



Education for a Connected World coverage in Kapow Primary

Kapow
Primary

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Introduction

As children navigate an increasingly digital landscape, technology offers significant potential for learning, creativity and connection. However, it also presents challenges that can impact their wellbeing, identity and relationships. Consequently, effective online safety education must move beyond a simple list of rules; it needs to equip pupils with the necessary knowledge, skills and behaviors to engage with the online world responsibly, safely, respectfully and confidently.

Kapow Primary integrates online safety primarily through RSE & PSHE and Computing, with each subject providing a distinct yet complementary perspective:

- **RSE and PSHE:** Concentrates on the social and emotional dimensions of online life. Key topics include online relationships, respectful communication, consent, boundaries, digital wellbeing, self-image, identifying unsafe situations and knowing how to seek help.
- **Computing:** Focuses on the technical and practical elements of using technology securely. Key topics include privacy, data security, password management, evaluating digital content, conducting safe searches and understanding the mechanics of digital systems.

By addressing certain areas across both subjects, learning is reinforced in different contexts, helping pupils develop a more secure, practical and comprehensive understanding of online safety.

About Education for a Connected World

[Education for a Connected World](#) is a non-statutory framework published by the UK Council for Internet Safety. It describes the digital knowledge, understanding and skills that children and young people should have opportunities to develop at different ages and stages. It is organised into the following eight areas:

- Self-image and identity.
- Online relationships.
- Online reputation.
- Online bullying.
- Managing online information.
- Health, wellbeing and lifestyle.
- Privacy and security.
- Copyright and ownership.

The framework provides a structure for developing and reviewing online safety education across the curriculum. Kapow Primary has used it alongside the statutory guidance for [Relationships Education, RSE and Health Education](#) and the DfE's non-statutory [Teaching online safety in schools](#) guidance. The latter explains how schools can teach pupils to stay safe and behave appropriately online through existing curriculum subjects, including Relationships Education, Health Education and Computing.

Kapow Primary has incorporated the knowledge and skills identified in [Education for a Connected World](#) across its RSE & PSHE and Computing schemes. This document shows where each framework statement is covered, helping schools to understand how online safety education is addressed across the two subjects.

Careful consideration has been given to where each statement is most relevant within the curriculum and to children's lives. As a result, some statements placed within a younger age band in the framework are covered later in the Kapow Primary curriculum, while some statements placed within an older age band are introduced earlier. This creates an age-appropriate sequence in which learning is introduced in a meaningful context and revisited where appropriate.

Self identity and image	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
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.	✓			✓	✓					✓Year 1: Computing systems and networks: Using computers
I can identify trusted adults and know how to ask for help if I am worried about something online.	✓			✓	✓					
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.				✓	✓					✓Year 1: My healthy self: How can we look after our emotions? ✓Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? ✓Year 2: Staying safe: How can I make safe choices in different places?
I can explain how other people may look and act differently online and offline.						✓				
I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	✓			✓	✓					

Self identity and image	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain what is meant by the term 'identity'.										✓ Year 5: Connecting with others: <u>Why are healthy relationships important?</u>
I can explain how people can represent themselves in different ways online.		✓	✓		✓	✓			✓	
I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.			✓			✓				
I can explain how my online identity can be different to my offline identity.			✓							
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.		✓				✓			✓	
I can explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.						✓				
I can explain how identity online can be copied, modified or altered.			✓							
I can demonstrate how to make responsible choices about having an online identity, depending on context.			✓						✓	

Self identity and image	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online.							✓	✓		✓ Year 6: Citizenship: <u>How can we protect everyone's rights?</u>
I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.		✓	✓			✓		✓	✓	
I can explain the importance of asking until I get the help needed.		✓	✓			✓				✓ Year 3: Connecting with others: <u>What helps us feel safe and included?</u> ✓ Year 4: Connecting with others: <u>How can we respect each other?</u> ✓ Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u>

Online relationships	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can give examples of when I should ask permission to do something online and explain why this is important.	✓			✓	✓		✓			✓ Year 2: Computing systems and networks: Using computers 2
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.	✓					✓				
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).						✓				

*NB Pupils explore how they use the internet to communicate with people they know and discuss how to communicate politely and safely. They do not practise using video-calling apps or services during the unit.

Online relationships	Computing - Online safety			RSE & PSHE -The online world						Other units
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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 or don't want to do.										✓Year 3: Connecting with others: <u>What helps us feel safe and included?</u> ✓Year 4: Staying safe: <u>What signs help me recognise what is safe or unsafe?</u> ✓Year 6: Staying safe: <u>How can I stay safe as I grow up?</u>
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.					✓					

Online relationships	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe ways people who have similar likes and interests can get together online.						✓				
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.			✓							
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with.		✓				✓	✓	✓		
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.								✓		✓ Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u>
I can explain how someone's feelings can be hurt by what is said or written online.						✓			✓	
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.					✓				✓	
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms).						✓		✓	✓	

Online relationships	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.						✓			✓	
I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.								✓		
I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).						✓				
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.			✓							
I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).			✓					✓		

Online relationships	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.		✓	✓			✓		✓	✓	
I can demonstrate how to support others (including those who are having difficulties) online.						✓			✓	
I can explain how sharing something online may have an impact either positively or negatively.							✓	✓	✓	
I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.									✓	
I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.									✓	
I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.									✓	

Online reputation	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can recognise that information can stay online and could be copied.			✓						✓	
I can describe what information I should not put online without asking a trusted adult first.					✓					
I can explain how information put online about someone can last for a long time.			✓						✓	
I can describe how anyone's online information could be seen by others.			✓		✓					
I know who to talk to if something has been put online without consent or if it is incorrect.						✓	✓			

Online reputation	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain how to search for information about others online.							✓			✓ Year 4: Computing systems and networks: Connecting networks ✓ Year 5: Computing systems and networks: Websites, search and storage
I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.		✓			✓	✓			✓	
I can explain who someone can ask if they are unsure about putting something online.					✓					
I can describe how to find out information about others by searching online.							✓			✓ Year 5: Computing systems and networks: Websites, search and storage
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.			✓						✓	
I can search for information about an individual online and summarise the information found.										✓ Year 5: Computing systems and networks: Websites, search and storage

Online reputation	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.		✓	✓						✓	
I can explain the ways in which anyone can develop a positive online reputation.		✓	✓					✓	✓	
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.						✓				

Online bullying	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe how to behave online in ways that do not upset others and can give examples.	✓			✓		✓				
I can explain what bullying is, how people may bully others and how bullying can make someone feel.						✓				✓Year 2: Connecting with others: <u>How can I build safe, kind and caring relationships with others?</u> ✓Year 3: Connecting with others: <u>What helps us feel safe and included?</u> ✓Year 4: Connecting with others: <u>How can we respect each other?</u> ✓Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u> ✓Year 3: My healthy self: <u>How can I take care of my mind and body?</u>
I can explain why anyone who experiences bullying is not to blame										
I can talk about how anyone experiencing bullying can get help.						✓				

Online bullying	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe appropriate ways to behave towards other people online and why this is important.		✓				✓			✓	
I can give examples of how bullying behaviour could appear online and how someone can get support.						✓			✓	✓ Year 3: Connecting with others: <u>What helps us feel safe and included?</u> ✓ Year 4: Connecting with others: <u>How can we respect each other?</u> ✓ Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u> ✓ Year 3: My healthy self: <u>How can I take care of my mind and body?</u>
I can recognise when someone is upset, hurt or angry online.		✓				✓				
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).									✓	
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).		✓							✓	
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.									✓	✓ Year 3: Connecting with others: <u>What helps us feel safe and included?</u>

Online bullying	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.		✓							✓	
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.									✓	✓ Year 3: Connecting with others: <u>What helps us feel safe and included?</u>
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.		✓							✓	✓ Year 4: Connecting with others: <u>How can we respect each other?</u> ✓ Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u> ✓ Year 3: My healthy self: <u>How can I take care of my mind and body?</u>
I can explain how to block abusive users.		✓							✓	
I can describe the helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix).									✓	✓ Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u>

Online bullying	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.		✓							✓	
I can explain how someone would report online bullying in different contexts.		✓							✓	

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).				✓			✓			✓Year 2: Computing systems and networks: Using computers 2 ✓Year 2: Computing systems and networks: The internet
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.	✓			✓			✓			
I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	✓			✓			✓			
I can use simple keywords in search engines.										✓Year 2: Computing systems and networks: The internet ✓Year 4: Computing systems and networks: Connecting networks ✓Year 5: Computing systems and networks: Websites, search and storage
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).										✓Year 2: Computing systems and networks: The internet

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
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I can explain what voice activated searching is and how it might be used and know it is not a real person (e.g. Alexa, Google Now, Siri).										
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.					✓		✓			

✓ Year 1: Computing systems and networks:
[Using computers](#)

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can demonstrate how to use key phrases in search engines to gather accurate information online.										✓ Year 4: Computing systems and networks: Connecting networks ✓ Year 5: Computing systems and networks: Websites, search and storage
I can explain what autocomplete is and how to choose the best suggestion										✓ Year 5: Computing systems and networks: Websites, search and storage
I can explain how the internet can be used to sell and buy things.			✓					✓		
I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.								✓		
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).								✓		
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.		✓	✓				✓	✓	✓	
I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.							✓	✓		

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).										✓ Year 5: Computing systems and networks: Websites, search and storage
I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.								✓	✓	
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.								✓		
I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.										✓ Year 6: Computing systems and networks: Machine learning
I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.							✓	✓		
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.										✓ Year 5: Computing systems and networks: Websites, search and storage

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.								✓		
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results							✓	✓		
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.							✓	✓		
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.			✓					✓		
I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).								✓		

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online and why accepting 'stereotypes' may influence how people think about others.								✓		These units cover stereotypes, but not how they are reinforced online: ✓Year 4: Connecting with others: <u>How can we respect each other?</u> ✓Year 6: Connecting with others: <u>What does it mean to stand up for myself and others?</u> ✓Year 3: Citizenship 2: <u>What careers do people choose and why?</u> ✓Year 6: Citizenship: <u>How can we protect everyone's rights?</u>
I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.							✓	✓		
I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.									✓	
I can explain how search engines work and how results are selected and ranked.							✓			✓Year 5: Computing systems and networks: Websites, search and storage
I can explain how to use search technologies effectively.							✓			✓Year 5: Computing systems and networks: Websites, search and storage

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
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I can describe how some online information can be opinion and can offer examples.								✓		
I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.								✓		
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).								✓		✓ Year 5: Connecting with others: <u>Why are healthy relationships important?</u>
I understand the concept of persuasive design and how it can be used to influences peoples' choices.								✓		✓ Year 5: My healthy self: <u>How can I support my mind and body as I grow?</u>
I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.							✓	✓		✓ Year 5: My healthy self: <u>How can I support my mind and body as I grow?</u>
I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.								✓		

Managing online information	Computing - Online safety			RSE & PSHE -The online world						Other units
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I can describe the difference between online misinformation and dis-information.							✓ *	✓ *		
I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).							✓			
I can identify, flag and report inappropriate content.							✓	✓		

*The distinction is taught, but the terms 'misinformation' and 'disinformation' are not explicitly introduced.

Health, wellbeing and lifestyle	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain rules to keep us safe when we are using technology both in and beyond the home.	✓			✓	✓					✓ Year 1: Computing systems and networks: Using computers ✓ Year 2: Computing systems and networks: Using computers 2
I can explain simple guidance for using technology in different environments and settings.	✓			✓						✓ Year 1: Computing systems and networks: Using computers ✓ Year 2: Computing systems and networks: Using computers 2
I can say how those rules/guides can help me.	✓				✓					✓ Year 1: Computing systems and networks: Using computers ✓ Year 2: Computing systems and networks: Using computers 2
I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).				✓			✓			
I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).						✓	✓			

Health, wellbeing and lifestyle	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain how using technology can be a distraction from other things, in both a positive and negative way.							✓			
I can identify times or situations when I might need to limit the amount of time I use technology. e.g. I can suggest strategies to help with limiting this time.									✓	✓Year 4: My healthy self: <u>How can I make healthy choices?</u>
I can describe ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively.							✓	✓	✓	
I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.							✓		✓	
I recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults and professionals.										✓Year 3: Health protection: <u>How can we prevent illness and injury and respond if they happen?</u>

Health, wellbeing and lifestyle	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.			✓					✓	✓	
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.							✓		✓	
I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.								✓		
I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).								✓	✓	
I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).									✓	✓ Year 4: My healthy self: <u>How can I make healthy choices?</u>

Privacy and security	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).	✓				✓					✓ Year 4: Staying safe: <u>What signs help me recognise what is safe or unsafe?</u>
I can explain why I should always ask a trusted adult before I share any information about myself online belonging to myself or others.	✓				✓					
I can explain how passwords can be used to protect information and devices.	✓									✓ Year 1: Computing systems and networks: <u>Using computers</u> ✓ Year 2: Computing systems and networks: The internet
I can explain how passwords can be used to protect information, accounts and devices.	✓									✓ Year 1: Computing systems and networks: <u>Using computers</u> ✓ Year 2: Computing systems and networks: The internet ✓ Year 3: Computing systems and networks: Connecting devices
I can explain and give examples of what is meant by 'private' and 'keeping things private'.					✓					✓ Year 2: Staying safe: <u>How can I make safe choices in different places?</u> ✓ Year 3: Computing systems and networks: Connecting devices

Privacy and security	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords.)	✓									✓ Year 3: Computing systems and networks: Connecting devices
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)..				✓						✓ Year 2: Computing systems and networks: Using computers 2 ✓ Year 3: Computing systems and networks: Connecting devices

Privacy and security	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online-coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I can describe simple strategies for creating and keeping passwords private.										✓ Year 4: Computing systems and networks: Managing digital information
I can give reasons why someone should only share information with people they choose to and can trust.					✓					
I can explain that if they are not sure or feel pressured then they should tell a trusted adult.								✓		✓ Year 6: Staying safe: <u>How can I stay safe as I grow up?</u> ✓ Year 6: My healthy self: <u>How do my choices today shape my future health?</u>
I can describe how connected devices can collect and share my information with others.								✓		✓ Year 3: Computing systems and networks: Connecting devices
I can describe strategies for keeping personal information private, depending on context.		✓								
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.							✓			
I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.								✓		

Privacy and security	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use-coming soon!	Year 4 Be kind online -coming soon!	Year 6 Life online-coming soon!	Year 1 <u>How do we spend time online?</u>	Year 2 <u>How can we stay safe online?</u>	Year 3 <u>How should we communicate online?</u>	Year 4 <u>How can we decide what to trust online?</u>	Year 5 <u>How am I influenced by what I see online?</u>	Year 6 <u>How do I feel about the things I see online?</u>	
I know what the digital age of consent is and the impact this has on online services asking for consent.			✓							
I can explain what a strong password is and demonstrate how to create one										✓Year 4: Computing systems and networks: Managing digital information
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.			✓							
I can explain what app permissions are and can give some examples.			✓							
I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).			✓							✓Year 4: Computing systems and networks: Managing digital information
I can explain what to do if a password is shared, lost or stolen.			✓							
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.			✓							

Privacy and security	Computing - Online safety			RSE & PSHE -The online world						Other units
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I can describe simple ways to increase privacy on apps and services that provide privacy settings.			✓							
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).			✓					✓		
I know that online services have terms and conditions that govern their use.			✓							

Copyright and ownership	Computing - Online safety			RSE & PSHE -The online world						Other units
KS1 (5-7)	Year 2 Online privacy and safe use	Year 4 Be kind online	Year 6 Life online	Year 1 How do we spend time online?	Year 2 How can we stay safe online?	Year 3 How should we communicate online?	Year 4 How can we decide what to trust online?	Year 5 How am I influenced by what I see online?	Year 6 How do I feel about the things I see online?	
I can explain why work I create using technology belongs to me.										✓ Year 1: Creating media: Digital designers
I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').										✓ Year 1: Creating media: Digital designers
I can save my work so that others know it belongs to me (e.g. file name, name on content).										✓ Year 1: Computing systems and networks: Using computers ✓ Year 2: Computing systems and networks: Using computers 2
I understand that work created by others does not belong to me even if I save a copy.										✓ Year 1: Creating media: Digital designers 3
I can describe why other people's work belongs to them.										✓ Year 1: Creating media: Digital designers 3
I can recognise that content on the internet may belong to other people.										✓ Year 1: Creating media: Digital designers 3

Copyright and ownership	Computing - Online safety			RSE & PSHE -The online world						Other units
KS2 (7-11)	Year 2 Online privacy and safe use	Year 4 Be kind online	Year 6 Life online	Year 1 How do we spend time online?	Year 2 How can we stay safe online?	Year 3 How should we communicate online?	Year 4 How can we decide what to trust online?	Year 5 How am I influenced by what I see online?	Year 6 How do I feel about the things I see online?	
I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.										✓ Year 6: Creating media: Creating a multimedia project
When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.										✓ Year 6: Creating media: Creating a multimedia project
I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.										✓ Year 6: Creating media: Creating a multimedia project
I can assess and justify when it is acceptable to use the work of others.										✓ Year 6: Creating media: Creating a multimedia project
I can give examples of content that is permitted to be reused and know how this content can be found online.										✓ Year 6: Creating media: Creating a multimedia project
I can demonstrate how to make references to and acknowledge sources I have used from the internet.										✓ Year 6: Creating media: Creating a multimedia project
I can demonstrate the use of search tools to find and access online content which can be reused by others.										✓ Year 6: Creating media: Creating a multimedia project