

**E-Safety Curriculum 2022-2023**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>EYFS</b>	<p><b>Self Image and Identity</b></p> <p>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.</p>	<p><b>Privacy and Security</b></p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p><b>Copyright and Ownership</b></p> <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p><b>Health, Well being and Lifestyle</b></p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p>
<b>Year 1</b>	<p><b>Online Reputation</b></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p>	<p><b>Managing Information Online</b></p> <p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>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.</p>	<p><b>Health, Well being and Lifestyle</b></p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><b>Copyright and ownership</b></p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p>

<p><b>Year 2</b></p>	<p><b>Online relationship</b></p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p><b>Self image and identity</b></p> <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; I can give examples of how they might get help.</p>	<p><b>Privacy and Security</b></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><b>Online bullying</b></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p>
<p><b>Year 3</b></p>	<p><b>Online reputation</b></p> <p>I can explain how to search for information about others online.</p> <p>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.</p>	<p><b>Managing online information</b></p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p><b>Health, wellbeing and lifestyle</b></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.</p> <p>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 (e.g. age restricted gaming or web sites).</p>	<p><b>Copyright and ownership</b></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>

<b>Year 4</b>	<b>Online relationships</b> <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 give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<b>Self image and identity</b> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how 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>	<b>Privacy and Security</b> <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 age of consent is and the impact this has on online services asking for consent.</p>	<b>Online bullying</b> <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 (e.g. image, video, text, chat).</p>
<b>Year 5</b>	<b>Online reputation</b> <p>I can search for information about an individual online and summarise the information found.</p> <p>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.</p>	<b>Managing online information</b> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>	<b>Health, wellbeing and lifestyle</b> <p>I can describe ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p>	<b>Copyright and ownership</b> <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 content can be found online.</p>

<b>Year</b> <b>6</b>	<b>Online relationships</b> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<b>Self image and identity</b> <p>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.</p> <p>I can explain the importance of asking until I get the help needed.</p>	<b>Privacy and Security</b> <p>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 (e.g. scams, phishing).</p>	<b>Online bullying</b> <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>
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