

	Year 3 & 4		Year 5 & 6	
	Cycle A	Cycle B	Cycle A	Cycle B
Online safety objectives (Project Evolve)	<u>A1: Online Bullying</u> - I can describe appropriate ways to behave towards other people online and why this is important. - I can give examples of how bullying behaviour could appear online and how someone can get support.	<u>A1: Self-Image and Identity</u> - I can explain what is meant by the term 'identity' and how people can represent themselves in different ways online and offline. - I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	<u>A1: Online Bullying</u> - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	<u>A1: Online Reputation</u> - I can search for information about an individual, summarise the information found and describe ways it can be used by others to make judgements. - I can give examples of what anyone may or may not be willing to share about themselves online and explain the need to be careful before sharing anything personal.
	<u>A2: Online Bullying</u> - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - 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.	<u>A2: Self-Image and Identity</u> - I can demonstrate how to make responsible choices about having an online identity, depending on context. - 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.	<u>A2: Online Bullying</u> - I can identify a range of ways to report concerns and access support both in school and at home about online bullying, including helplines. - I can explain how someone would report online bullying in different contexts, including blocking and collecting evidence.	<u>A2: Online Reputation</u> - I can explain ways that some of the information about anyone online could have been created, copied or shared by others. - I can explain the ways in which anyone can develop a positive online reputation
	<u>Sp1: Online Relationships</u> - I can describe ways people who have similar likes and interests can get together online. - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	<u>Sp1: Managing Online Information</u> - I can demonstrate how to use key phrases in search engines to gather accurate information online. - 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.	<u>Sp1: Online Relationships</u> - 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. - I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	<u>Sp1: Managing Online Information</u> - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. - I can explain what is meant by fake news and how it can be harmful.

<p><u>Sp2: Online Relationships</u></p> <ul style="list-style-type: none"> - 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 including what information and content they are trusted with. - I can describe strategies for safe and fun experiences in a range of online social environments 	<p><u>Sp2: Managing Online Information</u></p> <ul style="list-style-type: none"> - I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’, and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. - I can explain why lots of people sharing the same opinion online does not make it true. 	<p><u>Sp2: Online Relationships</u></p> <ul style="list-style-type: none"> - I can 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. - 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><u>Sp2: Managing Online Information</u></p> <ul style="list-style-type: none"> - I can 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, video sites). - I can describe the difference between online misinformation and disinformation.
<p><u>Su1: Privacy and Security</u></p> <ul style="list-style-type: none"> - I can describe strategies for keeping personal information private, depending on context. - I can explain what a strong password is and demonstrate how to create one. - I can explain what to do if a password is shared, lost or stolen. 	<p><u>Su1: Health, Well-Being & Lifestyle</u></p> <ul style="list-style-type: none"> - 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 how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from an adult before purchasing. 	<p><u>Su1: Privacy and Security</u></p> <ul style="list-style-type: none"> - I can describe simple ways to increase privacy on apps and services that provide privacy settings. - 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><u>Su1: Health, Well-Being & Lifestyle</u></p> <ul style="list-style-type: none"> - I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
<p><u>Su2: Privacy and Security</u></p> <ul style="list-style-type: none"> - I can describe how connected devices can collect and share anyone’s information with others. - I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. 	<p><u>Su2: Health, Well-Being & Lifestyle</u></p> <ul style="list-style-type: none"> - 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). - I can describe ways technology can affect health and well-being both positively and negatively. 	<p><u>Su2: Copyright and Ownership</u></p> <ul style="list-style-type: none"> - I can give examples of content that is permitted to be reused, e.g. music, images, and know how this content can be found online. - I can demonstrate how to make references to and acknowledge sources I have used from the internet. 	<p><u>Su2: Health, Well-Being & Lifestyle</u></p> <ul style="list-style-type: none"> - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). - I can 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).

	Early years		Year 1 & 2	
	Cycle A	Cycle B	Cycle A	Cycle B
Online safety objectives (Project Evolve)	<u>A1: Self-Image and Identity</u> 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.		<u>A1: Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples.	
	<u>A1: Online Bullying</u> I can describe ways that some people can be unkind online.		<u>A1: Online Reputation</u> 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	
	<u>A2: Online Bullying</u> I can offer examples of how been unkind to people online can make others feel.		<u>A2: Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples. I can talk about how anyone experiencing bullying can get help.	
	<u>A2: Online Reputation</u> I can describe what information I should not put online without asking a trusted adult first. I know who to talk to if something has been put online without consent or if it is incorrect.		<u>A2: Online Reputation</u> I can describe what information I should not put online without asking a trusted adult first. I know who to talk to if something has been put online without consent or if it is incorrect.	
<u>Sp1: Managing Online Information</u> I can talk about how to use the internet as a way of finding information online.		<u>Sp1: Online Relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important.		
<u>Sp1: Online Relationships</u> 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		<u>Sp1: Managing Online Information</u> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. 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.		
<u>Sp2: Managing Online Information</u> I can identify devices I could use to access information on the internet.		<u>Sp2: Online Relationships</u> I can give examples of how someone might use technology to communicate with		
		<u>Sp2: Managing Online Information</u> I can use simple keywords in search engines		

	<p><u>Sp2: Online Reputation</u> I can identify ways that I can put information on the internet.</p>	<p>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).</p> <p>I can explain who I should ask before sharing things about myself or others online</p>	<p>I can explain why some information online might not be true.</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p>
	<p><u>Su1: Privacy and Security</u> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p><u>Su1: Health, Well-Being & Lifestyle</u> I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p><u>Su1: Privacy and Security</u> I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g) where someone lives and goes to school, family names)</p>	<p><u>Su1: Health, Well-Being & Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p>
	<p><u>Su2: Privacy and Security</u> I can describe who would be trustworthy to share this information with; I can explain why they are trusted</p> <p><u>Su2: Health, Well-Being & Lifestyle</u> I can give examples of simple rules about using technology.</p>	<p><u>Su2: Privacy and Security</u> I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'</p>	<p><u>Su2: Copyright and Ownership</u> I understand that work created by others does not belong to me even if I save a copy.</p> <p>I can recognise that content on the internet may belong to other people</p>