



# Online Safety- Progression of Skills and Coverage

**Education for a connected world objectives** [Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**Jigsaw PSHE scheme of work**

**Links to High Quality Texts**

ELG:

**Managing Self** Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly.

**Building Relationships** Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

**National Curriculum Computing KS1- Pupils should be taught to:**

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.

**National Curriculum Computing KS2- Pupils should be taught to:**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4+ (EYFS)	<u>Self-image and Identity</u>	<u>Online Bullying</u>	<u>Online reputation</u>	<u>Health, Wellbeing and Lifestyle</u>	<u>Online Relationships</u>	<u>Privacy and Security</u>
	I can recognise online or offline that anyone can say 'no, please stop, I'll tell to someone who makes them feel sad, uncomfortable, embarrassed or upset. (Stranger Danger) <b>Being Me Pieces 2 and 4</b>	I can describe ways that some people can be kind online.  I can offer examples of how this can make others feel. <b>Celebrating Difference Pieces 5 and 6</b>	I can identify ways that I can put information on the internet  Safer Internet Day- <b>Chicken Clicking</b>  <b>Managing Online information</b>	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.  I can give some examples.  <b>Healthy Me Piece 6</b>	I can recognise some ways in which the internet can be used to communicate.  I can give some examples of how I might use technology to communicate with people I know. <b>(taught in isolation)</b>	I can identify some simple examples of my personal information (eg. name, address, birthday, age, location).  I can describe who would be trustworthy to share this information with.

	<p><b><u>Copyright and Ownership</u></b> I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me. <b>(taught indirectly)</b></p>		<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet. <b>(to be taught in isolation linked to Dreams and Goals)</b></p>			<b>(taught in isolation)</b>
<b>Year 1</b>	<p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology in and beyond the home <b>Computing Curriculum- Technology Around Us</b></p> <p><b><u>Self-image and Identity</u></b></p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p>	<p><b><u>Online Bullying</u></b></p> <p>I can describe how to behave online in ways that do not upset others and can give examples (Anti Bullying Week) <b>Digiducks Big Decision</b></p> <p><b>Celebrating Difference Pieces 3, 5</b></p>	<p><b><u>Managing Online information</u></b></p> <p>I can give examples of how to find information using digital technology <b>Computing Curriculum- Technology Around Us</b></p> <p>Internet Safety Day <b>Jigsaw additional lesson</b></p> <p>I know/understand that we can encounter a range of things online including things that we like/don't like as well as things which are real or make believe/a joke</p>	<p><b><u>Copyright and Ownership</u></b></p> <p>I can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me</p> <p>I can save my work under a suitable title/name so that others know it belongs to me</p> <p>I understand that work created by others does not belong to me. <b>Computing Curriculum- Grouping data</b></p>	<p><b><u>Privacy and Security</u></b></p> <p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (eg. where someone lives and goes to school, family names).</p> <p>I can explain why it is always important to ask a trusted adult before sharing any personal information online, belonging to myself or others. <b>Computing Curriculum -Digital Writing</b></p>	<p><b><u>Online Reputation</u></b></p> <p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first. <b>Goldilocks a hashtag cautionary tale</b></p>

	<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of how and when to speak to an adult I can trust and how they can help.</p> <p><b>Jigsaw additional lesson</b></p>		<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>		<p><b>Digiduck and the Magic Castle</b></p> <p><b><u>Online relationships Relationships</u></b></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p><b>Piece 4</b></p> <p>I can use the internet with adult support to communicate with people I know (eg. video call, apps or services).</p> <p><b>Piece 1</b></p> <p>I can explain why it is important to be considerate and kind to other people online and to respect their choices.</p> <p><b>Piece 2</b></p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p><b>Piece 1</b></p>	
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<p><b>Year 2</b></p>	<p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how these rules/guides can help anyone accessing online technology.</p> <p><b>Computing Curriculum- Information Technology Around Us</b></p>	<p><b><u>Managing Online information</u></b></p> <p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need.</p> <p>I can explain what voice activated searching is, how it is not a real person and how it may be used (eg. Alexa, Siri, Google Translate)</p> <p>I can explain the difference between things that are imaginary, made up, or make believe, and things that are true or real.</p> <p>I can explain why some information I find online may not be real or true.</p> <p><b>Computing Curriculum- Digital</b></p>	<p>INTERNET SAFETY DAY- BOOK FOCUS</p> <p><b><u>Self-image and identity</u></b></p> <p>I can explain how other people may look and act differently online and offline.</p> <p>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.</p> <p><b>PenguinPig</b></p>	<p><b><u>Privacy and security</u></b></p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain what is meant by 'private and keeping things private.</p> <p>I can describe and explain some rules for keeping personal information private (eg. creating and protecting passwords)</p> <p><b>Oscar's adventure</b></p> <p><b>Computing Curriculum- Pictograms</b></p>	<p><b><u>Online relationships</u></b></p> <p>I can give examples of how someone might use technology to communicate with others they don't know offline and explain why this may be risky.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and who can help me if I am not sure.</p> <p>I can explain why I have a right to say no or I will have to ask someone.</p> <p>I can explain who can help me if I am feeling under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify someone who can</p>	<p><b><u>Copyright and Ownership</u></b></p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p> <p><b>(taught in isolation throughout art, history).</b></p> <p><b>Digiduck Saves the Day</b></p>
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		<p><b>Photography and English research work</b></p> <p><b>Detective Digiduck</b></p> <p><b><u>Online Bullying</u></b></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.</p> <p><b>Celebrating Difference Pieces 4 and 5</b></p> <p><b>Anti-Bullying Week</b></p> <p><b>Troll Stinks</b></p>			<p>help me if something happens online without my consent.</p> <p>I can explain how it might make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking yes, agree or accept online.</p> <p><b>Digiducks Big Decision- they read this before in Year 1. Relationships Pieces 4 and 5</b></p> <p><b><u>Online reputation</u></b></p> <p>I can explain how information put online about me can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others</p>	
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					I know who to talk to if something has been put online without consent or if it is incorrect. <b>Relationships Pieces 4 and 5</b>	
Year 3	<p><b><u>Self-image and identity</u></b></p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>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.</p> <p><b>Being Me Piece 4</b></p>	<p><b><u>Online Bullying</u></b></p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><b>Celebrating Difference Pieces 3-5</b></p>	<p><b><u>Safer Internet Day</u></b></p> <p><b><u>Privacy and Security</u></b></p> <p><b>Monkeycow</b></p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p><b><u>Managing Online information</u></b></p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>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.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others</p>	<p><b><u>Online Relationships</u></b></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>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</p>	<p><b><u>Online Reputation</u></b></p> <p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>

		<p><b><u>Managing online information</u></b> I can use key phrases in search engines. I can use search technologies effectively.</p> <p><b><u>Copyright and ownership</u></b> I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.</p> <p>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.</p> <p>I can give some simple examples.</p> <p>I can give examples of content that is</p>	<p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>(e.g. monsters under the bed).</p> <p>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.</p> <p><b>Healthy Me- Pieces 4-6</b></p> <p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships;</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities</p>	<p>careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>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.</p> <p><b>Relationships Piece 3</b></p> <p><b><u>Managing online information</u></b></p>	<p><b>The Technology Tail- A Digital Footprint</b></p>
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		<p>permitted to be reused.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p><b>Computing Curriculum- Stop Frame Animation</b></p>		<p>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).</p> <p><b>Tek the Modern Cave Boy</b></p>	<p>I can use key phrases in search engines</p> <p>I can use search technologies effectively</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p><b><u>Copyright and ownership</u></b></p> <p>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</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others</p> <p><b>Computing Curriculum- Desktop Publishing</b></p>	
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<p>Year 4</p>	<p><b><u>Self-Image and Identity</u></b></p> <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them</p> <p><b>Being me pieces 1 and 4</b></p> <p><b><u>Managing online information</u></b></p> <p>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.</p>	<p><b><u>Online Bullying</u></b></p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>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).</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p><b>Celebrating Difference pieces 3-6</b></p> <p><b><u>Copyright and ownership</u></b></p> <p>I can explain why copying someone else's work from the internet without permission can cause problems</p> <p>I can give examples of what those problems might be</p>	<p><b><u>Internet Safety Day</u></b> BOOK FOCUS</p> <p><b>Once Upon a Time Online</b></p> <p><b><u>Health, well-being and Lifestyle</u></b></p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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.</p> <p><b>Dreams and goals Pieces 2-3</b></p> <p><b>Hello! Matthew Cordell</b></p>	<p><b><u>Online Relationships</u></b></p> <p><b>Healthy Me-Pieces 2 &amp; 6</b></p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p><b><u>Online Relationships</u></b></p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p> <p><b>Relationships Pieces 1 and 4</b></p> <p><b><u>Self-image and identity</u></b></p> <p>I can describe ways in which people might make themselves look different online</p>	<p><b><u>Online Reputation</u></b></p> <p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><b>The Cyber Spying Glass</b></p>
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	<p>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.</p> <p>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, or influencers).</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p><b>Computing Curriculum – The Internet</b></p>	<p>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</p> <p>I can give some simple examples of content which I must not use without permission from the owner (videos, music, images)</p> <p><b>Computing Curriculum- Creating Media- Audio Production</b></p>			<p><b>Computing Curriculum- Creating Media- Photo Editing</b></p>	
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