# Online Safety Curriculum Coverage: Year 1-6 Progression

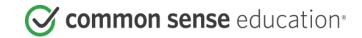| Term | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Media Balance and Well-Being** | | | | | | | |
| **Autumn 1** | | CS Lesson: **Pause for People** | CS Lesson: **How Technology Makes You Feel** | CS Lesson: **Device-Free Moments** | CS Lesson: **Your Rings of Responsibility** | CS Lesson: **My Media Choices**<br><br>**Digital Passport: Twalkers** | CS Lesson: **Finding My Media Balance**<br><br>**Digital Passport: Twalkers** |
| | Supporting Resource:<br><br>**Smartie the Penguin (Lesson Plan)** | Supporting Resource:<br><br>**Jessie & Friends: Episode 1** | Supporting Resource:<br><br>**Smartie the Penguin Lesson** | Supporting Resource:<br><br>**Interland: Reality River** | Supporting Resource:<br><br>**The Adventures of Kara, Winston and the SMART Crew: Chapter 1** | Supporting Resource:<br><br>**Net Aware: Social Networks, Apps and Games** | Supporting Resource:<br><br>**Children's Commissioner: Digital 5 a day** |

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| **Cyberbullying** | | | | | | | |
| **Autumn 2** | | Media Balance Is Important | Pause & Think Online | Putting a STOP to Online Meanness | The Power of Words<br><br>Digital Passport: E-volve | Be a Super Digital Citizen<br><br>Digital Passport: E-volve | Is it Cyberbullying?<br><br>Digital Passport: E-volve |
| | Digiduck's Famous Friend | Barefoot Computing: Safety Snakes | Lee and Kim: Lesson 1 | Interland: Kind Kingdom | Band Runner: Like | BBC Own It: Cyberbullying Quiz | Net Aware: Social Networks, Apps and Games |

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| | | **My Digital Footprint and Identity** | | | | | |
| Spring 1 | | Media Balance Is Important | Pause & Think Online | Digital Trails | This Is Me | Our Online Tracks<br><br>Digital Passport: Share Jumper | Beyond Gender Stereotypes |
| | | **Safer Internet Day Resources:** 'Free To Be Me – Exploring identity Online' | | | | | |
| | | This Is Me | Staying Safe Online | Everyone Can... | Who Am I Online? | 'Free to Be' Online? | Free to Be Me? |

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| **Privacy and Security** | | | | | | | |
| Spring 2 | | Safety in My Online Neighbourhood | Internet Traffic Light | That's Private! | Password Power-Up<br><br>Digital Passport: Password Protect | Private and Personal Information<br><br>Digital Passport: Share Jumper | You Won't Believe This!<br><br>Digital Passport: Mix-n-Mash |
| | Barefoot Computing: Safety Snakes | Jessie & Friends: Episode 2 | Lee and Kim: Lesson 2<br><br>PANTS: The Underwear Rule | Interland: Tower of Treasure | Interland: Mindful Mountain | Band Runner: Lock<br><br>ICO: Resources For Schools | Website Cookies Explained |

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| **News and Media Literacy** | | | | | | | |
| Summer 1 | | Pause for People | Pause & Think Online | Let's Give Credit! | Is Seeing Believing? | A Creator's Rights and Responsibilities | Reading News Online |
| | | Smartie the Penguin Lesson | How Long Do Things Stay Online?<br><br>BBC Own It: What Is Digital Footprint and Why Should I Care? | BBC Own It: Where are your photos going? | The Adventures of Kara, Winston and the SMART Crew: Chapter 4 | Things Spread Quickly Online | Are You Living an Insta Lie? Social Media Vs. Reality |

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| | | | **Relationships and Communication** | | | | |
| Summer 2 | | Media Balance Is Important | Pause & Think Online | Who Is In Your Online Community? | Our Digital Citizenship Pledge | Keeping Games Fun and Friendly | Digital Friendships<br><br>Finding Credible News<br><br>Digital Passport: Search Shark |
| | Digiduck's Big Decision | Jessie & Friends: Episode 3 | Lee and Kim: Lesson 3 | Band Runner: Share | Band Runner: Chat<br><br>Minecraft Education: Becoming Digital Citizens | The Adventures of Kara, Winston and the SMART Crew: Chapter 5<br><br>Chicken-Shop Grooming<br><br>County Lines Guidance | The Guardian: Fake News Lessons<br><br>Childnet: Trust Me Lessons<br><br>BBC Own It: Fake News |

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# Curriculum Standards and Links

| Document | Standards |
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| **Education for a Connected World** | <ul><li>Health, well-being, and lifestyle</li><li>Privacy and security</li><li>Copyright and ownership</li><li>Self-image and identity</li><li>Online reputation</li><li>Online relationships</li><li>Online bullying</li><li>Managing online information</li></ul> |
| **Common Sense: Digital Citizenship** | <ul><li>Media balance and well-being</li><li>Privacy and security</li><li>My digital footprint and identity</li><li>Relationships and communication</li><li>Cyberbullying</li><li>Digital drama</li><li>Hate speech</li><li>News and media literacy</li></ul> |
| **National Curriculum: Computing Programmes of Study** | <ul><li>Use technology safely and respectfully, keeping personal information private.</li><li>Recognise acceptable/unacceptable behaviour.</li><li>Identify where to go for help and support when concerns are raised about content, or contact, on the internet and other online platforms.</li></ul> |

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| | ● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. |
| **Relationships Education, Relationships and Sex Education (RSE) and Health Education** | **Online Relationships**<br>**Pupils should know:**<br>● that people sometimes behave differently online, including by pretending to be someone they are not.<br>● that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.<br>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>● how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.<br>● how information and data is shared and used online.<br><br>**Being Safe**<br>**Pupils should know:**<br>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. |

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- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

**Mental Well-Being**
**Pupils should know:**
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary, and service-based activity on mental well-being and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- where and how to seek support (including recognising the triggers for seeking

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| | support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <br>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <br><br>**Internet Safety and Harms** <br>**Pupils should know:** <br>● that for most people the internet is an integral part of life and has many benefits. <br>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being. <br>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. <br>● why social media, some computer games and online gaming, for example, are age restricted. <br>● that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health. <br>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. <br>● where and how to report concerns and get support with issues online. |
| **Keeping Children Safe in Education** | ● Governing bodies and proprietors should ensure that children are taught about |

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| | safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. |
| | • This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. |
| | • Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. |
| **Teaching Online Safety in School** | Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects. |
| **Digital Passport Educator Guide** | This guide provides an overview of Digital Passport and each mini-game, additional downloadable classroom materials, and recommendations on aligned Digital Citizenship lessons. |

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