



Lady Bay Primary School Subject Overview for Online Safety



(This table shows Project Evolve strands covered in Computing and Jigsaw lessons)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation		Self-image and identity 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. (CD P6)	SAFER INTERNET DAY			
Year 1	AUP lesson What are the rules for using computers/iPads at school? How can we stay safe online?	Online bullying I can describe how to behave online in ways that do not upset others & can give examples. (CD P3&4) Online relationships I can give examples of when I should ask permission to do something online and why this is important. (Project Evolve)	SAFER INTERNET DAY	Copyright and Ownership I can explain why work I create in technology belongs to me. (Project Evolve)	Self-image and identity 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. (R P4) Managing online information 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. (R P4) Privacy and security I can explain how passwords are used to protect information, accounts and devices. (Project Evolve)	Online Reputation I can recognise that information can stay online and could be copied. (Project Evolve)

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<i>Year 2</i>	<p>AUP lesson What are the rules for using computers/iPads at school? How can we stay safe online?</p>	<p>Health, well-being and lifestyle I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. <i>(Project Evolve)</i></p>	<p>SAFER INTERNET DAY</p>	<p>Managing Online Information I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. <i>(Project Evolve)</i></p>	<p>Online bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. <i>(Project Evolve)</i></p>	<p>Privacy and Security I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). <i>(Project Evolve)</i></p>
<i>Year 3</i>	<p>AUP lesson What are the rules for using computers/iPads at school? How can we stay safe online?</p>	<p>Health, Well-being and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone. I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. <i>(Project Evolve)</i></p>	<p>SAFER INTERNET DAY</p>	<p>Privacy and Security 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. <i>(Project Evolve)</i></p>	<p>Online reputation 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. (R P3)</p> <p>Online bullying 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</p>	<p>Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I am aware that autocomplete suggestions may not be truthful. <i>(Project Evolve)</i></p>

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					<p>content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). (R P3)</p> <p>Self-image and identity I can explain what is meant by the term 'identity'. 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. (Project Evolve)</p>	
Year 4	<p>AUP lesson What are the rules for using the school network and staying safe online?</p>	<p>Copyright and ownership 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. I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images. (Project Evolve)</p>	<p>SAFER INTERNET DAY</p>	<p>Managing online information 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). (Project Evolve)</p>	<p>Privacy and Security I can describe how some online services may seek consent to store information about me. I know what the digital age of consent is. I know how to get help if I am unsure about consenting to an online service. (Project Evolve)</p>	<p>Health, well-being & lifestyle 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 someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. (Project Evolve)</p>
Year 5	<p>AUP lesson What are the rules for using the school network and staying safe online?</p>	<p>Online bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. (Project Evolve)</p>	<p>SAFER INTERNET DAY</p>	<p>Self-image and identity I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about</p>	<p>Online relationships 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.</p>	<p><i>No Project Evolve lesson due to all strands having been covered.</i></p>

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				<p>having an online identity, depending on context. (Project Evolve)</p>	<p>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).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online. (R P2-6)</p> <p>Online reputation I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. (R P2-6)</p> <p>Online bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult</p> <p>I can identify a range of ways to report concerns and access support both in school and at</p>
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					<p>home about online bullying. (R P2)</p> <p>Managing online information 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. 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 describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. (R P2-6)</p> <p>Health, well-being and lifestyle I can describe ways technology can affect health and well-being 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.</p>	
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					<p>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. (R P5)</p> <p>Privacy and security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (eg friends, contacts, likes, images, videos, voice messages, geolocation) with others. I can explain what app permissions are and can give some example. (R P6)</p> <p>Copyright and ownership I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. (P2-6)</p>	
<i>Year 6</i>	<p>AUP lesson What are the rules for using the school network and staying safe online?</p>	<p>Online bullying I can describe how to catch a bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.</p>	<p>SAFER INTERNET DAY</p>	<p>Privacy and Security I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen.</p>	<p>Self-image and identity 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</p>	<p>Managing online information 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'.</p>

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		<p>I can explain how someone would report online bullying in different contexts. (CD P4)</p> <p>Copyright and Ownership I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. (Project Evolve)</p>		<p>(Project Evolve)</p>	<p>reject inappropriate representations online. 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 off-line. I can explain the importance of asking until I get the help needed. (R P2-6)</p> <p>Online relationships 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. (R P5-6)</p> <p>Online reputation 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. (R P6)</p> <p>Managing online information I can describe how some online information can be opinion and can offer examples.</p>	<p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). (Project Evolve)</p>
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					<p>I can explain how and why some people may present opinions as facts; why the popularity of an opinion by the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>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)</p> <p>I understand the concept of persuasive design and how it can be used to influence people's choices.</p> <p>I can identify, flag and report inappropriate content. (R P5)</p> <p>Privacy and security</p> <p>I can describe effective ways people can manage password (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do with a password is shared, lost or stolen.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me</p>
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					identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. (R P6)	
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Jigsaw codes:

Autumn 1 - Being Me in My World (BM)

Autumn 2 - Celebrating Difference (CD)

Spring 1 - Dreams and Goals (DG)

Spring 2 - Healthy Me (HM)

Summer 1 - Relationships (R)

Summer 2 - Changing Me (CM)