stories I can describe the difference between online misinformation</p>	<p>I can describe common systems that regulate age-related content I recognise and can 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>	<p>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 online content targets people to gain money or information illegally. I know that online services have terms and conditions that govern their use.</p>	<p>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.</p>



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			and dis-informaiton I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can identify, flag and report inappropriate content.			
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