



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





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Year	Communicate	Online Relationships	Privacy and	Health, Wellbeing and	Self-image and	Online reputation	Online Bullying	Managing Online	Copyright and
2	Penpal	'	Security	lifestyle	identity	·	, 3	Information	Ownership
_	Technology	-Use technology	3333.117	, 55.7.5	100	-Use technology	-Use technology safely	211/011/1011	- William 5111.p
	recrimology	safely and	-Use technology	-Use technology	-Use technology	safely and	and respectfully,	-Use technology	-Use technology
	Oultima	,	J.	5.	٠,	,	, , , ,	J,	J,
	Online	respectfully,	safely and	safely and	safely and	respectfully,	keeping personal	safely and	safely and
	information,	keeping personal	respectfully,	respectfully, keeping	respectfully,	keeping personal	information private;	respectfully,	respectfully,
	private,	information private;	keeping personal	personal information	keeping personal	information private;	identify where to go for	keeping personal	keeping personal
	password,	identify where to go	information	private; identify	information private;	identify where to go	help and support when	information private;	information
	connected,	for help and support	private; identify	where to go for help	identify where to go	for help and support	they have concerns	identify where to go	private; identify
	internet,	when they have	where to go for	and support when they	for help and support	when they have	about content or	for help and support	where to go for
	devices	concerns about	help and support	have concerns about	when they have	concerns about	contact on the internet	when they have	help and support
		content or contact	when they have	content or contact on	concerns about	content or contact	or other online	concerns about	when they have
	Guidance,	on the internet or	concerns about	the internet or other	content or contact	on the internet or	technologies.	content or contact	concerns about
	environments,	other online	content or	online technologies.	on the internet or	other online	· · · · · · · · · · · · · · · · · · ·	on the internet or	content or
	setting, help	technologies.	contact on the	drime recriticiogics.	other online	technologies.		other online	contact on the
	serring, neip	rechnologies.	internet or other			rechnologies.			internet or other
	Identity,	T			technologies.			technologies.	
		I can give examples	online						online
	real life,	of how someone	technologies.						technologies.
	different,	might use							
	issues,	technology to							
	uncomfortab	communicate with							
	le,	others they don't							
		also know offline							
	Describe,	and explain why this							
	trusted	might be risky. (e.g.							
	adult	email, online gaming,							
		a pen-pal in another							
	Bullying,	school / country).							
	emotions,	I can explain who I							
	Trusted	should ask before							
	adult								
	dduri	sharing things about							
		myself or others							
		online.							
	Keywords,	I can describe							
	search	different ways to							
	engines,	ask for, give, or							
	navigate,	deny my permission							
	webpage,	online and can							
	voice	identify who can							
	activated	help me if I am not							
	search,	sure.							
	imaginary,	I can explain why I							
	real, true,	have a right to say							
	untrue	'no' or 'I will have to							
	G 40	ask someone'.							
	Recognise,								
	3	I can explain who							
	content,	can help me if I feel							
	belong	under pressure to							
		agree to something							
		I am unsure about							





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		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, aamina	Online Relationships -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact.	Privacy and Security -Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable 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/unaccepta ble 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/unaccep table 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/unaccep table 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/unaccep table 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/unacc eptable behaviour; identify a range of ways to report concerns about content and contact.





	Search,								
	information,								
	recognise,								
	careful								
	careful								
	5 U.								
	Bullying								
	behaviour,								
	online,								
	offline,								
	reputation								
	герататтоп								
	Key phrases,								
	search								
	engines,								
	autocomplet								
	e, .								
	suggestion,								
	belief,								
	opinion,								
	fact								
	Copying,								
	permission,								
	cause								
	cause								
Year	Strategies,	Online Relationships	Privacy and	Health, Wellbeing and	Self-image and	Online reputation	Online Bullying	Managing Online	Copyright and
Year 4	Strategies, online social		Privacy and Security	Health, Wellbeing and lifestyle	Self-image and identity	·	Online Bullying	Managing Online Information	Copyright and Ownership
		-Use technology			•	-Use technology	Online Bullying	5 5	
	online social	-Use technology			•	-Use technology	Online Bullying -Use technology safely,	5 5	
	online social environment s,	-Use technology safely, respectfully	Security -Use technology	lifestyle -Use technology	identity -Use technology	-Use technology safely, respectfully	-Use technology safely,	Information -Use technology	Ownership
	online social environment	-Use technology safely, respectfully and responsibly;	Security -Use technology safely,	-Use technology safely, respectfully	identity -Use technology safely, respectfully	-Use technology safely, respectfully and responsibly;	-Use technology safely, respectfully and	Information -Use technology safely, respectfully	Ownership -Use technology
	online social environment s, respectful,	-Use technology safely, respectfully and responsibly; recognise	Security -Use technology safely, respectfully and	-Use technology safely, respectfully and responsibly;	-Use technology safely, respectfully and responsibly;	-Use technology safely, respectfully and responsibly; recognise	-Use technology safely, respectfully and responsibly; recognise	Information -Use technology safely, respectfully and responsibly;	Ownership -Use technology safely,
	online social environment s, respectful, Strong,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	-Use technology safely, respectfully and responsibly;	-Use technology safely, respectfully and responsibly; recognise	-Use technology safely, respectfully and responsibly; recognise	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Information -Use technology safely, respectfully and responsibly; recognise	Ownership -Use technology safely, respectfully and
	online social environment s, respectful, Strong, password,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	Security -Use technology safely, respectfully and responsibly; recognise	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	Ownership -Use technology safely, respectfully and responsibly;
	online social environment s, respectful, Strong, password, personal	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of	-Use technology safely, respectfully and responsibly; recognise acceptable/unacc	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	Ownership -Use technology safely, respectfully and responsibly; recognise
	online social environment s, respectful, Strong, password,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	Security -Use technology safely, respectfully and responsibly; recognise	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour;	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacc
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	online social environment s, respectful, Strong, password, personal information, private,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacc
	online social environment s, respectful, Strong, password, personal information, private, pretend,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;
	online social environment s, respectful, Strong, password, personal information, private,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact. RSHE-that the same	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact. RSHE-that the same principles apply to	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact. RSHE-that the same principles apply to online relationships	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact. RSHE-that the same principles apply to	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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,	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online identity, real	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online identity, real life,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online identity, real life, decision,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online identity, real life,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and
	online social environment s, respectful, Strong, password, personal information, private, pretend, monitored, Distract, identify, situations, limit, Online identity, real life, decision,	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	identity -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about	Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and





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	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			<u></u>			<u> </u>		
Year 5	Communicate, recognise, fault, positive contribution s, online communities, collaborate Create, secure, apps, services, share, private information, geolocation, additional content, inapp purchases, permission,	Online Relationships -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact.	Privacy and Security -Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable 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/unaccepta ble 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/unaccep table behaviour; identify a range of ways to report concerns about content and contact.	Online reputation -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table 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- •the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Managing Online Information -Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact.	Copyright and Ownership -Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable behaviour; identify a range of ways to report concerns about content and contact.





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	trusted				<u> </u>			
	Trusted							
	adult,							
	purchase							
	Affect,							
	healthy,							
	issue, advice,							
	issue, duvice,							
	promote							
	Online							
	identity,							
	copied,							
	modified,							
	altered,							
	responsible							
	choices							
	Search,							
	Search,							
	individual,							
	summary,							
	judgements							
	Recognise,							
	assess,							
	ussess,							
	block,							
	abusive,							
	report, apps,							
	platforms,							
	piarrorms,							
	helpline							
	services,							
	support							
	Evaluate,							
	digital							
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	content,							
	search	1						
	results,							
	valid,	1						
	reliable, mis-							
	in Community							
	information,	1						
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	skeptical,							
	hoax,	1						
	forward	1						
	infromation,							
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	accurate,	1						
	legal,	1						
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	Justify,							
	acceptable,	1						
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	reused	1	1		I			





NE HAI	Har			Online	Satety - Curr	iculum Overviel	<u>N</u>		ALHER AN
Year	Responsibilit	Online Relationships	Privacy and	Health, Wellbeing and	Self-image and	Online reputation	Online Bullying	Managing Online	Copyright and
6	ies, online		Security	lifestyle	identity	, , , , , , , , , , , , , , , , , , ,	,	Information	Ownership
	social group,	-Use technology	occurry	11,031,10	identity	-Use technology	-Use technology safely,	211 of marion	Owner Ship
		J.	11. 1 1			J,	j		11. 1 1
	impulsive,	safely, respectfully	-Use technology	-Use technology	-Use technology	safely, respectfully	respectfully and	-Use technology	-Use technology
	rash,	and responsibly;	safely,	safely, respectfully	safely, respectfully	and responsibly;	responsibly; recognise	safely, respectfully	safely,
	communicati	recognise	respectfully and	and responsibly;	and responsibly;	recognise	acceptable/unacceptable	and responsibly;	respectfully and
	ons, live	acceptable/unaccep	responsibly;	recognise	recognise	acceptable/unaccep	behaviour; identify a	recognise	responsibly;
	streaming,	table behaviour;	recognise	acceptable/unaccepta	acceptable/unaccep	table behaviour;	range of ways to report	acceptable/unaccep	recognise
	support,	identify a range of	acceptable/unacc	ble behaviour; identify	table behaviour;	identify a range of	concerns about content	table behaviour;	acceptable/unacc
	report	ways to report	eptable	a range of ways to	identify a range of	ways to report	and contact.	identify a range of	eptable
	Торогт	concerns about	behaviour;	report concerns about	ways to report	concerns about	and confider.	ways to report	behaviour;
	Online		-	content and contact.	concerns about	content and contact.		concerns about	identify a range
		content and contact.	identify a range	content and contact.		content and contact.			, ,
	services,	_	of ways to report		content and contact.			content and contact.	of ways to report
	managing,	RSHE-	concerns about						concerns about
	effective,	-how to critically	content and						content and
	privacy,	consider their online	contact.						contact.
	target,	friendships and							
	illegally,	sources of	RSHE-						
	scam,	information	-how information						
	phishing	including awareness	and data is shared						
	prilating	of the risks	and used online.						
	System,	associated with	and used online.						
	regulate,	people they have							
	age-related,	never met.							
	content,								
	PEGI,								
	parental								
	warnings,								
	purpose,								
	impact,								
	posture,								
	self-								
	regulate,								
	monitoring,								
	Media,								
	gender,								
	gender roles,								
	judgements,								
	reject,								
	inappropriat								
	e, issues,								
	offline,								
	offine,								
	Davalanina								
	Developing,								
	allow, form								
	an opinion,								
	positive								
	online								
	reputation,								





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				