Online Safety Curriculum Coverage: Year 1-6 Progression

https://docs.google.com/spreadsheets/d/1xT1DqZcwvh_CjXLb87cQr4iN_oAp7h5_ssHbLVrdA3A/edit#gid=1835379839

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Media Balance and Well-Being					
Common sense media lessons	**Pause for People 30min** NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**How Technology Makes You Feel 30min** NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Device-Free Moments 40 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Your Rings of Responsibility 45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**My Media Choices 45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Finding My Media Balance 45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Autumn 1 **SE3BM related resource**	**Just say no!** **Understanding its OK to say no online and offline** **1 lesson** Knows about the Internet and is beginning to understand some key, age appropriate, safety 'rules'	**Let's send a message Messaging protocol** **2 lessons** Can talk about key online safety 'rules' and knows where to go / report if a problem. Understanding need to be respectful and safe	**Would you like to read this?** **Creating book reviews with QR codes** **3 lessons** Can create and share some information online (such as in school MLE, email/blog), understanding need to be respectful and safe	**Internet scenario card activity** **Using a scenario card as a stimulus** **1 lesson** Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem	**Internet scenario card activity** **Using a scenario card as a stimulus to support pressure when gaming** **1 lesson** Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows	**Searching searching How does a search engine find what I'm looking for?** **2 lessons (focus on balance of online use)** Can demonstrate 'web-savvy' awareness from a range of given scenarios, including

	Internet scenario card activity	(when communicating online).			where to go / report if a problem.	commercial, contact and content 'risks' and issues
	knowing what to do if find something upsetting online	**Let's email Granma**			Can demonstrate	**Understands some simple steps to 'validate' information found on the Web, and appreciates how search results are selected and ranked**.
	1 lesson	**Sending an email**			'web-savvy' awareness, from a range of given scenarios, including commercial, contact and content 'risks' and issues	
	Knows about the Internet and is beginning to understand some key, age appropriate, safety 'rules	**2 lessons**				
		Can create and share some information online, (such as in school MLE, 'closed' email system or blog), understanding need to be respectful and safe.				

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			Cyberbullying			
Common sense media lessons			**Putting a STOP to Online Meanness** **35min** NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**The Power of Words** **45min** NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Be a Super Digital Citizen** **45min** NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Is it Cyberbullying?** **45min** NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Autumn 2 **SE3BM related resource**	**Smartie the penguin** **2 lessons** **Knowing to ask for help from a trusted adult** Knows about the Internet and beginning to understand some key, age appropriate, safety 'rules'.	**Digi Duck's dilemma** **Understanding why important to TELL a trusted adult** **2 lessons** Can talk about key online safety 'rules' and knows where to go / report if a problem	**Internet scenario card activity** **Discussing online risks: communicating with 'strangers'** **1 lesson** Can create and share some information online ...understanding need to be respectful and safe.	**Would you like to read this?** **Creating book reviews with QR codes** **3 lessons** (add into lesson an aspect of positive messages online NOT negative bullying ones) Can create and share some information online (such as in school MLE, email/blog), understanding need to be respectful and safe.	**Are you a Cyber Superhero?** **Making good online behaviour decisions** **2/3 lessons** Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including commercial, contact and content 'risks' and issues. Can discuss range of eSafety and eSecurity (privacy) issues and knows range of ways to report concerns or inappropriate behaviour	**Are you a Cyber Superhero?** **Making good online behaviour decisions** **2/3 lessons** Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including commercial, contact and content 'risks' and issues. Can discuss range of eSafety and eSecurity (privacy) issues and knows range of ways to report concerns or inappropriate behaviour

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	My Digital Footprint and Identity					
Common sense media lessons	**Media Balance Is Important** **25min** NC - recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Pause & Think Online** **25min** NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Digital Trails** **40 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**This Is Me** **45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Our Online Tracks** **45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Beyond Gender Stereotypes** **45 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Spring 1						
SE3BM related resource	**Design a face** **Designing an avatar and making choices** **2 lessons** Knows about the Internet and begins to understand some key, age appropriate, safety 'rules'.	**Who are you?** **Understanding people can lie about their online identity** **1 lesson** Can talk about key online safety 'rules' and knows where to go / report if a problem.	**Let's email Sending, receiving and replying to Email** **3 lessons** Can create and share some information online (such as in MLE, email/blog), understanding need to be respectful and safe.	**Let's Collaborate via email** **Collaborating by sending, receiving & replying to emails** **3 lessons** Can create and share some information online (such as in MLE, email/blog), demonstrating need to be respectful and safe.	**How fake is that?** **Critical thinking about online media and its impacts on body image** **3 lessons** Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues	**How fake is that?** **Critical thinking about online media and its impacts on body image** **3 lessons** Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues Can discuss range of eSafety and eSecurity (privacy) issues and

		Who am I playing this game with? **Keeping personal information private when playing online** **1 lesson** Can talk about key online safety 'rules' and knows where to go / report if a problem	Can talk about key online safety 'rules' and knows where to go / report if a problem	Can talk about key online safety 'rules' and knows where to go / report if a problem.	Can discuss range of eSafety and eSecurity (privacy) issues and knows a range of ways to report concerns or inappropriate behaviour. Can check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate	knows a range of ways to report concerns or inappropriate behaviour. Can check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate

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	Privacy and Security					
Common sense media lessons	**Safety in My Online Neighbourhood** **30min** NC - recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Internet Traffic Light** **35min** NC - recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**That's Private!** **30min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Password Power-Up** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Private and Personal Information** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**You Won't Believe This!** **45min** NC use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Spring 2						
SE3BM related resource	**Who painted this?** **Creating and awareness of ownership**	**Follow that footprint?** **Know we leave a digital trail when on the internet**	**Safe surfing with Dongle** **Understanding privacy and password issues** **4 lessons**	**Let's Collaborate via email** **Collaborating by sending, receiving & replying to emails**	**Design a poster** **Creating a poster to deliver an online safety message** **3 Lessons**	**Internet scenario card activity** **Using a scenario card as a stimulus - personal information**

	2 lessons **Knows about the Internet and beginning to understand some key, age appropriate, safety 'rules'**	**1 lesson** **Can talk about key online safety 'rules' and knows where to go / report if a problem**	Can talk about key online safety 'rules' and knows where to go / report if a problem	**1 lesson (use optional lesson 4)** **Can talk about key online safety 'rules' and knows where to go / report if a problem.** **Let's email** **How email works, collaborating by sending and replying to emails** **2 lessons** **Can create and share some information online (such as school MLE, email / blog), demonstrating need to be respectful and safe.** **Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem.**	Can talk about key online safety 'rules' and knows where to go / report if a problem	**1 lesson** **Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including commercial, contact and content 'risks' and issues.** **Can discuss range of eSafety and eSecurity (privacy) issues and knows a range of ways to report concerns or inappropriate behaviour.**

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News and Media Literacy						
Common sense media lessons			**Let's Give Credit!** **30 min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Is Seeing Believing ?** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**A Creator's Rights and Responsibilities** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Reading News Online** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Summer 1 **SE3BM related resource**	**How does my garden grow?** **finding information from an online game** **2 lessons** Knows about the Internet and is beginning to	**Internet scenario card activity** **Using a scenario card as a stimulus** **1 lesson** Can talk about key online safety 'rules'	**Would I lie to you?** **Identifying fact, fiction and opinion** **2 lessons** Can find some straight-forward information from (selected) website resource(s) and knows not all websites 'good to use'	**My exciting world landmarks** **Be discerning when finding online information** **4 lessons**	**Stop! Check! Evaluating, checking and questioning plausibility** **3 lessons** Understands some simple steps to 'validate' information found on the Web, and appreciates how search results are selected and ranked.	**How can we trust the Internet? Searching for and validating information** **3-5 lessons** Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including commercial, contact and content 'risks' and issues Can check the results of their web searches i.e. how useful,

	understand some key, age appropriate, safety 'rules'. Can find some straight-forward information from a 'safe', selected online resource **Can I share this picture?** **Understanding it's not OK to share images without permission** **1 lesson** Knows about the Internet is beginning to understand some key, age appropriate, safety 'rules	and knows where to go / report if a problem. **Finding out about …** **Finding information from websites** **2 lessons** Can find some straight-forward information from (selected) website resource(s) and knows not all websites 'good to use'. Can talk about key online safety 'rules' and knows where to go / report if a problem.		Can find straight-forward information from (selected) website resource(s) and knows sites can contain, true or false facts, or opinion.		relevant, reasonable, valid and accurate the information is.

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	Relationships and Communication					
Common sense media lessons	**Media Balance Is Important** **25min** NC - recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Pause & Think Online** **25min** NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Who Is In Your Online Community?** **30min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Our Digital Citizenship Pledge** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Keeping Games Fun and Friendly** **45 mins** NC - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Digital Friendships** **45min** NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Summer 2 **SE3BM related resource**	**Sharing my iceberg work** **Creating and sharing work online**	**Do you like my Blog?** **Creating a blog and commenting on the work of others** **2 lessons**	**Do you like my presentation? Develop and blog a presentation** **3 or 4 lessons** Can create and share some information	**Here's my presentation Creating a presentation and sharing it with an audience** **4 lessons**	**Can you finish my story?** **Using j2e5 to blog a story for others to finish** **2 lessons**	**Let's blog around the world Quad blogging** **2 lessons** Can communicate and collaborate online (such as in MLE blog/Wiki / forum),

2 lessons **Knows about the Internet and is beginning to understand some key, age appropriate, safety 'rules'** **Can share some information with others, (such as via school network, in school MLE, via a 'closed' blog).**	**Can create and share some information online, (such as in school MLE, 'closed' email system or blog), understanding need to be respectful and safe**	online (such as in MLE, email/blog), understanding need to be respectful and safe	**Can create and share some information online (such as in MLE, email/blog), demonstrating need to be respectful and safe.** **Can find straight-forward information from (selected) website resource(s) and knows sites can contain, true or false facts, or opinion**	Can communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating respectful and safe behaviours. **Tell me a joke** **Collaborating via email** **2 lessons** **Can communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating respectful and safe behaviours.** **Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem**	demonstrating respectful and safe behaviours

Curriculum Standards and Links

Document	Standards
Education for a Connected World	- Health, well-being, and lifestyle - Privacy and security - Copyright and ownership - Self-image and identity - Online reputation - Online relationships - Online bullying - Managing online information
Common Sense: Digital Citizenship	- Media balance and well-being - Privacy and security - My digital footprint and identity - Relationships and communication - Cyberbullying - Digital drama - Hate speech - News and media literacy
National Curriculum: Computing Programmes of Study	- Use technology safely and respectfully, keeping personal information private. - Recognise acceptable/unacceptable behaviour. - Identify where to go for help and support when concerns are raised about content, or contact, on the internet and other online platforms.

	● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Relationships Education, Relationships and Sex Education (RSE) and Health Education	**Online Relationships** **Pupils should know:** ● that people sometimes behave differently online, including by pretending to be someone they are not. ● that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. ● how information and data is shared and used online. **Being Safe** **Pupils should know:** ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Mental Well-Being
Pupils should know:
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary, and service-based activity on mental well-being and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- where and how to seek support (including recognising the triggers for seeking

	support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet Safety and Harms** **Pupils should know:** ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. ● where and how to report concerns and get support with issues online.
Keeping Children Safe in Education	● Governing bodies and proprietors should ensure that children are taught about

	safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. ● This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. ● Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.