Scott Primary School E-Safety Curriculum.

	Self-Image and Identity	Online Relationships	Online Reputation	Online bullying	Managing online information	Health, Well-being and Lifestyle.	Privacy and Security	Copyright
Early Years	I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. I can explain how this could be either in real life or online. **_Celebrating Differences 6_**	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	I can identify ways that I can put information on the internet.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engine, voice activated searching).	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	I know that work I create belongs to me. I can name my work so that others know it belongs to me. **_Covered in Jigsaw all pieces_**
Year 1	I can recognise that there may be people online who could make me feel sad, embarrassed or upset and I can give examples of when and how to speak to an adult I can trust. **Kapow Lesson 2: Online Emotions**	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online. I can explain why things one person finds funny may not always be seen the same way as others. **Kapow Lesson 1:Using the internet safely** **Kapow Lesson 3: Always be kind and considerate.** **_Celebrating differences 3&4_**	I can recognise that information can stay online and could be copied. I can explain what information I should not put online without asking a trusted adult first. **Kapow Lesson 4: Posting and Sharing online**	I can describe how to behave online in ways that do not upset others and can give examples. **Kapow Lesson 3: Always be kind and considerate.**	I know what the shield is for and when to use it. I can search for a website using letters of the alphabet. I can use the internet to find things out. I can give some examples of how to find information online. I know how to get help from a trusted adult if I see content that makes me feel scared or frightened.	I can talk about the rules I need to follow to stay safe online at school and at home. **Kapow Lesson 4: Searching for images**	I can explain what information is personal to me and explain why passwords are used. **Kapow: Getting started: Logging in Getting Started: Full unit.**	I can explain why work I create belongs to me. I can say why it belongs to me. I can save my work so others know it belongs to me. **_Covered in Jigsaw all pieces_**

Year 2	I can explain how other people's identify online can be different to their identify in real life and describe ways in which people might make themselves different online. I can give examples of how I might get help. ***Celebrating Differences 6***	I can recognise that a variety of devices can be used to connect a number of people and give examples of how I might communicate with people I don't know well. I can explain who I should ask before sharing things about myself or others online. I can identify who can help me if something happens online without my consent. I can explain how others may feel if I share something without their consent. **Kapow: Online Safety: Lesson 3: Who should I ask & Lesson 4: It's my choice.**	I can explain how information put on the internet about me can last a long time and who to speak to if there is a mistake online. I can explain how information put online about someone can last for a long time. **Kapow: Online Safety: Lesson 1: What happens when I post online?**	I can explain what bullying is, how people may bully others and how bullying can make others feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can identify devices that can be used to search the Internet and I explore a website by clicking on the arrows, menus and hyperlinks. I can make decisions about whether or not statements found on the internet are true or not. I can use key words to search on the internet. **Kapow: Online Safety: Lesson5: Is it true?**	I can explain simple guidance for using technology in different environments and settings and how the rules/guidance helps me.	I can identify what things count as personal information and what rules I follow to keep it private. I can explain what passwords are and use the school password to logon. I can explain devices in my home that could be connected to the internet and list them. **Kapow: Online Safety: Lesson 2: How do I keep my things safe online?**	I can describe why other people's work belongs to them and recognise that content on the internet may belong to other people. I can name, date and save my work. ***All covered in Jigsaw all pieces***
Year 3	I can explain the term "identify" and explain how I represent myself online and how this might change depending on what I am doing online (e.g. gaming, social media)	I can recognise online behaviours that would be unfair. I can write clear and respectful messages which may be used online when communicating with others. I can articulate examples of good and bad behaviour online and explain how people's feelings can be hurt online by what is said or written.	I can explain how to search for information about others online. I can think before sending and comment on consequences of sending/posting and **Kapow: Online Safety: Lesson 4: Rules of Social media platforms.** ***Relationships 3***	I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can explain what cyberbullying is and how it might make someone feel. I can use the shield appropriately and I can tell an adult if anything worries them online. ***Relationships 3 Online Safety Lessons*** .	I can demonstrate how to use the key phrases in search engines to gather accurate information online. I can explain how the internet can be used to buy and sell things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give an example of how and where they might be shared online. **Kapow: Online safety: Lesson1: Beliefs, opinions and facts on the internet.**	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). **Kapow: Lesson 2: When being online makes me upset. Lesson4: Rules of social media platforms.**	I can explain why we need passwords and create a strong and secure password. I can describe how connected devices can collect and share information with others. **Kapow: Online Safety: Lesson 3: Sharing information.**	I can explain why copying someone else's work from the internet without permission can cause problems and give examples of those problems. I can name, date, save and retrieve my own work.

Year 4	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. **Kapow Lesson 1: Teamwork**	I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. **Kapow: Online Safety: Lesson 5: How can I be safe and respectful online?**	I can describe how others can find out information about me by looking online and explain ways that this could be copied or shared by others.	I can explain what cyberbullying is and what to do if it happens to them. I can explain why I need to think carefully about how the content I post might affect others and affect how others feel about them (their reputation). I can recognise when someone is upset, hurt or angry online.	I can use key words to search the internet and make inferences about the effectiveness of the strategies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can explain what is meant by fakes news. **Kapow Online safety: Lesson 1: What happens when I search online' & Lesson 3: Fact, opinion or belief?**	I can explain how using technology can distract me from other things I should be doing. I can identify times of situations when I might need to limit the amount of time I use technology and suggest strategies to help me limit this time. **Kapow: Online Safety: Lesson 5: What is my #techtimetable like?**	I can explain how you should keep information safe and how to protect yourself from online identity theft. I can explain how internet use can be monitored and what a digital footprint is.	I can explain what plagiarism is and explain why I need to consider who owns the information I want to use and whether I have the right to reuse it.
Year 5	I can demonstrate 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. **Kapow Mars Rover 2-Lesson 5: Tinkercad Tutorials.**	I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries me online. I can explain how someone can get hurt if they are having problems and identify when to tell an adult. I can make positive contributions to online communities and describe some of the communities in which I am involved in. **Kapow: Online Safety: Lesson 2: Online Communication** *Relationships 2-6 Online Safety Lessons*	I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgements about an individual. I can explain the ways in which anyone can develop a positive online reputation. **Kapow: Online Safety: Lesson 3: Online Reputation** *Relationships 2-6 Online Safety Lessons*	I can recognise online bullying can be different to bullying in the physical world. I can explain how to get help if someone is getting bullied online. I can identify a range of ways to report concerns and access support both in school and at home. I can explain how to block abusive users. Kapow: Online Safety: Lesson 2: Online Communication. Kapow: Online Safety: Lesson 4: Online Bullying *Relationships 2*	I can explain key concepts including: fact, opinion, belief, true, false, reliable and valid. I can explain what is meant by a hoax and explain why some information I find online may not be honest, accurate or illegal. **Kapow: Search engines: Lesson 1: Searching basics. Lesson2: Inaccurate Information**	I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies to promote healthy sleep with regards to technology. I can explain why some apps and games may request or take payment for additional content (in-app purchases) **Kapow: Online Safety: Lesson 5: Online Health Lesson1: Online Protection.** *Relationships 2-6 Online Safety Lessons*	I can create secure passwords to protect information online. I can explain how free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, vice messages, geolocation) with others. I can explain what spam is and identify strategies for dealing with it. **Kapow: Lesson 1: Online protection.** *Relationships 6*	I can assess and justify when it is acceptable to use the work of others. **Kapow: Lesson 4: Information Poster** R*elationships 2-6 Online Safety Lessons*

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Year 6								
	I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries them online. I can explain how the internet and social media can be powerful in shaping our ideas e.g. gender roles. **Kapow Online Safety –Lesson 6: Life online.** *Relationships 1 Relationships 2-6 Online Safety Lessons*	I can judge when and when not to answer a question online. I can explain how rash and impulsive communications online may cause problems. I can identify strategies for supporting others online and reporting problems online for myself and my friends. Kapow: Online Safety: Lesson 2: Sharing Online *Relationships 2-6 Online Safety Lessons*	I can explain how I am developing an online reputation which will allow other people to form an opinion of me and I can describe some simple ways that I can help to build a positive online reputation. **Kapow: Online Safety: Lesson 5: Creating a positive online reputation.** *Relationships 6 Online Safety Lessons*	. I can explain how it feels to be cyberbullied and identify a range of ways to report concerns both in school and at home. I can explain how cyberbullying is similar and different to in-person bullying. I can describe how to capture bullying content as evidence to share with people who can help me. **Kapow: Online Safety: Lesson 6: Capturing Evidence.** *Celebrating Differences 4*	I can use search technologies effectively and explain how search engines work and how results are selected and ranked. I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why these strategies are important. I can identify, flag and report inappropriate content. *Relationships 5*	I can describe common systems that regulate age-related content (PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action and explain the importance of different strategies to limit the impact of technology on my health (e.g. night mode, regular breaks, correct posture, sleep, diet and exercise)	I can identify whether a site on the internet is secure by looking at the padlock symbols, privacy policies and privacy seals of approval. I can use different passwords for a range of online services and describe effective strategies for managing those passwords and I know what to do if my password is lost or stolen. I know what app permissions are and can give examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. **Kapow: Online Safety: Lesson 5: Password Protection. Lesson 6: Think before you click.** *Relationships 6*	I can demonstrate how to make references to and acknowledge sources I have used from the internet. **Kapow: Lesson 3: The internet of things. Creating media: History of computers: Lesson 4: Computers that changed the world.**

Planning adapted and taken from Kapow Primary Computing

Areas covered by Jigsaw PSHE Scheme

At the beginning of every half term, there is an E-safety Lesson built in, recapping our E-safety rules.

Evidence should be present every other lesson in the back of the PSHE Floor books (3 pieces of evidence per academic year)

Completed by R Green. September 2023.