



# **Declarative and Procedural Knowledge - 2BeSafe**

# Contents

|                                      |    |
|--------------------------------------|----|
| Introduction .....                   | 4  |
| Self-Image and Identity .....        | 5  |
| Year R .....                         | 5  |
| Year 1.....                          | 6  |
| Year 2.....                          | 6  |
| Year 3.....                          | 7  |
| Year 4.....                          | 8  |
| Year 5.....                          | 9  |
| Year 6.....                          | 10 |
| Online Relationships .....           | 11 |
| Year R .....                         | 11 |
| Year 1.....                          | 12 |
| Year 2.....                          | 13 |
| Year 3.....                          | 15 |
| Year 4.....                          | 17 |
| Year 5.....                          | 18 |
| Year 6.....                          | 19 |
| Online Reputation .....              | 20 |
| Year R .....                         | 20 |
| Year 1.....                          | 20 |
| Year 2.....                          | 21 |
| Year 3.....                          | 22 |
| Year 4.....                          | 23 |
| Year 5.....                          | 23 |
| Year 6.....                          | 24 |
| Online Bullying .....                | 25 |
| Year R .....                         | 25 |
| Year 1.....                          | 25 |
| Year 2.....                          | 26 |
| Year 3.....                          | 26 |
| Year 4.....                          | 27 |
| Year 5.....                          | 28 |
| Year 6.....                          | 29 |
| Health, Wellbeing and Lifestyle..... | 30 |
| Year R .....                         | 30 |
| Year 1.....                          | 30 |

|                                  |    |
|----------------------------------|----|
| Year 2.....                      | 31 |
| Year 3.....                      | 31 |
| Year 4.....                      | 31 |
| Year 5.....                      | 32 |
| Year 6.....                      | 33 |
| Privacy and Security .....       | 34 |
| Year R .....                     | 34 |
| Year 1.....                      | 35 |
| Year 2.....                      | 36 |
| Year 3.....                      | 37 |
| Year 4.....                      | 38 |
| Year 5.....                      | 39 |
| Year 6.....                      | 40 |
| Managing Online Information..... | 41 |
| Year R .....                     | 41 |
| Year 1.....                      | 42 |
| Year 2.....                      | 43 |
| Year 3.....                      | 44 |
| Year 4.....                      | 45 |
| Year 5.....                      | 46 |
| Year 6.....                      | 48 |
| Copyright and Ownership .....    | 50 |
| Year R .....                     | 50 |
| Year 1.....                      | 51 |
| Year 2.....                      | 52 |
| Year 3.....                      | 52 |
| Year 4.....                      | 52 |
| Year 5.....                      | 53 |
| Year 6.....                      | 53 |

# Introduction

The focus of 2BeSafe is not only to help children stay safe online but also to build the confidence, resilience, and digital citizenship they need in a connected world. By breaking learning down into manageable strands, the scheme makes it easier for teachers to see what has already been taught, what needs revisiting, and how each year group's learning builds on the last.

This document sets out the knowledge and skills children will develop as they progress from Reception to Year 6, providing clear guidance on what children should know and be able to do at each stage.

Each section includes a summary of the content and highlights both the declarative knowledge (what children should know) and the procedural knowledge (what children should be able to do) in each session, making it straightforward to translate the curriculum into classroom practice.

# Self-Image and Identity

## Content Summary

One of the areas children explore is Self-Image and Identity — how their sense of who they are can be shaped by both the offline and online world. They learn that people often present themselves differently online, for example by sharing only highlights or using filters, and how media can promote stereotypes about how boys and girls “should” look or behave.

Children are encouraged to think critically about what they see, recognise when content is unrealistic or unhelpful, and develop strategies for maintaining a positive self-image. They also learn the importance of kindness and respect online, and where to get help if they feel pressured or upset.

By the end of primary school, children are building confidence, resilience, and a healthy understanding of identity in the digital world.

## Year R

| Declarative (Knowledge) – In the strand the children know:                                                                                                        | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That online or offline, anyone can say ‘no’, ‘please stop’, ‘I’ll tell’, or ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed, or upset. | <ul style="list-style-type: none"><li>• Recognise when they feel sad, worried, or uncomfortable and use simple words like “no” or “stop” to keep themselves safe both online and offline.</li><li>• Understand that the same rules for saying no and asking for help apply whether they are playing in person or on the internet</li></ul> |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                                                                                                                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That there may be people online who could make someone feel sad, embarrassed, or upset.                                                                                                    | <ul style="list-style-type: none"> <li>Recognise that people online can sometimes behave in ways that cause sadness, worry, or embarrassment.</li> <li>Identify which online activities make them feel positive or negative.</li> <li>Know how to respond if online behaviour makes them feel upset</li> </ul>                                                                                      |
| That if something happens that makes them feel sad, worried, uncomfortable, or frightened, they can give examples of when and how to speak to a trusted adult and how that adult can help. | <ul style="list-style-type: none"> <li>Recognise when online experiences cause negative feelings such as sadness, worry, or fear.</li> <li>Know when to speak to a trusted adult, and understand that adults like parents, teachers, or family members can help keep them safe.</li> <li>Explain clearly to a trusted adult what happened, how it made them feel, and why they need help</li> </ul> |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                                                                                           | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That other people may look and act differently online and offline.                                                                                   | <ul style="list-style-type: none"> <li>Explain that people may look or act differently online compared to offline.</li> <li>Understand that appearances online, such as avatars or changed images, may not be trustworthy.</li> <li>Recognise that if someone's online behaviour makes them feel sad, worried, or unsafe, they should not trust it and seek help.</li> </ul> |
| That there are issues online that might make someone feel sad, worried, uncomfortable, or frightened, and they can give examples of how to get help. | <ul style="list-style-type: none"> <li>Recognise positive and negative experiences online and the feelings they create.</li> <li>Identify issues online that might cause sadness, worry, or fear, and know they should get help.</li> </ul>                                                                                                                                  |

|  |                                                                                                                                              |
|--|----------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Explain how to seek support from a trusted adult and what information to share with them</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------|

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is meant by the term 'identity'.                                                                                                  | <ul style="list-style-type: none"> <li>• Explain what is meant by the term identity and the things that make up someone's identity, such as hobbies, qualities, and beliefs.</li> <li>• Recognise that everyone has similarities and differences that make them unique.</li> <li>• Understand that parts of their identity may be visible online and may differ from offline identity.</li> </ul>                                                               |
| That people can represent themselves in different ways online.                                                                         | <ul style="list-style-type: none"> <li>• Explain how people can represent themselves in different ways online.</li> <li>• Compare how representation offline (appearance, behaviour, facts) can differ from representation online (profiles, avatars).</li> <li>• Understand that not everyone represents themselves truthfully online, and reflect on when it is or isn't safe to share real identity details</li> </ul>                                       |
| That someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. | <ul style="list-style-type: none"> <li>• Explain why someone might change their identity online depending on the activity (e.g. gaming, social media, messaging).</li> <li>• Recognise that people may use avatars, false information, or nicknames online, sometimes for safety and sometimes for negative reasons.</li> <li>• Reflect on when changing identity online is positive (privacy, safety) or negative (being unkind, hiding behaviour).</li> </ul> |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                                      | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That their online identity can be different to their offline identity.                                                          | <ul style="list-style-type: none"> <li>• Understand that their online identity can be different from their offline identity.</li> <li>• Recognise how behaviour, information shared, and interactions form an online identity.</li> <li>• Reflect on when differences between online and offline identity are positive or negative.</li> </ul>              |
| Positive ways to interact with others online and understand how this will positively affect how others perceive them.           | <ul style="list-style-type: none"> <li>• Describe positive ways to interact with others online, such as supportive comments and respectful behaviour.</li> <li>• Understand that behaviour online affects how others perceive them.</li> <li>• Recognise that safe, positive interactions improve both their own and others' online experiences.</li> </ul> |
| That others online can pretend to be someone else, including their friends, and they can suggest reasons why this might happen. | <ul style="list-style-type: none"> <li>• Explain that others online can pretend to be someone else, including friends.</li> <li>• Suggest reasons why people might impersonate others online, both positive (safety) and negative (bullying, crime).</li> <li>• Understand the possible consequences of impersonation for victims</li> </ul>                |



## Year 5

| Declarative (Knowledge) – In the strand the children know:                                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That identity online can be copied, modified, or altered.                                  | <ul style="list-style-type: none"><li>• Explain how online identities can be copied, modified, or altered.</li><li>• Recognise positive and negative reasons for changing identity online (e.g. safety vs. deception).</li><li>• Evaluate how these changes affect themselves and others.</li></ul>                                         |
| How to make responsible choices about having an online identity, depending on the context. | <ul style="list-style-type: none"><li>• Demonstrate how to make responsible choices about online identity depending on context.</li><li>• Understand that identity should be adapted for different spaces (e.g. education vs. gaming).</li><li>• Recognise how online identity affects safety, perception, and digital footprint.</li></ul> |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                                                                                                                                               | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How to identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and they know why it is important to challenge and reject inappropriate representations online.</p> | <ul style="list-style-type: none"> <li>• Identify and critically evaluate online content relating to race, gender, religion, disability, culture, and other groups.</li> <li>• Explain why it is important to challenge and reject stereotypes and inappropriate representations online.</li> <li>• Use evaluation skills (credibility, bias, purpose) to judge online content.</li> </ul> |
| <p>That there are issues online that could make anyone feel sad, worried, uncomfortable, or frightened, and they can give examples of how to get help both on and offline.</p>                                                           | <ul style="list-style-type: none"> <li>• Describe issues online (cyberbullying, inappropriate content, inappropriate contact) that could cause negative feelings.</li> <li>• Know how to get help both online (report/block tools, Childline, NSPCC) and offline (trusted adults).</li> <li>• Recognise why seeking help quickly is important for safety and wellbeing.</li> </ul>         |
| <p>The importance of asking for help until they get the support they need.</p>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Understand the importance of asking for help if something goes wrong online.</li> <li>• Recognise reasons why children may avoid asking for help and why persistence is necessary.</li> <li>• Know strategies for getting the right help online and offline until the issue is resolved</li> </ul>                                                |

# Online Relationships

## Content Summary

Children use technology to connect in many ways — from messaging and video calls to gaming and sharing pictures. This strand teaches them how online relationships can be positive but also bring risks. They learn about kindness, respect, consent, and safe communication with both friends and strangers.

As they move through school, children build skills to manage online friendships, think critically about communities, and understand the consequences of sharing content. By Year 6, they are learning how to set boundaries, protect their digital reputation, and support others in staying safe online.

## Year R

| Declarative (Knowledge) – In the strand the children know:           | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That the internet can be used in different ways to communicate.      | <ul style="list-style-type: none"><li>• Recognise some of the ways the internet can be used to communicate (e.g. video calls, texting, email).</li><li>• Identify examples of how people use technology to talk to friends and family</li></ul>                                                                                               |
| That they might use technology to communicate with people they know. | <ul style="list-style-type: none"><li>• Give examples of how they might use technology to communicate with people they know.</li><li>• Understand that communication online can involve family, friends, and familiar people, not strangers.</li><li>• Share personal experiences of online communication safely with adult support</li></ul> |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                                                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That they should ask permission before doing something online and why this is important.                                   | <ul style="list-style-type: none"> <li>• Recognise when they should ask permission before doing something online.</li> <li>• Explain why asking permission online is important for safety.</li> </ul>                                                              |
| That they can use the internet with adult support to communicate with people they know (e.g. Video call apps or services). | <ul style="list-style-type: none"> <li>• Use the internet with adult support to communicate with people they know.</li> <li>• Understand safe practices when video calling, such as not answering calls from strangers or sharing personal information.</li> </ul> |
| That it is important to be considerate and kind to people online and to respect their choices.                             | <ul style="list-style-type: none"> <li>• Explain why it is important to be considerate and kind to people online.</li> <li>• Recognise that online actions can affect others' feelings, just as in person.</li> </ul>                                              |
| That things one person finds funny or sad online may not always be seen in the same way by others.                         | <ul style="list-style-type: none"> <li>• Explain that things one person finds funny or sad online may not be seen in the same way by others.</li> <li>• Recognise and respect that people like and dislike different things online, just as offline.</li> </ul>    |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                                                                                                      | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That using technology to communicate with people they don't also know offline can be risky (e.g. Email, online gaming, or a pen-pal in another school/country). | <ul style="list-style-type: none"> <li>• Give examples of how technology can be used to communicate with people not known offline.</li> <li>• Understand why communicating with strangers online can be risky (e.g. identity theft, unkind behaviour, scams).</li> <li>• Know that they should never share personal information with someone they don't know offline.</li> </ul> |
| Who they should ask before sharing things about themselves or others online.                                                                                    | <ul style="list-style-type: none"> <li>• Understand the importance of asking permission before sharing things about themselves or others online.</li> <li>• Recognise that sharing without permission can upset others or put them at risk.</li> <li>• Know that they can ask a trusted adult for advice before posting or sharing.</li> </ul>                                   |
| Different ways to ask for, give, or deny permission online and who can help if they are unsure.                                                                 | <ul style="list-style-type: none"> <li>• Describe ways to ask for, give, or deny permission online.</li> <li>• Recognise that it is always OK to say no if they feel unsure or pressured.</li> <li>• Identify trusted adults who can help when they are unsure about giving permission.</li> </ul>                                                                               |
| That they have a right to say 'no' or 'I will have to ask someone', and who can help if they feel pressured to agree to something.                              | <ul style="list-style-type: none"> <li>• Explain that they always have the right to say 'no' or 'I will have to ask someone'.</li> <li>• Recognise feelings such as nervousness or discomfort as signs they should refuse permission.</li> <li>• Know who can help if they feel pressured to agree to something online.</li> </ul>                                               |
| Who can help if something happens online without their consent.                                                                                                 | <ul style="list-style-type: none"> <li>• Identify who can help if something happens online without their consent (e.g. parent, teacher).</li> <li>• Understand that they can adjust privacy settings and seek support from trusted adults.</li> </ul>                                                                                                                            |

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|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                         | <ul style="list-style-type: none"> <li>• Recognise that seeking help is the right step if something is shared without permission.</li> </ul>                                                                                                                                                                                                                                   |
| How it may make others feel if they do not ask permission or ignore answers before sharing something about them online. | <ul style="list-style-type: none"> <li>• Explain how failing to ask for permission before sharing about others can make them feel upset, embarrassed, or unsafe.</li> <li>• Recognise that people have the right to refuse permission and their wishes must be respected.</li> <li>• Understand that ignoring someone's refusal can damage trust and relationships.</li> </ul> |
| That they should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online                          | <ul style="list-style-type: none"> <li>• Explain why they should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online.</li> <li>• Recognise risks such as adverts, viruses, or strangers behind pop-ups.</li> <li>• Know that checking with a trusted adult helps keep both themselves and their device safe.</li> </ul>                              |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                                                                | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That people with similar likes and interests can connect online.                                                                                                          | <ul style="list-style-type: none"> <li>• Describe how people with similar interests can connect online (e.g. gaming, messaging apps, learning platforms).</li> <li>• Recognise the importance of keeping personal information safe while connecting online.</li> <li>• Know how to use features like report and block to stay safe in online communities.</li> </ul>                                      |
| What it means to 'know someone' online and why this is different from knowing someone offline.                                                                            | <ul style="list-style-type: none"> <li>• Explain what it means to 'know someone' online and why this is different from knowing someone offline.</li> <li>• Understand the risks of sharing personal information or meeting online-only contacts in real life.</li> <li>• Recognise the role of trusted adults when unsure about online friendships.</li> </ul>                                            |
| What it means to 'trust someone online', why this is different from 'liking someone online', and why they should be careful about who to trust and with what information. | <ul style="list-style-type: none"> <li>• Explain what it means to trust someone online, and why trust is different from liking someone.</li> <li>• Recognise that trust can be broken both online and offline (e.g. sharing secrets, pretending to be someone else).</li> <li>• Understand that it is OK to change their mind about trusting someone if they feel nervous, worried, or unsafe.</li> </ul> |
| That someone may change their mind about trusting another person if they feel nervous, uncomfortable, or worried.                                                         | <ul style="list-style-type: none"> <li>• Recognise when it may be right to stop trusting someone if they ask for personal information or act in unsafe ways.</li> <li>• Identify feelings like nervousness or worry as signals that trust may need to be reconsidered.</li> <li>• Know that trust should be earned and treated with care both online and offline.</li> </ul>                              |

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>That feelings can be hurt by what is said or written online.</p>                                                                                              | <ul style="list-style-type: none"> <li>• Explain how what is said or written online can hurt someone's feelings.</li> <li>• Recognise that tone and intent are harder to judge online, so kindness and care are essential.</li> <li>• Understand the importance of seeking help if someone is upset by online behaviour.</li> </ul>                                             |
| <p>The importance of giving and gaining permission before sharing things online, and that the same principles apply offline (e.g. Sharing images or videos).</p> | <ul style="list-style-type: none"> <li>• Explain why it is important to give and gain permission before sharing things online.</li> <li>• Understand that sharing online follows the same principles as sharing offline: permission, respect, privacy, and safety.</li> <li>• Recognise that what seems unimportant to one person may be meaningful to someone else.</li> </ul> |



## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                                        | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies for safe and fun experiences in different online environments (e.g. Livestreaming, gaming platforms).                  | <ul style="list-style-type: none"> <li>• Describe strategies for staying safe and having fun in online environments such as gaming and livestreaming.</li> <li>• Recognise how to protect themselves (e.g. strong passwords, no personal details, report/block features).</li> <li>• Understand the importance of asking a trusted adult before joining new online spaces.</li> </ul> |
| How to be respectful to others online and how to recognise healthy and unhealthy behaviours.                                      | <ul style="list-style-type: none"> <li>• Give examples of how to show respect to others online.</li> <li>• Recognise the difference between healthy and unhealthy online behaviours.</li> <li>• Understand strategies for staying calm and considerate when communicating online.</li> </ul>                                                                                          |
| That content shared online may feel unimportant to one person but may matter greatly to another's thoughts, feelings, or beliefs. | <ul style="list-style-type: none"> <li>• Explain that content shared online may feel unimportant to one person but important to another's feelings or beliefs.</li> <li>• Understand that perspectives differ, and respect is needed when posting or sharing online.</li> <li>• Recognise the responsibility of sharing kindly and considerately in online spaces.</li> </ul>         |

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                                                      | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examples of technology-specific communication such as emojis, memes, and gifs.                                                                  | <ul style="list-style-type: none"> <li>• Recognise different technology-specific forms of communication such as emojis, memes, GIFs, slang, and text speak.</li> <li>• Understand the benefits and drawbacks of using these forms of communication in different contexts.</li> <li>• Use creative digital tools to design their own meme, GIF, or emoji to express feelings or ideas.</li> </ul> |
| That some people they communicate with online may want to do them or their friends harm, and that this is not their fault.                      | <ul style="list-style-type: none"> <li>• Understand that some people online may want to cause harm, and that this is never their fault.</li> <li>• Identify different types of harmful online behaviour such as scams, fraud, bullying, and unsafe requests.</li> <li>• Recognise the importance of reporting harmful behaviour and seeking help from a trusted adult.</li> </ul>                |
| How people can take part in online communities, collaborate constructively, and make positive contributions (e.g. Gaming groups, social media). | <ul style="list-style-type: none"> <li>• Describe how people join and take part in online communities based on shared interests.</li> <li>• Recognise positive contributions such as collaboration, sharing advice, and supporting charitable causes.</li> <li>• Understand the importance of protecting personal information and reporting inappropriate content.</li> </ul>                    |
| How to get help if they are having problems and when to tell a trusted adult.                                                                   | <ul style="list-style-type: none"> <li>• Explain how to get help if they encounter problems online.</li> <li>• Identify trusted adults they can talk to when they feel unsafe or uncomfortable.</li> <li>• Recognise when it is important to report worrying online content about themselves or others.</li> </ul>                                                                               |
| How to support others online, including those having difficulties.                                                                              | <ul style="list-style-type: none"> <li>• Demonstrate how to support others who are struggling online.</li> <li>• Recognise signs that someone may be having difficulties (e.g. sad posts, withdrawing from chats).</li> </ul>                                                                                                                                                                    |

|  |                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Offer support through kindness, inclusion, reporting unkind behaviour, or encouraging breaks.</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------|

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                                                                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That sharing something online may have either a positive or negative impact.                                                                                           | <ul style="list-style-type: none"> <li>• Explain that sharing something online can have both positive and negative consequences.</li> <li>• Consider how different types of shared content (e.g. images, posts, videos) can affect others.</li> <li>• Understand that once content is online, it is difficult to remove completely.</li> </ul>                                |
| How to be kind and respectful to others online, including respecting boundaries about what is shared, and how to support others if those boundaries are not respected. | <ul style="list-style-type: none"> <li>• Describe how to be kind and respectful to others online, especially by respecting boundaries.</li> <li>• Understand the importance of asking for permission before sharing content involving others.</li> <li>• Recognise how to support people if their boundaries are not respected.</li> </ul>                                    |
| That things shared privately online can still have unintended consequences (e.g. Screen-grabs).                                                                        | <ul style="list-style-type: none"> <li>• Explain how things shared privately online (e.g. screenshots) can spread and have unintended consequences.</li> <li>• Understand that private content may still become public and affect others.</li> <li>• Recognise the importance of thinking carefully before sharing and discussing concerns with a trusted adult.</li> </ul>   |
| That taking or sharing inappropriate images, even with permission, may still have an impact for themselves and others, and who can help if they are worried.           | <ul style="list-style-type: none"> <li>• Recognise that taking or sharing inappropriate or embarrassing images can harm both the person in the photo and the sharer.</li> <li>• Understand that even if consent is given, sharing certain images may still cause harm.</li> <li>• Know who can help if they feel worried about inappropriate content being shared.</li> </ul> |

# Online Reputation

## Content Summary

When children go online, they leave behind a “digital footprint.” This strand teaches them that anything shared — a name, picture, or post — can be copied, shared, or seen for a long time.

As they progress, children learn to manage their online presence, from asking permission before posting to understanding that others may make unfair judgements based on online information.

By the end of primary school, they are developing strategies to protect a positive online reputation through privacy settings, safe sharing, and thoughtful choices.

## Year R

| Declarative (Knowledge) – In the strand the children know:       | Procedural (Skills) – Children will know how to:                                                                                                                                                                               |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That they can put information on the internet in different ways. | <ul style="list-style-type: none"> <li>Put information on the internet in different ways (e.g. Emails, photos, comments).</li> <li>Recognise the difference between being online and offline and identify examples.</li> </ul> |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                        | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That information can stay online and could be copied.                             | <ul style="list-style-type: none"> <li>Recognise that information put online can stay there for a long time and could be copied.</li> <li>Be careful about what information they share and use privacy settings to protect it.</li> </ul>       |
| That they should not put information online without asking a trusted adult first. | <ul style="list-style-type: none"> <li>Identify personal information and understand that it should not be shared without asking a trusted adult.</li> <li>Seek help from a trusted adult if unsure about sharing information online.</li> </ul> |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That information put online about someone can last for a long time.                    | <ul style="list-style-type: none"> <li>• Explain that information put online about someone can last for a long time.</li> <li>• Recognise that information online can be copied even if deleted and should be shared carefully.</li> </ul>                                                                                                            |
| That anyone's online information could be seen by others.                              | <ul style="list-style-type: none"> <li>• Describe that online information can be seen by others, whether shared publicly or privately.</li> <li>• Recognise that even private information can be copied or shared, so it must be kept safe.</li> <li>• Talk to a trusted adult if something is put online without consent or is incorrect.</li> </ul> |
| Who to talk to if something has been put online without consent or if it is incorrect. | <ul style="list-style-type: none"> <li>• Ask trusted adults for help if worried about information online.</li> <li>• Explain the importance of consent before information is shared online.</li> </ul>                                                                                                                                                |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                                | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to search for information about others online.                                                                                        | <ul style="list-style-type: none"><li>• Use a search engine to find information about others online.</li><li>• Use search terms to narrow results and check information with a trusted adult.</li></ul>                                                                             |
| That people may or may not want to share information about themselves online, and they should be careful before sharing personal details. | <ul style="list-style-type: none"><li>• Identify personal information and keep it private.</li><li>• Recognise that once information is online it is difficult to control and may be misused.</li><li>• Ask a trusted adult if they are unsure about sharing information.</li></ul> |
| Who to ask if they are unsure about putting something online.                                                                             | <ul style="list-style-type: none"><li>• Identify trusted people (at home, at school, or in the community) to ask if unsure about putting information online.</li><li>• Create usernames that avoid giving away personal information.</li></ul>                                      |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                         | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to find out information about others by searching online.                      | <ul style="list-style-type: none"><li>• Search for information about others using search engines.</li><li>• Recognise that information can appear in many places such as websites, social media, and online communities.</li></ul>                                                                                                         |
| That some online information could have been created, copied, or shared by others. | <ul style="list-style-type: none"><li>• Explain that online information about someone may have been created, copied, or shared by others.</li><li>• Recognise that not all online information comes directly from the person it is about.</li><li>• Explain that information online may not always be accurate or safe to share.</li></ul> |

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                               | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to search for information about an individual online and summarise what they find.                                   | <ul style="list-style-type: none"><li>• Search for information about an individual online using search engines.</li><li>• Summarise the most important or interesting information they find.</li></ul>                                                                                                                      |
| That information about anyone online can be used by others to make judgments, and that these judgments may be incorrect. | <ul style="list-style-type: none"><li>• Explain that online information can be used by others to make judgements about someone.</li><li>• Recognise that these judgements may be incorrect if they don't reflect the full story.</li><li>• Be cautious about how information online might be perceived by others.</li></ul> |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                            | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ways in which anyone can develop a positive online reputation.                                                        | <ul style="list-style-type: none"><li>• Develop a positive online reputation.</li><li>• Build a positive reputation through respectful, authentic, and thoughtful online behaviour.</li><li>• Recognise that once information is online, it can affect how people view and trust them in the future.</li></ul> |
| Strategies to protect their digital personality and online reputation, including using different levels of anonymity. | <ul style="list-style-type: none"><li>• Use strategies to protect their digital personality and online reputation.</li><li>• Stay safe using degrees of anonymity, privacy settings, and strong passwords.</li><li>• Think carefully before posting to safeguard their online identity.</li></ul>              |



# Online Bullying

## Content Summary

Bullying is a serious issue, and technology can make it easier for harmful behaviour to happen. This strand teaches children what online bullying looks like, how it affects people, and why it is never the victim's fault. They learn how to recognise unkind behaviour, respond safely, and seek help from trusted adults or reporting services.

As they progress, children explore issues such as “banter” that goes too far, the differences between online and offline bullying, and how to report or capture evidence.

By the end of primary school, they are equipped with practical tools to deal with online bullying and support others.

## Year R

| Declarative (Knowledge) – In the strand the children know:                | Procedural (Skills) – Children will know how to:                                                                                                                                                   |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That some people can be unkind online.                                    | <ul style="list-style-type: none"> <li>Describe ways that people can be unkind online.</li> <li>Recognise that unkind behaviour online can make others feel sad.</li> </ul>                        |
| That unkind behaviour online can make others feel upset, sad, or worried. | <ul style="list-style-type: none"> <li>Give examples of how being unkind online can make others feel.</li> <li>Recognise the importance of being kind online to avoid upsetting others.</li> </ul> |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                     | Procedural (Skills) – Children will know how to:                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That they should behave online in ways that do not upset others and can give examples of this. | <ul style="list-style-type: none"> <li>Understand how to behave in a kind manner online.</li> <li>Give examples of kind online behaviour, such as congratulating others, leaving positive comments, or using kind emojis.</li> </ul> |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What bullying is, how people may bully others, and how bullying can make someone feel. | <ul style="list-style-type: none"> <li>• Explain what bullying is, how people may bully others, and how bullying can make someone feel.</li> <li>• Identify different types of bullying, including verbal, physical, social, and cyberbullying.</li> </ul> |
| That anyone who experiences bullying is not to blame.                                  | <ul style="list-style-type: none"> <li>• Understand that anyone who experiences bullying is not to blame.</li> <li>• Recognise that responsibility always lies with the bully, not the person being bullied.</li> </ul>                                    |
| How someone experiencing bullying can get help.                                        | <ul style="list-style-type: none"> <li>• Identify who to talk to if they or someone else is being bullied.</li> <li>• Recognise a range of trusted people who can help, such as family, friends, teachers, or leaders.</li> </ul>                          |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                              | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate ways to behave towards others online and why this is important.             | <ul style="list-style-type: none"> <li>• Describe appropriate ways to behave towards others online and why this is important.</li> <li>• Recognise the need to be kind, protect personal information, think before posting, and tell a trusted adult if something feels wrong.</li> </ul> |
| Examples of how bullying behaviour could appear online and how someone can get support. | <ul style="list-style-type: none"> <li>• Give examples of how bullying behaviour could appear online, such as mean messages, fake profiles, or exclusion from games.</li> <li>• Identify ways to get support if they or someone else is bullied online.</li> </ul>                        |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                          | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to recognise when someone is upset, hurt, or angry online.                                                      | <ul style="list-style-type: none"><li>• Recognise when someone is upset, hurt, or angry online.</li><li>• Identify clues that show how someone might be feeling online, such as negative emojis, sudden silence, or withdrawing from games.</li></ul>                 |
| That bullying can take place through different media such as images, videos, text, or chat.                         | <ul style="list-style-type: none"><li>• Describe the different ways people can be bullied through media such as images, videos, text, and chat.</li><li>• Understand the impact of online bullying on feelings, including sadness, fear, and embarrassment.</li></ul> |
| That people need to think carefully about how content they post might affect others' feelings and their reputation. | <ul style="list-style-type: none"><li>• Explain why it is important to think carefully about how online posts can affect others' feelings.</li><li>• Understand that posts contribute to their reputation and digital footprint.</li></ul>                            |

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                               | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That online bullying can be different from bullying in the physical world and can describe some of those differences.    | <ul style="list-style-type: none"> <li>• Recognise how online bullying is different from bullying in the physical world.</li> <li>• Describe features of online bullying, such as being anonymous, happening at any time, and reaching a wider audience.</li> </ul> |
| That what one person perceives as playful joking or banter might be experienced by others as bullying.                   | <ul style="list-style-type: none"> <li>• Understand how playful joking or teasing, including banter, might be experienced by others as bullying.</li> <li>• Recognise when banter crosses the line and becomes hurtful or repeated behaviour.</li> </ul>            |
| How anyone can get help if they are being bullied online and when to tell a trusted adult.                               | <ul style="list-style-type: none"> <li>• Explain how to get help if they are being bullied online.</li> <li>• Identify when to tell a trusted adult, and know examples of people and organisations who can support them.</li> </ul>                                 |
| A range of ways to report concerns and access support both in school and at home about online bullying.                  | <ul style="list-style-type: none"> <li>• Identify different ways to report concerns about online bullying.</li> <li>• Access support both in school and at home through trusted adults and reporting systems.</li> </ul>                                            |
| How to block abusive users.                                                                                              | <ul style="list-style-type: none"> <li>• Block abusive users on social media, messaging, or gaming platforms.</li> <li>• Understand why they should not respond to abusive behaviour and should always tell a trusted adult.</li> </ul>                             |
| About helpline services that support people experiencing bullying, such as Childline or The Mix, and how to access them. | <ul style="list-style-type: none"> <li>• Describe helpline services such as Childline, The Mix, or Kooth, and how to access them.</li> <li>• Know how specialist organisations can provide free, safe, and confidential support.</li> </ul>                         |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                     | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to capture bullying content as evidence (e.g. Screenshot, URL, profile) to share with others who can help. | <ul style="list-style-type: none"><li>• Capture bullying content as evidence, such as screenshots, URLs, or profiles.</li><li>• Share evidence with trusted adults or organisations that can help stop the bullying.</li></ul>                                                                                                                                     |
| How to report online bullying in different contexts.                                                           | <ul style="list-style-type: none"><li>• Report online bullying in different contexts, including on social media, gaming platforms, and messaging apps.</li><li>• Identify who to talk to at school or at home when raising concerns about online bullying.</li><li>• Use platform-specific reporting tools confidently to protect themselves and others.</li></ul> |

# Health, Wellbeing and Lifestyle

## Content Summary

Technology is a big part of children's lives, offering great opportunities for learning and fun but also affecting health and wellbeing. This strand helps children explore how technology influences mood, sleep, health, and relationships, while recognising both positives (like fitness or mindfulness apps) and negatives (such as too much screen time or age-inappropriate content). They also learn about online spending, persuasive design, and the importance of balance.

By the end of primary school, children develop strategies to use technology positively — taking breaks, setting limits, and balancing screen time with healthy habits.

## Year R

| Declarative (Knowledge) – In the strand the children know:                                                                                                     | Procedural (Skills) – Children will know how to:                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That there are rules to help keep us safe and healthy when using technology in and beyond the home and know simple examples of rules that help keep them safe. | <ul style="list-style-type: none"><li>• Identify rules that help keep them safe and healthy when using technology.</li><li>• Give simple examples of technology rules at home and in school.</li></ul> |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                      | Procedural (Skills) – Children will know how to:                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That there are rules to keep themselves safe when using technology both in and beyond the home. | <ul style="list-style-type: none"><li>• Explain rules to keep themselves safe when using technology in and beyond the home.</li><li>• Recognise the importance of following safety rules to protect themselves and others.</li></ul> |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                                                                                                                                  | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple guidance for using technology in different environments and settings, such as public places and at home and know how rules and guides can help anyone accessing online technologies. | <ul style="list-style-type: none"> <li>• Explain simple guidance for using technology in different environments, such as home, school, or public places.</li> <li>• Describe how following rules and guidance can help keep anyone safe when using online technologies.</li> </ul> |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                                                                                        | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spending too much time using technology can negatively affect mood, sleep, body, or relationships, and they know examples of both positive and negative activities that can take up lots of time. | <ul style="list-style-type: none"> <li>• Explain why spending too much time using technology can affect health, mood, sleep, or relationships.</li> <li>• Give examples of positive and negative online activities that people may spend a lot of time on.</li> </ul> |
| That some online activities have age restrictions, why it is important to follow them, and who to talk to if they feel pressured to access unsuitable content.                                    | <ul style="list-style-type: none"> <li>• Explain how using technology can be a distraction in both positive and negative ways.</li> <li>• Identify times when technology use should be limited and suggest strategies to manage time online.</li> </ul>               |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That technology can be a distraction from other things in both positive and negative ways. | <ul style="list-style-type: none"> <li>• Identify times or situations when someone may need to limit the amount of time spent using technology.</li> <li>• Suggest strategies to help maintain a healthy balance between online and offline activities.</li> </ul> |

|                                                                                                       |                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Situations when it may be necessary to limit technology use and strategies that can help manage this. | <ul style="list-style-type: none"> <li>• Recognise how too much technology use can affect health, wellbeing, and relationships.</li> <li>• Use tools and strategies such as planning, timers, or support from adults to limit time spent online.</li> </ul> |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                                                                            | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ways technology can affect health and well-being both positively, such as through mindfulness apps, and negatively.                                                   | <ul style="list-style-type: none"> <li>• Describe how technology can affect health and well-being positively, such as through mindfulness apps, and negatively through overuse.</li> <li>• Recognise how tiredness, poor posture, and eye strain can result from too much technology use.</li> </ul>                          |
| Strategies, tips, and advice to promote health and wellbeing when using technology.                                                                                   | <ul style="list-style-type: none"> <li>• Use strategies to promote health and wellbeing with technology, such as breaks, healthy posture, and limiting screen time.</li> <li>• Recognise the importance of healthy habits including good sleep, physical activity, and balancing online with offline interactions.</li> </ul> |
| The benefits and risks of accessing health and well-being information online, and the importance of balancing this with advice from trusted adults and professionals. | <ul style="list-style-type: none"> <li>• Recognise benefits and risks of accessing health and wellbeing information online and balance this with advice from trusted adults or professionals.</li> <li>• Evaluate whether online information is reliable by comparing it with offline sources and credible sites.</li> </ul>  |
| How and why some apps and games may request or take payment for extra content, and the importance of seeking permission from a trusted adult before purchasing.       | <ul style="list-style-type: none"> <li>• Explain why apps and games may include in-app purchases or loot boxes.</li> <li>• Recognise the risks of spending money online and know the importance of seeking permission from a trusted adult.</li> </ul>                                                                        |



## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                                                      | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and their purpose.                                        | <ul style="list-style-type: none"> <li>• Identify systems that regulate age-related content, such as PEGI and BBFC, and explain their purpose.</li> <li>• Understand the risks of ignoring age ratings and the possible effects on wellbeing.</li> </ul>                        |
| The pressures that technology can create and how and when to manage these.                                                                      | <ul style="list-style-type: none"> <li>• Recognise the pressures that technology can place on people, such as social media or gaming notifications.</li> <li>• Use strategies such as time management, app settings, and saying no to manage these pressures.</li> </ul>        |
| Features of persuasive design and how these are used to keep users engaged.                                                                     | <ul style="list-style-type: none"> <li>• Recognise features of persuasive design in apps and websites, such as notifications, autoplay, or infinite scroll.</li> <li>• Understand how persuasive design can affect emotions, behaviour, and time spent online.</li> </ul>       |
| Strategies to reduce the impact of technology on health, such as night -shift mode, regular breaks, correct posture, sleep, diet, and exercise. | <ul style="list-style-type: none"> <li>• Assess and apply strategies to reduce the impact of technology on health, such as night mode, breaks, posture, and exercise.</li> <li>• Reflect on personal technology use and plan changes to support a healthier balance.</li> </ul> |

# Privacy and Security

## Content Summary

When children go online, they often share personal information without realising how it might be used. This strand teaches them what personal data is, how it can be shared, and why it needs protecting.

From the early years, children learn what information is safe to share and who with, before moving on to topics such as passwords, privacy settings, app permissions, and connected devices.

By Year 6, they are developing strategies to manage data responsibly — creating strong passwords, spotting scams, keeping software updated, and understanding what privacy terms and conditions means.

## Year R

| Declarative (Knowledge) – In the strand the children know:                                            | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That some simple examples of personal information include name, address, birthday, age, and location. | <ul style="list-style-type: none"><li>• Identify examples of personal information such as name, age, birthday, address, and location.</li><li>• Recognise the difference between personal information and general information, like favourite colour or food.</li></ul> |
| Who would be trustworthy to share this information with and can explain why those people are trusted. | <ul style="list-style-type: none"><li>• Describe who it is safe to share personal information with, such as trusted adults at home or in the community.</li><li>• Explain why trusted adults are safe people to share personal information with.</li></ul>              |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                                                                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That passwords are used to protect information, accounts, and devices.                                                                     | <ul style="list-style-type: none"> <li>• Explain that passwords protect information, accounts, and devices.</li> <li>• Recognise everyday situations where passwords are needed, such as logging into games or phones.</li> </ul>                                           |
| More detailed examples of personal information, such as where someone lives or goes to school, and family names.                           | <ul style="list-style-type: none"> <li>• Recognise more detailed examples of personal information, such as school, family names, or photos.</li> <li>• Distinguish between personal information and non-personal information, such as weather or favourite food.</li> </ul> |
| That it is important to always ask a trusted adult before sharing personal information online, whether it belongs to themselves or others. | <ul style="list-style-type: none"> <li>• Explain why it is important to ask a trusted adult before sharing personal information online.</li> <li>• Identify who their trusted adults are and practise scenarios about when to ask them.</li> </ul>                          |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                                                          | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That passwords can be used to protect information, accounts, and devices.                                           | <ul style="list-style-type: none"> <li>• Explain how passwords keep information, accounts, and devices private and safe.</li> <li>• Recognise the importance of choosing strong, hard-to-guess passwords.</li> </ul>                                                                                   |
| What is meant by “private” and “keeping things private” and can give examples.                                      | <ul style="list-style-type: none"> <li>• Explain what “private” means and give examples of things that should be kept private, such as diaries or passwords.</li> <li>• Recognise that personal information should only be shared with people they know and trust.</li> </ul>                          |
| Rules for keeping personal information private, such as creating and protecting passwords.                          | <ul style="list-style-type: none"> <li>• Describe rules for keeping personal information private, such as avoiding names in usernames and using strong passwords.</li> <li>• Recognise that they can say no if asked for personal information and should always check with a trusted adult.</li> </ul> |
| That some people may have internet-connected devices in their homes, such as lights, fridges, toys, or televisions. | <ul style="list-style-type: none"> <li>• Identify examples of smart devices in the home, such as TVs, fridges, and toys.</li> <li>• Recognise the benefits and disadvantages of smart devices, including convenience and privacy risks.</li> </ul>                                                     |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                                                     | Procedural (Skills) – Children will know how to:                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple strategies for creating and keeping passwords private.                                                                                                  | <ul style="list-style-type: none"><li>• Create strong passwords using letters, numbers, and symbols.</li><li>• Keep passwords private and know what to do if someone else learns them.</li></ul>                      |
| That information should only be shared with people they choose and can trust, and that if they are unsure or feel pressured, they should tell a trusted adult. | <ul style="list-style-type: none"><li>• Share personal information only with people they choose and trust.</li><li>• Tell a trusted adult if they feel unsure or pressured to share information.</li></ul>            |
| That connected devices can collect and share people's information with others.                                                                                 | <ul style="list-style-type: none"><li>• Identify connected devices at home, such as smart TVs, tablets, or speakers.</li><li>• Explain how connected devices can collect and share information with others.</li></ul> |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies for keeping personal information private depending on the context.                                                          | <ul style="list-style-type: none"> <li>• Use strategies to keep personal information private depending on the context.</li> <li>• Ask a trusted adult before sharing details they are unsure about.</li> </ul>                               |
| That internet use is never fully private and is monitored, such as through adult supervision.                                          | <ul style="list-style-type: none"> <li>• Understand that internet use is never fully private and is monitored by trusted adults or services.</li> <li>• Recognise the concept of a digital footprint and why it matters.</li> </ul>          |
| That some online services may seek consent to store information and how to respond appropriately, including asking for help if unsure. | <ul style="list-style-type: none"> <li>• Explain how websites and apps may ask for consent to store information.</li> <li>• Recognise privacy policies, terms and conditions, and cookie requests, and know when to ask for help.</li> </ul> |
| What the digital age of consent is and the impact this has on online services requesting consent.                                      | <ul style="list-style-type: none"> <li>• Understand what the digital age of consent is and why it exists.</li> <li>• Explain how these rules protect young people's personal information online.</li> </ul>                                  |

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                                             | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What a strong password is and how to create one.                                                                                       | <ul style="list-style-type: none"><li>• Explain what a strong password is and demonstrate how to create one.</li><li>• Recognise that strong passwords protect accounts and personal information.</li></ul>                                                                 |
| That many free apps or services may read and share private information such as contacts, likes, images, videos, messages, or location. | <ul style="list-style-type: none"><li>• Explain how free apps or services may read and share private information such as contacts, photos, or location.</li><li>• Recognise how privacy policies explain what data apps collect and how to keep information safe.</li></ul> |
| What app permissions are and can give examples.                                                                                        | <ul style="list-style-type: none"><li>• Explain what app permissions are and give examples, such as access to photos, camera, or location.</li><li>• Recognise why permissions are important and how to allow or deny them.</li></ul>                                       |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                                                                       | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effective ways to manage passwords, such as storing them securely or saving them in a browser.                                                                   | <ul style="list-style-type: none"> <li>Describe effective ways to manage passwords, such as using password managers or secure browser storage.</li> <li>Recognise the importance of keeping passwords safe, even on shared devices.</li> </ul>                              |
| What to do if a password is shared, lost, or stolen.                                                                                                             | <ul style="list-style-type: none"> <li>Explain what to do if a password is shared, lost, or stolen.</li> <li>Recognise the importance of acting quickly, such as changing the password and telling a trusted adult.</li> </ul>                                              |
| How and why people should keep their software and apps up to date, including auto-updates.                                                                       | <ul style="list-style-type: none"> <li>Explain how and why to keep software and apps updated, including bug fixes, new features, and security.</li> <li>Recognise the benefits of auto-updates for safety and performance.</li> </ul>                                       |
| Simple ways to increase privacy on apps and services that offer privacy settings.                                                                                | <ul style="list-style-type: none"> <li>Describe simple ways to increase privacy on apps and services, such as checking app permissions or privacy settings.</li> <li>Recognise how to be mindful about what personal information they share online.</li> </ul>              |
| That some online content targets people to gain money or information illegally and can describe strategies to identify this, such as spotting scams or phishing. | <ul style="list-style-type: none"> <li>Explain what scams and phishing are and how they target people to steal money or information.</li> <li>Identify strategies to spot scams, such as checking links, avoiding urgent messages, and thinking before clicking.</li> </ul> |
| That online services have terms and conditions that govern their use.                                                                                            | <ul style="list-style-type: none"> <li>Explain what terms and conditions are and why it is important to read them before agreeing.</li> <li>Recognise how websites and apps may use terms and conditions to collect data or set rules for behaviour.</li> </ul>             |



# Managing Online Information

## Content Summary

The internet is a powerful tool, but not everything online is true, accurate, or safe. This strand teaches children how to search effectively, think critically about what they see, and make safe, informed choices.

From the early years, they learn the basics of finding information and spotting what is real or made up. As they progress, they develop skills to judge reliability, recognise advertising and fake news, and understand how online content can influence behaviour.

By Year 6, children can evaluate sources, identify misinformation, and use strategies like checking multiple sites and flagging inappropriate content to stay safe and informed.

## Year R

| Declarative (Knowledge) – In the strand the children know:            | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That the internet can be used as a way of finding information online. | <ul style="list-style-type: none"><li>• Talk about using the internet to find information to answer questions.</li><li>• Recognise the difference between simple and complicated questions and how answers might be found in different ways.</li></ul> |
| Devices they could use to access information on the internet.         | <ul style="list-style-type: none"><li>• Identify devices that can be used to access information on the internet.</li><li>• Describe how different devices, such as tablets, laptops, or smart speakers, can be used to find information.</li></ul>     |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                                                                                            | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple examples of how to find information using digital technologies, such as search engines or voice-activated searching.                           | <ul style="list-style-type: none"><li>• Give examples of how to find information using digital technologies, such as search engines or voice search.</li><li>• Recognise that different devices can be used to access online information in different ways.</li></ul> |
| That they can encounter a range of things online including things they like and don't like, as well as things that are real, make-believe, or a joke. | <ul style="list-style-type: none"><li>• Understand that people can encounter things online they like, don't like, or that may be real, made-up, or a joke.</li><li>• Recognise that not everything they see online is true.</li></ul>                                 |
| How to get help from a trusted adult if they see content that makes them feel sad, uncomfortable, worried, or frightened.                             | <ul style="list-style-type: none"><li>• Recognise when online content makes them feel sad, worried, or uncomfortable.</li><li>• Explain how to get help from a trusted adult if they see upsetting or frightening online content.</li></ul>                           |

## Year 2

| Declarative (Knowledge) – In the strand the children know:                                                                   | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to use simple keywords in search engines.                                                                                | <ul style="list-style-type: none"> <li>• Use simple keywords in search engines to find information.</li> <li>• Recognise the role of search engines and how child-friendly search engines keep them safe.</li> </ul>                                           |
| How to navigate a simple webpage to get to information I need (e.g. Home, forward, back buttons; links, tabs and sections).  | <ul style="list-style-type: none"> <li>• Navigate a simple webpage using buttons, links, tabs, and sections.</li> <li>• Use these tools to find the information they need more effectively.</li> </ul>                                                         |
| what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). | <ul style="list-style-type: none"> <li>• Explain what voice-activated searching is, how it can be used, and why it is not a real person.</li> <li>• Give examples of devices that use voice-activated searching, such as smart speakers or tablets.</li> </ul> |
| The difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.          | <ul style="list-style-type: none"> <li>• Explain why some information found online may not be real or true.</li> <li>• Identify ways to check if information is reliable, such as looking for clues or asking a trusted adult.</li> </ul>                      |
| That not everything online is real or true                                                                                   | <ul style="list-style-type: none"> <li>• Develop strategies to assess if something online is true or untrue.</li> <li>• Explain why there are untruths online.</li> </ul>                                                                                      |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                                                                                   | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to use key phrases in search engines to gather accurate information online.                                                                              | <ul style="list-style-type: none"> <li>• Use key phrases in search engines to gather accurate information online.</li> <li>• Recognise the difference between child-friendly search engines and others, including how results are filtered.</li> </ul> |
| What autocomplete is and how to choose the best suggestion.                                                                                                  | <ul style="list-style-type: none"> <li>• Explain what autocomplete is and how search engines suggest endings for questions.</li> <li>• Choose the best autocomplete suggestion while recognising that results may vary between people.</li> </ul>      |
| That the internet can be used to buy and sell things.                                                                                                        | <ul style="list-style-type: none"> <li>• Explain how the internet can be used to buy and sell things safely.</li> <li>• Recognise risks of online shopping, such as scams, overspending, or buying from insecure sites.</li> </ul>                     |
| The difference between a belief, an opinion, and a fact, and can give examples of how these are shared online (e.g. Videos, memes, posts, news stories).     | <ul style="list-style-type: none"> <li>• Explain the difference between a belief, an opinion, and a fact.</li> <li>• Give examples of how beliefs, opinions, and facts might be shared online, such as in posts, news, or memes.</li> </ul>            |
| That not all opinions shared online will be accepted as true or fair by others.                                                                              | <ul style="list-style-type: none"> <li>• Recognise that not all opinions shared online may be accepted as true or fair by others.</li> <li>• Practise ways of disagreeing respectfully and backing up opinions with facts.</li> </ul>                  |
| How to describe and demonstrate how they can get help from a trusted adult if we they content that makes them feel sad, uncomfortable worried or frightened. | <ul style="list-style-type: none"> <li>• Recognise when online content makes them feel sad, worried, or uncomfortable.</li> <li>• Demonstrate how to get help from a trusted adult in these situations.</li> </ul>                                     |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                                                           | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to analyse information to make a judgement about probable accuracy and why it is important to make their own decisions about content.            | <ul style="list-style-type: none"> <li>Analyse information online and make judgements about its probable accuracy.</li> <li>Recognise why it is important to make their own decisions about what to believe and to respect the decisions of others.</li> </ul>      |
| How to search for information within a wide range of technologies (e.g. Social media, image sites, video sites) and judge its probable accuracy.     | <ul style="list-style-type: none"> <li>Search for information using a wide range of technologies, such as search engines, social media, AI, and video sites.</li> <li>Judge the probable accuracy of information found on different platforms.</li> </ul>           |
| Methods used to encourage people to buy things online (e.g. Advertising offers, in-app purchases, pop-ups) and can recognise these when they appear. | <ul style="list-style-type: none"> <li>Recognise methods used to encourage people to buy things online, including adverts, pop-ups, and in-app purchases.</li> <li>Explain how persuasive language and design are used to influence people's choices.</li> </ul>    |
| That many people sharing the same opinions or beliefs online does not make them true.                                                                | <ul style="list-style-type: none"> <li>Explain why lots of people sharing the same opinions or beliefs online does not make them true.</li> <li>Recognise the role of peer pressure, echo chambers, and confirmation bias in spreading false ideas.</li> </ul>      |
| That technology can be designed to act like or impersonate living things (e.g. Bots) and can describe the benefits and risks.                        | <ul style="list-style-type: none"> <li>Explain how technology can be designed to act like or impersonate living things, such as bots or chatbots.</li> <li>Describe the benefits and risks of using virtual assistants and chatbots in everyday life.</li> </ul>    |
| What fake news is and that some people create stories or alter photographs to pretend something is true when it isn't.                               | <ul style="list-style-type: none"> <li>Explain what is meant by fake news and why people create it, such as for fun, money, or persuasion.</li> <li>Identify ways to check information for accuracy, including source, date, author, and cross-checking.</li> </ul> |

## Year 5

| Declarative (Knowledge) – In the strand the children know:                                                                              | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The benefits and limitations of different search technologies, such as voice-activated searching.                                       | <ul style="list-style-type: none"> <li>• Explain the benefits and limitations of different search technologies, such as voice and keyboard searching.</li> <li>• Recognise that voice searches may only provide one answer, while keyboard searches offer more detailed results.</li> </ul> |
| What it means to be sceptical and when and why this is important.                                                                       | <ul style="list-style-type: none"> <li>• Understand what it means to be sceptical and why it is important online.</li> <li>• Recognise how scams, adverts, and fake news can trick people, and ask critical questions before believing information.</li> </ul>                              |
| How to evaluate digital content and make choices about what is trustworthy, such as differentiating between adverts and search results. | <ul style="list-style-type: none"> <li>• Evaluate digital content and explain how to identify trustworthy results.</li> <li>• Differentiate between adverts, sponsored results, and organic search results.</li> </ul>                                                                      |
| Key concepts including information, reviews, fact, opinion, belief, validity, reliability, and evidence.                                | <ul style="list-style-type: none"> <li>• Explain key concepts including information, reviews, fact, opinion, belief, validity, reliability, and evidence.</li> <li>• Use these concepts to assess whether online content is trustworthy.</li> </ul>                                         |
| Ways the internet can draw people to information for different agendas, such as notifications, pop-ups, or targeted ads.                | <ul style="list-style-type: none"> <li>• Identify ways the internet grabs attention for different agendas, such as notifications, pop-ups, and targeted ads.</li> <li>• Recognise risks of engaging with persuasive content, including scams or harmful links.</li> </ul>                   |
| How to identify when online content has been commercially sponsored or boosted, for example by companies, vloggers, or influencers.     | <ul style="list-style-type: none"> <li>• Identify when online content has been sponsored or boosted by companies, influencers, or creators.</li> <li>• Explain why sponsored or boosted content may be biased or designed to influence.</li> </ul>                                          |

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| What stereotypes are, how they are amplified and reinforced online, and why accepting stereotypes may influence how people think about others. | <ul style="list-style-type: none"> <li>• Explain what stereotypes are and how they are amplified online.</li> <li>• Recognise how stereotypes can be harmful and influence how people think about others.</li> </ul>         |
| That fake news can affect someone's emotions and behaviour and why this may be harmful.                                                        | <ul style="list-style-type: none"> <li>• Describe how fake news can affect people's emotions, behaviour, and decisions.</li> <li>• Recognise how fake news can create fear, harm reputations, and cause division.</li> </ul> |
| What a hoax is and why people need to think carefully before sharing.                                                                          | <ul style="list-style-type: none"> <li>• Explain what a hoax is and why people create them.</li> <li>• Recognise why it is important to check information before sharing to avoid spreading misinformation.</li> </ul>       |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                                                                     | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How search engines work and how results are selected and ranked.                                                               | <ul style="list-style-type: none"> <li>• Explain what a hoax is and why people create them.</li> <li>• Recognise why it is important to check information before sharing to avoid spreading misinformation.</li> </ul>                                             |
| How to use search technologies effectively.                                                                                    | <ul style="list-style-type: none"> <li>• Use search technologies effectively by choosing keywords and phrases.</li> <li>• Check reliability of content using strategies such as cross-checking, looking for evidence, and checking the source and date.</li> </ul> |
| That some online information is opinion and can give examples.                                                                 | <ul style="list-style-type: none"> <li>• Describe how some online information can be opinion rather than fact.</li> <li>• Give examples of beliefs, opinions, and facts and explain how to tell the difference</li> </ul>                                          |
| That some people present opinions as facts, and that popularity or personality does not make an opinion true, fair, or legal.  | <ul style="list-style-type: none"> <li>• Explain how and why people may present opinions as facts online.</li> <li>• Recognise that popularity or endorsement by influencers does not make content true or fair.</li> </ul>                                        |
| The meaning of influence, manipulation, and persuasion, and how these can be encountered online (e.g. Advertising, fake news). | <ul style="list-style-type: none"> <li>• Define the terms influence, manipulation, and persuasion.</li> <li>• Recognise how these may be encountered online in adverts, targeting, or fake news.</li> </ul>                                                        |
| What persuasive design is and how it is used to influence choices.                                                             | <ul style="list-style-type: none"> <li>• Understand persuasive design and how it is used to influence people's choices online.</li> <li>• Recognise examples such as notifications, autoplay, in-app rewards, scarcity, and social proof.</li> </ul>               |
| How to analyse and evaluate the validity of facts and information and why this is important.                                   | <ul style="list-style-type: none"> <li>• Analyse and evaluate the validity of facts and information online.</li> <li>• Recognise the importance of evidence, reliable sources, and scientific methods when assessing content.</li> </ul>                           |



|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                        |
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| That companies and news providers target people with stories they are more likely to engage with and how to recognise this.                              | <ul style="list-style-type: none"> <li>• Explain how companies and news providers target people with news they are likely to engage with.</li> <li>• Recognise how targeting, algorithms, and clickbait can create bias and limit balanced information.</li> </ul>                                                                                                                     |
| The difference between misinformation and disinformation.                                                                                                | <ul style="list-style-type: none"> <li>• Describe the difference between misinformation and disinformation.</li> <li>• Recognise that misinformation is shared in error, while disinformation is spread intentionally to mislead.</li> <li>• Explain the importance of fact-checking before sharing information.</li> </ul>                                                            |
| That information appearing on many sites may still be inaccurate or untrue, and how this happens through the spread of misinformation or disinformation. | <ul style="list-style-type: none"> <li>• Explain why information appearing on many sites may still be inaccurate or untrue.</li> <li>• Assess how misinformation and disinformation can spread quickly and why repetition does not make content reliable.</li> <li>• Recognise types of false content such as satire, sarcasm, clickbait, and propaganda.</li> </ul>                   |
| How to identify, flag, and report inappropriate content.                                                                                                 | <ul style="list-style-type: none"> <li>• Identify what inappropriate content looks like online, such as violence, hate speech, or explicit material.</li> <li>• Flag and report inappropriate content using platform tools or by telling a trusted adult.</li> <li>• Recognise how reporting helps protect themselves and others while supporting safer online communities.</li> </ul> |

# Copyright and Ownership

## Content Summary

When children create something — a picture, story, video, or piece of music — it belongs to them. This strand teaches children about ownership of digital content: how to protect their own work, respect the rights of others, and give credit when using material online.

As they progress through school, they learn that not everything online can be copied or reused, how to find content that is safe to share, and the consequences of using work unfairly.

By the time they leave primary school, children understand copyright, ownership, and responsible online behaviour.

## Year R

| Declarative (Knowledge) – In the strand the children know: | Procedural (Skills) – Children will know how to:                                                                                                                                                     |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That work they create belongs to them.                     | <ul style="list-style-type: none"><li>• Recognise that the work they create belongs to them.</li><li>• Understand that creating something with their own ideas and effort makes it theirs.</li></ul> |
| That naming their work shows others it belongs to them.    | <ul style="list-style-type: none"><li>• Name their work so that others know it belongs to them.</li><li>• Recognise that adding their name to work shows ownership.</li></ul>                        |

## Year 1

| Declarative (Knowledge) – In the strand the children know:                       | Procedural (Skills) – Children will know how to:                                                                                                                                                                        |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That work created using technology belongs to them.                              | <ul style="list-style-type: none"> <li>• Explain that work they create using technology belongs to them.</li> <li>• Understand that digital creations are theirs, just like work made with paper or crayons.</li> </ul> |
| Why their work belongs to them (e.g. “I designed it” or “I filmed it”).          | <ul style="list-style-type: none"> <li>• Say why work belongs to them, for example, “I designed it” or “I filmed it.”</li> <li>• Share reasons for being proud of their own creations.</li> </ul>                       |
| That saving work under a suitable title or name shows others it belongs to them. | <ul style="list-style-type: none"> <li>• Save their work under a suitable title or name so that others know it belongs to them.</li> <li>• Use filenames or labels to make ownership clear.</li> </ul>                  |
| That work created by others does not belong to them, even if they save a copy.   | <ul style="list-style-type: none"> <li>• Recognise that work created by others does not belong to them.</li> <li>• Respect the ownership of other people’s digital creations.</li> </ul>                                |

## Year 2

| Declarative (Knowledge) – In the strand the children know: | Procedural (Skills) – Children will know how to:                                                                                                                                                     |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That content on the internet may belong to other people.   | <ul style="list-style-type: none"><li>• Recognise that content on the internet may belong to other people.</li><li>• Understand that copying work without permission is not fair.</li></ul>          |
| Why other people's work belongs to them.                   | <ul style="list-style-type: none"><li>• Explain why other people's work belongs to them.</li><li>• Identify the author or creator as the rightful owner of text, images, or other content.</li></ul> |

## Year 3

| Declarative (Knowledge) – In the strand the children know:                                               | Procedural (Skills) – Children will know how to:                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That copying someone else's work from the internet without permission isn't fair and can cause problems. | <ul style="list-style-type: none"><li>• Explain why copying someone else's work from the internet without permission is unfair.</li><li>• Recognise problems this can cause, such as breaking copyright law or not giving credit to the creator.</li></ul> |

## Year 4

| Declarative (Knowledge) – In the strand the children know:                                                          | Procedural (Skills) – Children will know how to:                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| That when searching for content online, they must consider who owns it and whether they have the right to reuse it. | <ul style="list-style-type: none"><li>• Understand why it is important to consider who owns content before using it.</li><li>• Recognise that permission or credit is needed to use someone else's work.</li></ul> |
| Examples of content that must not be used without permission, such as videos, music, and images.                    | <ul style="list-style-type: none"><li>• Give simple examples of content that must not be used without permission, such as videos, music, or images.</li></ul>                                                      |

|  |                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Recognise that crediting the creator is essential, even for schoolwork.</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------|

## Year 5

| Declarative (Knowledge) – In the strand the children know:                 | Procedural (Skills) – Children will know how to:                                                                                                                                                                                      |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to assess and justify when it is acceptable to use the work of others. | <ul style="list-style-type: none"> <li>• Assess and justify when it is acceptable to use the work of others.</li> <li>• Recognise that Creative Commons licences allow use in some cases but always require giving credit.</li> </ul> |
| Examples of content that can be reused and how to find this online.        | <ul style="list-style-type: none"> <li>• Give examples of content that is permitted to be reused, such as Creative Commons images or videos.</li> <li>• Know how to find reusable content online and credit it properly.</li> </ul>   |

## Year 6

| Declarative (Knowledge) – In the strand the children know:                              | Procedural (Skills) – Children will know how to:                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to use search tools to find and access online content that can be reused by others. | <ul style="list-style-type: none"> <li>• Demonstrate how to use search tools to find and access online content that can be reused legally.</li> <li>• Recognise the different Creative Commons licence types and their conditions.</li> </ul> |
| How to make references to and acknowledge sources they have used from the internet.     | <ul style="list-style-type: none"> <li>• Demonstrate how to make references to and acknowledge sources used from the internet.</li> <li>• Use proper citation formats to credit creators and respect their work.</li> </ul>                   |