Online Safety – Curriculum Overview

Year	Subject specific Vocabulary	Autumn 1	Autumn 1/2	Autumn 2	Spring 1	Spring 1/2	Spring 2	Summer 1	Summer 2
Year 1	Support, communicate considerate, online Personal information, trusted adult, share, password, protect, device Rules, safe, technology Recognise, embarrassed, real life, online, trust Copied, trusted adult Behave, upset Keywords, search engine, trusted adult, helpline, content Belong, create, designed by, save	**Online Relationships** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	**Privacy and Security** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Health, Wellbeing and lifestyle** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Self-image and identity** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Online reputation** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Online Bullying** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Managing Online Information** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Copyright and Ownership** -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year 2	Communicate Penpal Technology Online information, private, password, connected, internet, devices Guidance, environments, setting, help Identity, real life, different, issues, uncomfortable, Describe, trusted adult Bullying, emotions, Trusted adult Keywords, search engines, navigate, webpage, voice activated search, imaginary, real, true, untrue Recognise, content, belong	Online Relationships -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about	Privacy and Security -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Health, Wellbeing and lifestyle -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Self-image and identity -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Online reputation -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Online Bullying -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Managing Online Information -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Copyright and Ownership -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

		or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online							
Year 3	Similar, online, interests, emoji, acronyms, text speak Share, pressured, trusted adult, strategies, create, private, connected, devices, collect, share Negative impact, engaged, technology Identity, represent myself, avatar, gaming	**Online Relationships** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Privacy and Security** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Health, Wellbeing and lifestyle** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Self-image and identity** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. RSHE- that people sometimes behave differently online, including by pretending to be someone they are not.	**Online reputation** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Online Bullying** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. RSHE- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	**Managing Online Information** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Copyright and Ownership** previous units. -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

		Online Relationships	Privacy and Security	Health, Wellbeing and lifestyle	Self-image and identity	Online reputation	Online Bullying	Managing Online Information	Copyright and Ownership
	Search, information, recognise, careful

Bullying behaviour, online, offline, reputation

Key phrases, search engines, autocomplete, suggestion, belief, opinion, fact

Copying, permission, cause | | | | | | | | |
| Year 4 | Strategies, online social environments, respectful,

Strong, password, personal information, private, pretend, monitored,

Distract, identify, situations, limit,

Online identity, real life, decision, interact, perceive | Online Relationships

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RSHE- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | Privacy and Security

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Health, Wellbeing and lifestyle

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Self-image and identity

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Online reputation

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Online Bullying

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Managing Online Information

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Copyright and Ownership

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |

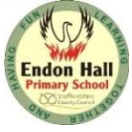|		Online Relationships	Privacy and Security	Health, Wellbeing and lifestyle	Self-image and identity	Online reputation	Online Bullying	Managing Online Information	Copyright and Ownership
	Describe, created, copied, shared Bullying, Online technologies, media, carefully, content, post, affect, feelings, reputation Analyse information, opinion, belief, fact, search, method, advertising, in-app purchases, pop-ups Searching, content, consider, reuse								
Year 5	Communicate, recognise, fault, positive contributions, online communities, collaborate Create, secure, apps, services, share, private information, geolocation, additional content, in-app purchases, permission,	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. RSHE- •the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

trusted adult, purchase							
Affect, healthy, issue, advice, promote							
Online identity, copied, modified, altered, responsible choices							
Search, individual, summary, judgements							
Recognise, assess, block, abusive, report, apps, platforms, helpline services, support							
Evaluate, digital content, search results, valid, reliable, mis-information, dis-information, skeptical, hoax, forward infromation, accurate, legal, inaccurate,							
Justify, acceptable, permitted, reused							

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Year 6	Responsibilities, online social group, impulsive, rash, communications, live streaming, support, report Online services, managing, effective, privacy, target, illegally, scam, phishing System, regulate, age-related, content, PEGI, parental warnings, purpose, impact, posture, self-regulate, monitoring, Media, gender, gender roles, judgements, reject, inappropriate, issues, offline, Developing, allow, form an opinion, positive online reputation,	Online Relationships -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. RSHE- -how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Privacy and Security -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. RSHE- -how information and data is shared and used online.	Health, Wellbeing and lifestyle -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Self-image and identity -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Online reputation -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Online Bullying -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Managing Online Information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Copyright and Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Capture, screen-grab, report concern, online bullying Effectively, search engines, ranked, discerning, digital content, influence, manipulation, persuasion, encounter, ad targeting, validity of facts, flag and report content, Access, content, reused, references, acknowledge able sources								