

<b>Focus</b>  Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 1</b>	<b>We are Y1 rule writers</b>	<b>We are kind and thoughtful</b>	<b>We are responsible internet and device users</b>	<b>We are information protectors</b>	<b>We are good digital citizens</b>	<b>We are responsible gamers</b>
<b>Focus</b>	Creating rules that help us stay safe online., suggesting strategies to stay safe in a range of scenarios and help develop a set of rules appropriate to year 1.	Understanding the behaviour of others: understand unkind behaviour can affect other people even when we can't see them. Understand that the rules created unit 1.1 can be applied to any concerns they may have about their online activities.	Taking time out from technology e.g green time to screen time. Thinking about how much time we spend on devices. Ideas of effective ways to spent our time instead. Basic principles of what internet is , how we us it , understanding using these can be bad for us if use them too often, what to do if we hear/see something online that upsets us?	Understanding what is mean by "personal information". Learn now we should keep this private. Identify that people online are strangers and the difference between knowing someone in real life. Understand how we protect ourselves online regarding information and including reporting worries to trusted adults.	Finding out what a "good" digital citizen looks like. To identify that good digital citizenship is important just like it is in real life and on whatever platform we use. What is meant by "digital citizen"? Understand how to be responsible, respectful and safe online. What being kind looks like in real life and online. Identify what might happen when we feel uncomfortable/give examples.	Learning how to stay safe when online gaming. Learning about shared space and the importance of taking breaks. Thinking about where we might play and who is there to support us e.g trusted adult. Linking back to taking breaks - green time to screen time.

<b>Focus</b> Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 2</b>	<b>We are Y2 rule writers</b>	<b>We are not online bullies</b>	<b>We are safe searchers</b>	<b>We are code masters</b>	<b>We are online behaviour experts</b>	<b>We are game raters</b>
<b>Focus</b>	Reviewing and editing online safety guidelines. Review thinking about different scenarios and decide how to respond. Review the rules they created in year 1. Think about what we might have to do if a trusted adult isn't available. Appropriate for their age group - reflection.	Creating a strong message against online bullying. Learn and consider the consequences of online bullying and role of bystanders in online bullying. Think about anti-bullying slogan to send a strong message to say bullying is not acceptable. Recalling reporting concerns and inappropriate behaviour.	Learning how to use search engines effectively. Children find out how to use technology safely to find information online. Then create top tips for safe searching. Basic principles and show understanding of key steps of how to safe search. Understand how to report concerns when searching the web.	Generating strong passwords and keep them safe. Children learn that passwords help us to keep information safe. They will then look at rules for keeping a strong password. Use these rules to practice creating these. Identify differences between strong and weak passwords. Understand that sharing a password makes it weak.	Solving online safety problems. Children identify poor behaviour and choices online by evaluating actions of people. Explain how they could be a better digital citizen. Develop their own ideas and practice actions they would use through role-play of scenarios. Good behaviour is linked to how we use technology online. Understand that the way we use technology impacts others around us. Develop responses further to	Learn about PEGI rating system for gaming. Understand why the rating system is in place as they are not always suitable for all players. Understand that this is to help decide if games are appropriate for children. Understand what to do if someone is playing a game that is inappropriate for them.

					incidents of poor behaviour online.	
<b>Focus</b> Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 3</b>	<b>We are Y3 rule writers</b>	<b>We are digital friends</b>	<b>We are internet detectives</b>	<b>We are aware of our digital footprint</b>	<b>We are netiquette experts</b>	<b>We are avatar creators</b>
<b>Focus</b>	Reviewing and editing the rules and ideas they gathered in the previous year. Recall previous learning and review and use scenarios to develop responses and reflect/adapt rules based on discussion and new learning. Children should be refining their rules and develop strategies e.g calling Childline.	Further develop an awareness of online bullying. Examine the roles of people within scenarios and their involvement within situations using correct language such as "by stander" from the previous year and victim, perpetrator, etc. Improve their bullying slogan. Understand that information shared cannot	Assessing the "trustworthiness" of websites. Children to understand that not everything on the internet is true/ real. Linking to fake news. Learning how to decide if a website is trustworthy and develop a checklist of these clues to critically compare trustworthy and untrustworthy websites. Encourage children to	Understand the digital trails that people leave behind linking to their "digital footprint". Continue to develop their knowledge that everything on the internet can be found, shared, broadcast and copied. Understand that it lasts forever. Encourage them to think carefully and reflect on their own digital footprint and what they would like it to look like in the future.	Practising good netiquette and why this is important. They compare and contrast different styles of written communication and help compose a class response to an email and consider a netiquette guide to promote positive choices. Understand that positive choices make the internet an enjoyable place to be. Understand that email is a	Who do we really know online? Children to explore identities and these being misleading or false. They will look at avatars and distribute these randomly and try to guess the identity of each creator. Understand that internet identities are actively constructed and edited by the user. These may be misleading and not be a real

		always be controlled. Develop a deeper understanding of the consequences of online bullying.	discuss this with parents at home and when using the internet outside school.		widely used form of digital communication that lasts forever.	interpretation of the "creator". Recall personal/private information and why this should not be shared. What we can share and how we do this.
--	--	---	---	--	---	---

<b>Focus</b> Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 4</b>	<b>We are the Y4 rule writers</b>	<b>We are standing up to peer pressure</b>	<b>We are aware that our online content lasts forever</b>	<b>We are online risk managers</b>	<b>We are respectful of digital rights and responsibilities</b>	<b>We are careful when talking to digital friends</b>
<b>Focus</b>	Review and edit our online safety rules. Recall learning from the previous year and review a range of scenarios. Review, edit and discuss findings from year 3. Consider scenarios in school and at home. Consider new strategies that can be applied online, beyond talking to a trusted adult. Think about appropriate rules for year group.	Dealing positively with peer pressure. Find out access to the internet is not the same among all the people that peer pressure can be both positive and negative. They will scrutinise and discuss short scenarios based online and decide how to resolve the problems where access to the internet is not the same. Understand that peer pressure can be a positive and negative influence. Recall ways to report concerns.	Getting the message : pre and post internet. Comparing and contrasting the ways messages were sent before and after the use of the internet. They then think about a digital medium through which they can spread information as if it was the 1940's. This will be considerate of the speed and reach of the message as if it were sent on social media. Considering how quickly information can spread online. Link back to how	Understanding risk and prevention of information loss. Learning that hacking can be a criminal activity and clicking on suspicious links, websites or emails can introduce viruses to devices, putting personal information at risk and stopping the device from working. Learning ways to protect their devices and accounts and use this information to create a family protection plan to share at home. Identify risks of clicking unknown links. Understanding hacking can be illegal and the consequences. Develop understanding of what to do	Understanding and respecting digital rights and responsibilities. Children to use Unicef's Rights of the Child and apply them to digital citizenship, thinking about the rights and responsibilities as well as the consequences of knowingly ignoring responsibilities. Apply these to own experiences and share what this may look like with families. Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone. Understand why we shouldn't ignore rights. Develop positive and responsible attitudes towards technology and the internet.	Virtual friendships vs real friendships and who can we trust? Discussing and learning what is meant by a virtual friendship. Discuss places that we may meet virtual friends and testing virtual friendship with real friendships. Understand that virtual friends are still strangers that they do not know. Apply knowledge of online safety to decide what information we are safe to share with virtual

			accurate information shared is on the internet.	if they think they have been hacked.		friends. Recap rules for reporting.
<b>Focus</b>  Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and Identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 5</b>	<b>We are the Y5 rule writers</b>	<b>We are responsible for your online actions</b>	<b>We are content evaluators</b>	<b>We are protecting our online reputation</b>	<b>We are respectful of copyright</b>	<b>We are game changers</b>
<b>Focus</b>	Review and edit our online safety rules. Review and discuss previous years rules. Think about scenarios in and outside of school. Think about new strategies for example CEOP "report abuse". Review and edit by thinking about what is appropriate for the year group.	Understanding the impact of online behaviour. Learn that we must take responsibility for our own actions regardless of what others are doing. Specific characters within a scenario to experience roles and experiences. Consider the negative effects on other people. Critically assess all information regarding scenarios that surround a scenario to decide whether it constitutes as online	Understanding advertising and endorsements online. Discover that creators are paid by companies in order to support their products and services. Think about the type of questions that are asked to probe to find information. Think about ways of being discerning when viewing information online. Understand that some people get paid to endorse products.	Developing strategies to protect our future selves. Children learn that posting inappropriate, rude and offensive content online can have a negative affect on our online reputation. Children to practice through role -play discussing the consequences of posting inappropriate content. Understanding that it is important to consider what we post as it can cause us to regret what we post. Learn how to manage our online reputation.	Children will understand copyright rules protect original content creators. Children will review a scenario to develop understanding of copyright rules apply and what the rights and responsibilities are of the parties involved. They will then learn about how copyrighted content could be used in school, and provide alternatives for this. They must understand that copyright laws exist to protect original content and give examples of where they may see this e.g content creators. They need to understand how this may apply to them and others in real life	This will build on building and playing games. Children will learn the ways that game developers ensure games are successful, engage the audience (players) and ultimately make them successful. They will consider different strategies to help guide them when making good choices in relation to games they play and then apply knowledge to

		<p>bullying. Use knowledge of online safety to reach consensus on the appropriate response to an online incident.</p>	<p>Develop the discerning attitude to online content. Appreciate the value of trusted adults helping to reach an informed conclusions.</p>	<p>Understanding that information can last forever whether it be true or false.</p>	<p>in understand that content they choose to use or upload on the internet may be subject to copyright laws. This will also lead to them further developing their understanding of rights and responsibilities as digital citizens.</p>	<p>create a safe online gaming guide for families. They will need to show understanding of different business models for online games and understand that accounts for devices are linked to real bank accounts. They will understand that some features in online games and apps cost real money and think about ways they can be influenced. They will think about how research, parental controls and device settings are tools we can use to help us game confidently.</p>
--	--	---	--	---	---	--

<b>Focus</b> Education for a Connected World Link (From Sept 22)	<b>Privacy and Security/Managing Online Information</b>	<b>Online Relationships/Online Reputation</b>	<b>Self-image and identity/Health, well-being and life style</b>	<b>Online Bullying</b>	<b>Copyright and ownership</b>	<b>Focus</b> Focus on any areas that you think your children need to look at again or focus on.
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<i>Developing online safety guidelines</i>	<i>Social and emotional wellbeing and developing resilience</i>	<i>Responsible internet use</i>	<i>Keeping information safe</i>	<i>Digital citizenship</i>	<i>Playing games and having fun</i>
<b>Year 6</b>	<b>We are online safety ambassadors</b>	<b>We will not share inappropriate images</b>	<b>We are social networkers</b>	<b>We are respectful of others</b>	<b>We are online safety problem solvers</b>	<b>We are safe gaming experts</b>
<b>Focus</b>	Children build on knowledge and revisit online safety scenarios encountered in Year 5 (both at school and at home) and consider how experiences and learning could impact previous rules. They will consider what new strategies they can apply to being sage online by using scenarios, such as using reporting buttons within websites and apps. We will review and edit their online safety guidelines. Children will develop their online safety rules and consider what is appropriate for	Children will discuss the negative consequences of sharing different types of images/media including selfies. They will develop confidence in saying no when they are posed with a request for inappropriate and or indecent images of themselves. We discuss consequences for this and link this to future learning within year 6 based on self-image and consent. They should understand that once an image is online, it stays online forever even if deleted. They should understand what is meant by an inappropriate image or	Children will understand that most online sites and apps require an account holder to be a minimum of 13 years old. We discuss age ranges on applications they have heard of/may have used. We discuss consequences of this and that they should check and adhere to the age restrictions of a site or app. They need to understand why age restrictions apply to online communication tools and why restrictions can keep them safe. This also develops resilience to online behaviour and influences in an unfamiliar	Children understand that they need to respect other people's preferences when uploading images or video to the internet. We discuss scenarios of this and experiences children may have had e.g when might they have their photos taken. They will learn to understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet. This again links to knowledge of consent. They develop their understanding that content posted on the internet can last forever even when deleted. This	This aims to develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet. It also revisits the key concepts of digital citizenship. It aims to further prepare children for secondary experiences and support them with transition. This links to workshops about transitioning with support from others such as the police.	Children will understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics. They will understand that research and parental controls and device settings are tools we can use to help us game safely and confidently. They will apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents. Children will consolidate



	their year group. They will also think about where they can get support from in order to further keep them safe.	request. For example, certain selfies and learn that, sending, sharing and storing inappropriate images of under 18s is a crime.	setting. They learn how to use appropriate social networking sites safely.	leads to discussion of using the internet appropriately e.g being kind online, not sharing other people's information, screen shotting, etc.		everything they have learnt about age-appropriate online gaming in preparation for their transition to KS3.
--	--	--	--	--	--	---

Findings from online safety, PSHE, SMSC and general safeguarding are then used to further plan opportunities to support pupils, build on knowledge and provide further learning opportunities for them where needed.