

Year Group	<u>Online Relationships</u>	<u>Online Identities and Reputation</u>	<u>Copyright and Ownership</u>	<u>Online Privacy</u>	<u>Cyber Bullying</u>
<b>EYFS</b>	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 identify ways that I can put information on the internet.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).  I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can describe ways that some people can be unkind online.  I can offer examples of how this can make others feel
<b>1</b>	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.  I can give examples of different adults I can ask for help.	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 recognise that objects and work can belong to me.  I can explain why digital work belongs to me.  I understand that work created by others does not belong to me even if I save a copy.	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 (e.g. where someone lives and goes to school, family names).  I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I recognise that certain behaviours online can upset others.  I can identify behaviour that might upset others online.  I can recognise being kind online would make someone feel good.  I can recognise being unkind online would make someone feel bad.
<b>2</b>	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. (e.g. email, online gaming, a pen-pal in another school / country).  I can explain who I should ask before sharing things about myself or others online.  I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can explain how other people may look and act differently online and offline.  I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.  I can explain who I should ask before sharing things about myself or others online.  I know who to talk to if something has been put online without consent or if it is incorrect.  I can describe how anyone's online information could be seen by others.	I can recognise that objects and work can belong to me. I can identify digital content that belongs to them.  I can describe why content on the internet may belong to others.	I can explain how passwords can be used to protect information, accounts and devices.  I can explain and give examples of what is meant by 'private' and 'keeping things private'.  I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).  I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I understand what the definition of bullying behaviour is apply this definition to online behaviour.  I can give examples of bullying behaviour and where this can happen i.e. apps, social media, phone, tablets, computer etc  I understand that online bullying can make someone feel upset, unsafe and/or uncomfortable  I can identify some signs and symptoms that someone who is being bullied may show  I can say ways bullying can make someone feel  I can explain why anyone who experiences bullying is not to blame

<b>3</b>	<p>I can explain what it means to 'know someone' online and why this might be different from knowing 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 including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	<p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I or others might change identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</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>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.</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> <p>I can understand that we all have rights over the content we create</p> <p>I can know that whilst the internet may be 'Free' not all content is 'Free to use'</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>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 adult.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p> <p>I know what age related apps are.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important. I can say what bullying behaviour is.</p> <p>I can describe methods people may use to bully others including online and offline methods.</p> <p>I can provide simple examples of where online bullying can take place and what it might look like.</p> <p>I can explain why anyone who experiences bullying is not to blame</p>
<b>4</b>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</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>I can describe positive ways to interact with others online and understand how this will positively impact on how others perceive me.</p> <p>I can explain the reasons for and against changing your identity online and explain how someone might do so.</p> <p>I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me.</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 understand that 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 explain what fair use of content is.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</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 can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</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 (e.g. image, video, text, chat).</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 (their reputation).</p> <p>I can explain why anyone who experiences bullying is not to blame</p>
<b>5</b>	<p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs) and explain communication doesn't have to be verbal.</p>	<p>I can explain how identity online can be copied, modified or altered.</p>	<p>I can give examples of content that is permitted to be reused and know how this content can be</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p>

	<p>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>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. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>I know that my online identity can have an impact on others, both positively and negatively.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p> <p>I can use a search engine to search for information about other people and present that information for others to read</p> <p>I understand that the information I find may not be accurate.</p>	<p>found online.</p> <p>I can assess and justify when it is acceptable to use the work of others</p> <p>Understand that some work is in the public domain</p> <p>Know that even copyrighted work can be used, if this use is fair.</p>	<p>I can Identify the risks posed by not protecting accounts and information online.</p> <p>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> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>I can explain why anyone who experiences bullying is not to blame</p>
<p><b>6</b></p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <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> <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>	<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.</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>I know and can give examples of how I might get help, both on and offline.</p> <p>I can explain why I should keep asking until I get the help I need.</p> <p>I understand what an online reputation is</p> <p>I understand that people may do an online search to find out information about me</p> <p>I understand that the information that people find about me will allow them to form an opinion about me</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate ways of searching for reusable content.</p> <p>I can select content that is appropriate for reuse in my own work.</p> <p>I understand how to reference online sources in my own work.</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p>	<p>I can understand the difference between playful 'banter' and purposeful bullying.</p> <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 know I should try and screenshot the bullying behaviour.</p> <p>I know I should reach out to responsible adults with evidence of the bullying behaviour.</p> <p>I can explain how someone would report online bullying in different contexts.</p> <p>I can identify and offer advice for correct helplines to report bullying seen online.</p> <p>I can explain why anyone who experiences bullying is not to blame</p>

### **Useful Resources:**

- Project Evolve – Free to sign up, offers year group resources and activities
- Natterhub – Paid subscription
- [Copyright & Creativity : K-12 Teaching Resources on Copyright and Fair Use \(copyrightandcreativity.org\)](https://copyrightandcreativity.org) Free (american) website about copyright and privacy with resources and full planning.

### **Unplugged Activities:**

- Drama Role play of scenarios
- Guess Who: Give fake identity descriptions and get children to guess who they are or guess if they're truthful
- Guess the article: fake or real?
- Sorting activities of scenarios of whether they're safe or unsafe
- Crack the password: give children a hidden password linked to a person's description, children have to guess the password based on the descriptions. Activity to identify the importance of protecting your passwords.