



Littledean Church of England Primary School

Online Safety Scheme of Work



| EYFS | Year 1 | Year 2 |
|---|--|--|
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: Develop an understanding of sensible amounts of 'screen time'. | <p>Owning Your Creative Work</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating and digital self-portrait. To create, name and date my digital creative work. <p>Safe Image Searching</p> <ul style="list-style-type: none"> Use technology safely and respectfully in the context of searching for appropriate images online. To safely search for images online. <p>Staying SMART Online</p> <ul style="list-style-type: none"> Use technology safely and respectfully in the context of learning about the SMART rules for internet safety. To understand how to communicate safely online. <p>My Personal Information</p> <ul style="list-style-type: none"> Use technology safely and respectfully in the context of keeping personal information safe. To understand what personal information need to keep safe. <p>What is Email?</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school, e.g. sending an email. To explore how to use email to safely communicate. <p>Keeping Safe Online</p> <ul style="list-style-type: none"> Use technology safely and respectfully in the context of guiding others to make the right choices online. To apply my online safety knowledge to help others make good choices online. | <p>Digital Footprints</p> <ul style="list-style-type: none"> 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. To understand that the information I put online leaves a digital footprint. <p>Keywords</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. Use technology safely and respectfully in the context of finding relevant information about a destination using keywords. To use keywords in an online search to find out about a topic. <p>You Be the Judge</p> <ul style="list-style-type: none"> 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 website for children. To recognise whether a website is appropriate for children. |

Aspiration - Resilience - Community

| | | |
|--|--|---|
| | | <p>Rate and Review</p> <ul style="list-style-type: none">• 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 reviewing websites. To rate and review informative websites. <p>Being Kind Online</p> <ul style="list-style-type: none">• 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 identifying cyberbullying. To be able to identify kind and unkind behaviour online. <p>Cyber Snakes and Ladders</p> <ul style="list-style-type: none">• 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. To apply out knowledge of safe and sensible online activities to different situations. |
|--|--|---|

| Year 3 | Year 4 |
|--|---|
| <p>What is Cyberbullying</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviours; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. To know what cyberbullying is and how to address it. <p>To Buy or Not to Buy</p> <ul style="list-style-type: none"> 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 search technologies effectively, appreciate how results are selected and ranked, and to be discerning in evaluating digital content in the context of identifying advertisements online. To understand how website use advertisements to promote products. <p>Keep It to Yourself!</p> <ul style="list-style-type: none"> 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. To create strong passwords and understand privacy settings. <p>Emailing</p> <ul style="list-style-type: none"> 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 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. To safely send and receive emails. <p>Online Communication</p> | <p>Cyberbullying</p> <ul style="list-style-type: none"> 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 online messages can be hurtful. To know how a message can hurt someone’s feelings. To say how to respond to hurtful messages online. <p>Super Searchers</p> <ul style="list-style-type: none"> Use search engines effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content in the context of using search engines accurately. To use a search engine correctly. <p>Copycats!</p> <ul style="list-style-type: none"> 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. To understand the term ‘plagiarism’ and how to avoid it. <p>Too Much Information?</p> <ul style="list-style-type: none"> 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. To create a safe online profile. <p>The Online Community</p> <ul style="list-style-type: none"> 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 giving examples of how to be a responsible digital citizen. |

| | |
|---|---|
| <ul style="list-style-type: none"> • 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 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. To explore different ways children can communicate online. <p>Party Planners</p> <ul style="list-style-type: none"> • 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. To use knowledge about online safety to plan a party online. | <p>To explain how to be a responsible digital citizen.</p> <p>Cyber Superheroes</p> <ul style="list-style-type: none"> • 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. To create an online safety superhero character. |
|---|---|

| Year 5 | Year 6 |
|---|---|
| <p>Spam!</p> <ul style="list-style-type: none"> • 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. To identify spam emails and what to do with them. <p>Sites to Cite</p> <ul style="list-style-type: none"> • 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. To write citations for the website that are used for research. <p>Powerful Passwords</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report | <p>Cyberbullying</p> <ul style="list-style-type: none"> • 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. To find similarities and differences between in-person and cyberbullying. To identify good strategies to deal with cyberbullying. <p>Secure Websites</p> <ul style="list-style-type: none"> • 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 insecure websites. To identify secure websites by identifying privacy seals of approval. <p>People Online</p> |

concerns about content and contact in the context of following rules to help create strong passwords.

[To create strong passwords.](#)

False Photography

- 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.

[To recognise when, how, why and how photographs we see online might have been edited.](#)

Online Safety Story Planning

- 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 planning a story about the consequences of not following online safety rules.

[To apply online safety rules to real-life scenarios.](#)

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.

[To apply online safety rules to real-life scenarios.](#)

- 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.

[To understand the benefits and pitfalls of online relationships.](#)

[To identify information that should never be shared.](#)

Girls and Boys Online

- Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content, in the context of evaluating media aimed at boys and girls.

[To identify how the media play a powerful role in shaping ideas about gender.](#)

SMARTbots

- 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.

[To apply my online safety knowledge to my online activities.](#)

Online Safety: Let's Get Quizzical!

- 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.

[To use my knowledge of online safety to create a multiple choice quiz.](#)