



KEY SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>PERSONAL INFORMATION</u></p> <p>KS1 identify what things count as personal information</p> <p>LKS2 reflect on their own digital footprint and behaviour online</p> <p>UKS2 protect their password and other personal information</p>	<p>Owning Your Creative Work Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating a digital self-portrait. <i>To create, name and date my digital creative work.</i></p> <p>My Personal Information Use technology safely and respectfully in the context of keeping personal information safe. <i>To understand what personal information I need to keep safe.</i></p>	<p>Digital Footprints Recognise common uses of information technology beyond school. 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 in the context of looking at how much information we can find out about a person online. <i>To understand that the information I put online leaves a digital footprint.</i></p>	<p>Keep It to Yourself! Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings. <i>To create strong passwords and understand privacy settings.</i></p>	<p>Too Much Information? Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include. <i>To create a safe online profile.</i></p>	<p>Powerful Passwords Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of following rules to help create strong passwords. <i>To create strong passwords.</i></p> <p>Online Safety Comics Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules. <i>To apply online safety rules to real-life scenarios.</i></p>	<p>Cyberbullying Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying. I can find similarities and differences between in-person and cyberbullying. <i>I can identify good strategies to deal with cyberbullying.</i></p> <p>People Online Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying</p>

						<p>information that is safe and unsafe to share with online friends. I understand the benefits and pitfalls of online relationships. <i>I can identify information that I should never share.</i></p> <p>SMARTbots</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios. <i>I can apply my online safety knowledge to my online activities.</i></p> <p>Online Safety: Let's Get Quizzical!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in</p>
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						the context of creating an online safety quiz. <i>I can use my knowledge of online safety to create a multiple-choice quiz.</i>
<p><u>APPROPRIATE AND INAPPROPRIATE ONLINE BEHAVIOUR</u></p> <p>KS1 identify what is appropriate and inappropriate behaviour on the internet.</p> <p>LKS2 identify what is appropriate and inappropriate behaviour on the Internet, recognising the term cyberbullying;</p> <p>UKS2 be a good online citizen and friend;</p>	<p>Keeping Zibb Safe Online Use technology safely and respectfully in the context of guiding others to make the right choices online. <i>To apply my online safety knowledge to help others make good choices online.</i></p>	<p>You Be the Judge</p> <p>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 in the context of identifying appropriate websites for children. <i>To recognise whether a website is appropriate for children.</i></p> <p>Being Kind Online</p> <p>Recognise common uses of information technology beyond school.</p>	<p>What Is Cyberbullying?</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. <i>To know what cyberbullying is and how to address it.</i></p> <p>Online Communication</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and</p>	<p>Cyberbullying</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful. <i>I can identify how a message can hurt someone's feelings.</i> <i>I can say how I should respond to a hurtful message online.</i></p> <p>The Online Community</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the</p>	<p>Spam!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying and avoiding spam emails. <i>To identify spam emails and what to do with them.</i></p> <p>False Photography</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online. <i>To recognise when, why and how photographs we</i></p>	<p>People Online</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends. I understand the benefits and pitfalls of online relationships. <i>I can identify information that I should never share.</i></p> <p>Girls and Boys Online</p> <p>Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Children will work in the context of evaluating</p>

		<p>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 in the context of identifying cyberbullying. <i>To be able to identify kind and unkind behaviour online.</i></p>	<p>responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online. <i>To explore different ways children can communicate online.</i></p>	<p>context of giving examples of how to be a good digital citizen. <i>To explain how to be a responsible digital citizen.</i></p>	<p><i>see online may have been edited.</i></p> <p>Online Safety Comics</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules. <i>To apply online safety rules to real-life scenarios.</i></p>	<p>media aimed at boys and girls. <i>I can identify how the media play a powerful role in shaping ideas about girls and boys.</i></p> <p>SMARTbots</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios. <i>I can apply my online safety knowledge to my online activities.</i></p> <p>Online Safety: Let's Get Quizzical!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p>
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						<i>I can use my knowledge of online safety to create a multiple-choice quiz.</i>
<p>KEEPING MY INFORMATION PRIVATE</p> <p>KS1 agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.</p> <p>LKS2 agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords</p> <p>UKS2 judge what sort of privacy settings might be relevant to reducing different risks</p>	<p>Staying SMART Online Use technology safely and respectfully in the context of learning about the SMART rules for Internet safety. <i>To understand how to communicate safely online</i></p> <p>My Personal Information Use technology safely and respectfully in the context of keeping personal information safe. <i>To understand what personal information I need to keep safe.</i></p>	<p>Cyber Snakes and Ladders</p> <p>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 in the context of answering questions about online safety and scenarios to complete a game. <i>To apply our knowledge of safe and sensible online activities to different situations.</i></p>	<p>Party Planners</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration in the context of planning a party online. <i>To use knowledge about online safety to plan a party online.</i></p>	<p>Too Much Information?</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include. <i>To create a safe online profile.</i></p>	<p>Powerful Passwords</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of following rules to help create strong passwords. <i>To create strong passwords.</i></p> <p>Online Safety Comics</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules. <i>To apply online safety rules to real-life scenarios.</i></p>	<p>People Online</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends. I understand the benefits and pitfalls of online relationships. <i>I can identify information that I should never share.</i></p> <p>SMARTbots</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p>

						<p><i>I can apply my online safety knowledge to my online activities.</i></p> <p>Online Safety: Let's Get Quizzical!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p> <p><i>I can use my knowledge of online safety to create a multiple-choice quiz.</i></p>
<p><u>FINDING HELP WHEN I'M WORRIED ONLINE</u></p> <p>KS1 seek help from an adult when they see something that is unexpected or worrying</p> <p>LKS2 Seek help from an adult when they see something that is</p>	<p>Yearly E-Safety Week and PSHE Lesson</p> <p>Children discuss who their trusted adults are and how they should talk to if they have worries or concerns.</p>	<p>You Be the Judge</p> <p>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 in the context of identifying appropriate websites for children.</p>	<p>Throughout these taught topics, children are asked who they should speak to in the event of a concerning situation arising online.</p> <p>Yearly E-Safety Week and PSHE Lesson</p> <p>Children discuss who their trusted adults are and how they should talk to if they have worries or concerns.</p>	<p>Cyber Superheroes</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character.</p> <p><i>To create an online safety superhero character.</i></p> <p>Yearly E-Safety Week and PSHE Lesson</p>	<p>Spam!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying and avoiding spam emails.</p> <p><i>To identify spam emails and what to do with them.</i></p> <p>False Photography</p>	<p>People Online</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends.</p> <p>I understand the benefits and pitfalls of online relationships.</p> <p><i>I can identify information that I should never share.</i></p>

<p>unexpected or worrying</p> <p>UKS2 Seek help from an adult when they see something that is unexpected or worrying</p>		<p><i>To recognise whether a website is appropriate for children.</i></p> <p>Yearly E-Safety Week and PSHE Lesson</p> <p>Children discuss who their trusted adults are and how they should talk to if they have worries or concerns.</p>		<p>Children discuss who their trusted adults are and how they should talk to if they have worries or concerns.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online.</p> <p><i>To recognise when, why and how photographs we see online may have been edited.</i></p> <p>Online Safety Comics</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</p> <p><i>To apply online safety rules to real-life scenarios.</i></p> <p>Yearly E-Safety Week and PSHE Lesson</p> <p>Children discuss who their trusted adults are and how they should</p>	<p>Girls and Boys Online</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Be discerning in evaluating digital content.</p> <p>Children will work in the context of evaluating media aimed at boys and girls.</p> <p><i>I can identify how the media play a powerful role in shaping ideas about girls and boys.</i></p> <p>SMARTbots</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p> <p><i>I can apply my online safety knowledge to my online activities.</i></p>
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					talk to if they have worries or concerns.	<p>Online Safety: Let's Get Quizzical!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz. <i>I can use my knowledge of online safety to create a multiple-choice quiz.</i></p> <p>Yearly E-Safety Week and PSHE Lesson</p> <p>Children discuss who their trusted adults are and how they should talk to if they have worries or concerns.</p>
<p><u>USING WEBSITE AND APPS SAFELY AND EFFECTIVELY</u></p> <p>KS1 demonstrate how to safely open and close applications and log on and off from websites</p> <p>LKS2 demonstrate understanding of age-appropriate</p>	<p>Safe Image Searching</p> <p>Use technology safely and respectfully in the context of searching for appropriate images online. <i>To safely search for images online.</i></p> <p>What Is Email?</p> <p>Recognise common uses of information technology</p>	<p>Keywords</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully in the context of finding relevant information about a destination using keywords. <i>To use keywords in an online search to find out about a topic.</i></p>	<p>To Buy or Not to Buy?</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating</p>	<p>Super Searchers</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately. <i>I can use a search engine accurately.</i></p> <p>Copycats!</p>	<p>Spam!</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying and avoiding spam emails. <i>To identify spam emails and what to do with them.</i></p>	<p>Secure Websites</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and unsecure websites. <i>I can identify secure websites by identifying privacy seals of approval.</i></p>

<p>websites and adverts</p> <p>UKS2 discuss scenarios involving online risk</p>	<p>beyond school in the context of sending an email. <i>To explore how to use email to safely communicate.</i></p>	<p>Rate and Review</p> <p>Recognise common uses of information technology beyond school.</p> <p>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 in the context of reviewing websites. <i>To rate and review informative websites.</i></p>	<p>digital content in the context of identifying advertisements online. <i>To understand how websites use advertisements to promote products.</i></p> <p>Emailing</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely. <i>To safely send and receive emails.</i></p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism. <i>I understand the term 'plagiarism' and how to avoid it.</i></p>	<p>Sites to Cite</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of citing the work of others. <i>To write citations for the websites I use for research.</i></p> <p>False Photography</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online. <i>To recognise when, why and how photographs we see online may have been edited.</i></p> <p>Online Safety Comics</p> <p>Use technology safely, respectfully and responsibly; recognise</p>	<p>Girls and Boys Online</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Be discerning in evaluating digital content.</p> <p>Children will work in the context of evaluating media aimed at boys and girls. <i>I can identify how the media play a powerful role in shaping ideas about girls and boys.</i></p> <p>SMARTbots</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios. <i>I can apply my online safety knowledge to my online activities.</i></p> <p>Online Safety: Let's Get Quizzical!</p>
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					<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</p> <p><i>To apply online safety rules to real-life scenarios.</i></p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p> <p><i>I can use my knowledge of online safety to create a multiple-choice quiz.</i></p>
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EYFS E-Safety Objectives

By the end of Reception, children should be able to:
<p>1. Know that technology can be used for different purposes Children can talk about devices they use at home or school, such as tablets, phones, computers, cameras or interactive boards.</p>
<p>2. Understand that adults help keep them safe online Children know they should use devices with a trusted adult and ask for help if something goes wrong. Know what to do if they see something that worries them Children can say that they should stop, close/put down the device, and tell a grown-up.</p>
<p>3. Understand that not everything online is for children Children begin to recognise that some games, videos, websites or messages are meant for older people.</p>
<p>4. Know that personal information should be kept private Children understand that names, addresses, school names, passwords and photos should not be shared without an adult. Understand that people online are not always people we know Children begin to know that they should not talk to, reply to, or accept messages from people without checking with a trusted adult.</p>
<p>5. Use technology kindly and respectfully Children understand that photos, videos, messages and comments should be kind, and that we should ask before taking or sharing someone's picture.</p>
<p>6. Begin to manage screen time with adult support</p>