

## Online Safety Long Term Planning Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>						Managing Online Information
<b>Reception</b>	Self-Image and Identity	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security
	Online Relationships					Copyright and Ownership
<b>Year 1</b>	Self-Image and Identity	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security
	Online Relationships					Copyright and Ownership
<b>Year 2</b>	Self-Image and Identity	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security
	Online Relationships					Copyright and Ownership

## Online Safety Long Term Planning Objectives

	Nursery	Reception	Year 1	Year 2
Self-Image and Identity		I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can explain how other people may look and act differently online and offline. I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
Online Relationships		I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology with people I know.	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 respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way as others	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 and others online. I can describe different ways to ask for, give or deny my permission online and can identify who to 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 or don't want to do.

				<p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online</p>
Online Reputation		<p>I can identify ways that I can put information on the internet.</p>	<p>I can recognise that information can stay online and could be copied</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about someone can last for a long time</p> <p>I can describe how anyone's online information could be seen by others</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>
Online Bullying		<p>I can describe ways that some people can be unkind online</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiences bullying can get help.</p>
Managing Online Information	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet</p>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet</p>	<p>I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching</p> <p>I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke</p>	<p>I can use simple keywords in search engines</p> <p>I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections.</p> <p>I can explain what voice activated searching is and how it might be used, and</p>

			I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	know it is not real person (e.g. Alexa, Google Now, Siri) I can explain the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be real or true.
Health, Wellbeing and Lifestyle		I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. I can give some simple examples of these rules	I can explain rules to keep myself safe when using technology both in and beyond the home	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies
Privacy and Security		I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can explain that passwords are used to protect information, accounts and devices I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private' I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) I can explain how some people may have devices in their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions.)

Copyright and Ownership		I know that work I create belongs to me I can name my work so that others know it belongs to me	I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. I designed it or I filmed it) I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content) I understand that work made by others does not belong to me even if I save a copy.	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.
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