

Reception Coverage

| Strand | Objective | Coverage |
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| 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. | National Online Safety – October |
| Online relationships | I can recognise some ways in which the internet can be used to communicate. | National Online Safety – November |
| | I can give examples of how I (might) use technology to communicate with people I know. | National Online Safety – November |
| Online reputation | I can identify ways that I can put information on the internet. | National Online Safety – December |
| Online bullying | I can describe ways that some people can be unkind online | National Online Safety – January |
| | I can offer examples of how this can make others feel. | National Online Safety – January |
| Managing online information | I can talk about how to use the internet as a way of finding information online. | National Online Safety – February |
| | I can identify devices I could use to access information on the internet. | PSHE Lifewise – Technology National Online Safety – February |
| Health, well-being and lifestyle | I can identify rules that help keep us safe and healthy in and beyond the home when using technology. | General computing skills modelled PSHE Lifewise – Technology National Online Safety – March |
| | I can give some simple examples of these rules. | General computing skills modelled PSHE Lifewise – Technology National Online Safety – March |
| Privacy and security | I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). | National Online Safety – April |
| | I can describe who would be trustworthy to share this information with; I can explain why they are trusted. | PSHE Lifewise – Trusted Adults National Online Safety – April |
| Copyright and ownership | I know that work I create belongs to me | National Online Safety – May |
| | I can name my work so that others know it belongs to me. | National Online Safety – May |

Year 1 Coverage

| Strand | Objective | Coverage |
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| Self-image and Identity | I can recognise that there may be people online who could make someone feel sad, embarrassed or upset | National Online Safety – October |
| | 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. | General computing skills modelled PSHE Lifewise – A problem shared is a problem halved – Spring 1 PSHE Lifewise – Trust – Spring 2 National Online Safety – October |
| Online relationships | I can give examples of when I should ask permission to do something online and explain why this is important. | National Online Safety – November |
| | I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). | National Online Safety – November |
| | I can explain why it is important to be considerate and kind to people online and to respect their choices. | National Online Safety – November |
| | I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | National Online Safety – November |
| Online reputation | I can recognise that information can stay online and could be copied. | National Online Safety – December |
| | I can describe what information I should not put online without asking a trusted adult first. | General computing skills modelled National Online Safety – December |
| Online bullying | I can describe how to behave online in ways that do not upset others and can give examples. | General computing skills modelled National Online Safety – January |
| Managing online information | I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). | General computing skills modelled National Online Safety – February |
| | 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. | National Online Safety – February |
| | I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. | General computing skills modelled PSHE Lifewise – Trust – Spring 2 National Online Safety – February |

Online Safety at Park Lane

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| Health, well-being and lifestyle | I can explain rules to keep myself safe when using technology both in and beyond the home. | General computing skills modelled Computing – Computing and System Networks – Autumn 1 National Online Safety – March |
| | I can explain that passwords are used to protect information, accounts and devices. | National Online Safety – April |
| Privacy and security | I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). | Computing – Creating Media – Summer 1 National Online Safety – April |
| | I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | Computing – Creating Media – Summer 1 PSHE Lifewise – Trust – Spring 2 National Online Safety – April |
| | I can explain why work I create using technology belongs to me. | Computing – Data and Information – Spring 2 National Online Safety – May |
| Copyright and ownership | I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’). | Computing – Computing and System Networks – Autumn 1 National Online Safety – May |
| | I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). | Computing – Computing and System Networks – Autumn 1 Computing – Data and Information – Spring 2 National Online Safety – May |
| | I understand that work created by others does not belong to me even if I save a copy. | National Online Safety – May |
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Year 2 Coverage

| Strand | Objective | Coverage |
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| Self-image and identity | I can explain how other people may look and act differently online and offline. | National Online Safety – October |
| Online Relationships | 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. | PSHE Lifewise – It's okay not to be okay – Autumn 1 National Online Safety – November |
| | I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – November |
| | I can explain who I should ask before sharing things about myself or others online. | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – November |
| | I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. | General computing skills modelled National Online Safety – November |
| | I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. | General computing skills modelled Computing - Data and information – Spring 2 National Online Safety – November |
| | I can identify who can help me if something happens online without my consent. | General computing skills modelled PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – November |
| | I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. | Computing - Computing and System networks – Autumn 1 National Online Safety – November |
| | I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – November |
| Online Reputation | I can explain how information put online about someone can last for a long time. | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – December |
| | I can describe how anyone's online information could be seen by others. | National Online Safety – December |
| | I know who to talk to if something has been put online without consent or if it is incorrect. | National Online Safety – December |

Online Safety at Park Lane

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| Online bullying | I can explain what bullying is, how people may bully others and how bullying can make someone feel. | PSHE Lifewise – It's okay not to be okay – Autumn 1 National Online Safety – January |
| | I can explain why anyone who experiences bullying is not to blame. | National Online Safety – January |
| | I can talk about how anyone experiencing bullying can get help. | PSHE Lifewise – It's okay not to be okay – Autumn 1 National Online Safety – January |
| Managing online information | I can use simple keywords in search engines. | General computing skills modelled National Online Safety – February |
| | I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). | General computing skills modelled National Online Safety – February |
| | I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). | National Online Safety – February |
| | I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. | National Online Safety – February |
| | I can explain why some information I find online may not be real or true. | Computing - Creating Media – Autumn 2 National Online Safety – February |
| 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. | PSHE Lifewise – Relaxation – Spring 1 Computing - Computing and System networks – Autumn 1 Computing - Data and information – Spring 2 National Online Safety – March |
| | I can say how those rules / guides can help anyone accessing online technologies. | PSHE Lifewise – Relaxation – Spring 1 Computing - Computing and System networks – Autumn 1 Computing - Data and information – Spring 2 National Online Safety – March |
| Privacy and security | I can explain how passwords can be used to protect information, accounts and devices. | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – April |
| | I can explain and give examples of what is meant by 'private' and 'keeping things private'. | PSHE Lifewise - Cyber Safety – Summer 2 Computing - Data and information – Spring 2 |

Online Safety at Park Lane

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| | | National Online Safety – April |
| | I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). | PSHE Lifewise - Cyber Safety – Summer 2 National Online Safety – April |
| | I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). | National Online Safety – April |
| Copyright and ownership | I can recognise that content on the internet may belong to other people. | National Online Safety – May |
| | I can describe why other people's work belongs to them. | National Online Safety – May |

Year 3 Coverage

| Strand | Objective | Coverage |
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| Self-image and Identity | I can explain what is meant by the term 'identity'. | National Online Safety – October |
| | I can explain how people can represent themselves in different ways online. | PSHE Lifewise – Self Image – Autumn 2 National Online Safety – October |
| | 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. | National Online Safety – October |
| Online relationships | I can describe ways people who have similar likes and interests can get together online. | National Online Safety – November |
| | I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. | PSHE Lifewise – Relationships with Others – Autumn 1 National Online Safety – November |
| | 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 careful about who to trust online including what information and content they are trusted with. | PSHE Lifewise – Who Can We Trust – Summer 1 National Online Safety – November |
| | I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. | National Online Safety – November |
| | I can explain how someone's feelings can be hurt by what is said or written online. | National Online Safety – November Google Internet Legends – Be Internet Sharp – June Google Internet Legends – Be Internet Kind – July |
| | 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. | National Online Safety – November Google Internet Legends – Be Internet Sharp – June |
| Online reputation | I can explain how to search for information about others online | General computing skills modelled National Online Safety – December Google Internet Legends – Be Internet Sharp – June |
| | 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. | National Online Safety – December Google Internet Legends – Be Internet Sharp – June |

Online Safety at Park Lane

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| | I can explain who someone can ask if they are unsure about putting something online. | National Online Safety – December Google Internet Legends – Be Internet Sharp – June |
| Online bullying | I can describe appropriate ways to behave towards other people online and why this is important. | National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can give examples of how bullying behaviour could appear online and how someone can get support. | General computing skills modelled PSHE Lifewise – Helping others get help – Autumn 1 National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| Managing online information | I can demonstrate how to use key phrases in search engines to gather accurate information online. | General computing skills modelled Computing – Creating Media – Autumn 2 Computing – Creating Media – Summer 1 National Online Safety – February |
| | I can explain what autocomplete is and how to choose the best suggestion. | National Online Safety – February |
| | I can explain how the internet can be used to sell and buy things. | National Online Safety – February |
| | 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. | General computing skills modelled PSHE Lifewise – Self Image – Autumn 2 National Online Safety – February |
| | I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). | National Online Safety – February |
| | 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. | General computing skills modelled PSHE Lifewise – Helping others get help – Autumn 1 PSHE Lifewise – How to Stay Safe online – Summer 2 National Online Safety – February Google Internet Legends – Be Internet Kind – July |
| Health, well-being and lifestyle | I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of | PSHE Lifewise – Screen Time – Summer 2 National Online Safety – March |

Online Safety at Park Lane

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| | time engaged (e.g. doing homework, games, films, videos). | |
| | I can explain why some online activities 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). | PSHE Lifewise – How to Stay Safe online – Summer 2 National Online Safety – March |
| Privacy and security | I can describe simple strategies for creating and keeping passwords private. | PSHE Lifewise – How to Stay Safe online – Summer 2 National Online Safety – April |
| | 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. | PSHE Lifewise – Who Can We Trust – Summer 1 PSHE Lifewise – How to Stay Safe online – Summer 2 National Online Safety – April |
| | I can describe how connected devices can collect and share anyone's information with others. | PSHE Lifewise – How to Stay Safe online – Summer 2 National Online Safety – April |
| Copyright and ownership | I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. | Computing – Creating Media – Autumn 2 Computing – Creating Media – Summer 1 National Online Safety – May |

Year 4 Coverage

| Strand | Objective | Coverage |
|-------------------------|---|---|
| Self-image and Identity | I can explain how my online identity can be different to my offline identity. | National Online Safety – October |
| | I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. | National Online Safety – October |
| | I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. | Computing – Creating Media – Summer 1 National Online Safety – October |
| Online relationships | I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). | National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. | General computing skills modelled National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | 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. | National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| Online reputation | I can describe how to find out information about others by searching online. | General computing skills modelled National Online Safety – December |
| | I can explain ways that some of the information about anyone online could have been created, copied or shared by others. | General computing skills modelled National Online Safety – December |
| Online bullying | I can recognise when someone is upset, hurt or angry online. | PSHE Lifewise - Bullying– Autumn 2 National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). | PSHE Lifewise - Bullying– Autumn 2 National Online Safety – January Google Internet Legends – Be Internet Kind – July |

Online Safety at Park Lane

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| | 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). | PSHE Lifewise - Bullying – Autumn 2 National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| Managing online information | 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. | General computing skills modelled Computing – Computing and System Networks – Autumn 1 National Online Safety – February |
| | 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). | Computing – Computing and System Networks – Autumn 1 National Online Safety – February |
| | I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. | Computing – Computing and System Networks – Autumn 1 National Online Safety – February |
| | I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. | Computing – Computing and System Networks – Autumn 1 National Online Safety – February |
| | I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. | National Online Safety – February |
| | 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. | Computing – Computing and System Networks – Autumn 1 National Online Safety – February |
| Health, well-being and lifestyle | I can explain how using technology can be a distraction from other things, in both a positive and negative way. | PSHE Lifewise – Screen Time – Spring 2 National Online Safety – March |
| | 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. | PSHE Lifewise – Screen Time – Spring 2 National Online Safety – March |
| Privacy and security | I can describe strategies for keeping personal information private, depending on context. | National Online Safety – April Google Internet Legends – Be Internet Secure – June |
| | I can explain that internet use is never fully private and is monitored, e.g. adult supervision. | National Online Safety – April |

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| | | Google Internet Legends – Be Internet Secure – June |
| | I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. | National Online Safety – April Google Internet Legends – Be Internet Secure – June |
| | I know what the digital age of consent is and the impact this has on online services asking for consent. | National Online Safety – April Google Internet Legends – Be Internet Secure – June |
| 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. | Computing – Computing and System Networks – Autumn 1 Computing – Creating Media – Autumn 2 Computing – Creating Media – Summer 1 National Online Safety – May |
| | I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. | Computing – Computing and System Networks – Autumn 1 Computing – Creating Media – Autumn 2 National Online Safety – May |

Year 5 Coverage

| Strand | Objective | Coverage |
|-------------------------|--|---|
| Self-image and Identity | I can explain how identity online can be copied, modified or altered. | Computing – Creating Media – Autumn 2 National Online Safety – October |
| | I can demonstrate how to make responsible choices about having an online identity, depending on context. | Computing – Creating Media – Autumn 2 PSHE Lifewise – The Digital World – Spring 2 National Online Safety – October |
| Online relationships | I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). | PSHE Lifewise – Communicating Effectively – Spring 2 National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | 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. | PSHE Lifewise – Communicating Effectively – Spring 2 National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | 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). | PSHE Lifewise – The Digital World – Spring 2 National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. | General computing skills modelled PSHE Lifewise – Communicating Effectively – Spring 2 PSHE Lifewise – The Digital World – Spring 2 National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | I can demonstrate how to support others (including those who are having difficulties) online. | General computing skills modelled PSHE Lifewise – The Digital World – Spring 2 National Online Safety – November Google Internet Legends |

Online Safety at Park Lane

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| | | – Be Internet Kind – July |
| Online reputation | I can search for information about an individual online and summarise the information found. | General computing skills modelled Computing – Creating Media – Autumn 2 National Online Safety – December |
| | I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. | Computing – Creating Media – Autumn 2 National Online Safety – December |
| Online bullying | I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. | National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. | National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. | National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can identify a range of ways to report concerns and access support both in school and at home about online bullying. | General computing skills modelled National Online Safety – January Google Internet Legends – Be Internet Kind – July |
| | I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). | National Online Safety – January |
| 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 e.g. voice-activated searching giving one result. | National Online Safety – February |
| | I can explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’. | PSHE Lifewise – Communicating Effectively – Spring 2 National Online Safety – February Google Internet Legends – Be Internet Alert – June |
| | I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. | Computing – Creating Media – Autumn 2 National Online Safety – February Google Internet Legends |

Online Safety at Park Lane

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| | | – Be Internet Alert– June |
| | I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | 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, influencers). | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others. | National Online Safety – February |
| | I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share. | PSHE Lifewise – Communicating Effectively – Spring 2 National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| Health, well-being and lifestyle | I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. | PSHE Lifewise – The Digital World – Spring 2 National Online Safety – March |
| | I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology | National Online Safety – March |
| | I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. | National Online Safety – March |
| | 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. | National Online Safety – March Google Internet Legends – Be Internet Alert– June |
| Privacy and security | I can explain what a strong password is and demonstrate how to create one | National Online Safety – April |
| | I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. | National Online Safety – April |

Online Safety at Park Lane

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| | I can explain what app permissions are and can give some examples. | National Online Safety – April |
| Copyright and ownership | I can assess and justify when it is acceptable to use the work of others. | Computing – Computing and System Networks Autumn 1 National Online Safety – May |
| | I can give examples of content that is permitted to be reused and know how this content can be found online. | Computing – Computing and System Networks Autumn 1 National Online Safety – May |

Year 6 Coverage

| Strand | Objective | Coverage |
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| 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 reject inappropriate representations online. | PSHE Lifewise – Self-Perception – Spring 1 National Online Safety – October |
| | 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 offline. | National Online Safety – October Google Internet Legends – Be Internet Kind – July |
| | I can explain the importance of asking until I get the help needed. | General computing skills modelled National Online Safety – October Google Internet Legends – Be Internet Kind – July |
| Online relationships | I can explain how sharing something online may have an impact either positively or negatively. | Computing – Computing and System Networks Autumn 1 National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | 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. | National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. | National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| | I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. | National Online Safety – November Google Internet Legends – Be Internet Kind – July |
| Online reputation | I can explain the ways in which anyone can develop a positive online reputation. | National Online Safety – December |
| | I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. | National Online Safety – December |
| Online bullying | I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. | National Online Safety – January |
| | I can explain how someone would report online bullying in different contexts. | General computing skills modelled National Online Safety – |

Online Safety at Park Lane

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| | | January Google Internet Legends – Be Internet Kind – July |
| Managing online information | I can explain how search engines work and how results are selected and ranked. | General computing skills modelled Computing – Computing and System Networks - Autumn 1 National Online Safety – February |
| | I can explain how to use search technologies effectively. | General computing skills modelled Computing – Computing and System Networks - Autumn 1 National Online Safety – February |
| | I can describe how some online information can be opinion and can offer examples. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | 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). | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I understand the concept of persuasive design and how it can be used to influence people’s choices. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can describe the difference between online misinformation and dis-information. | National Online Safety – February Google Internet Legends – Be Internet Alert– June |
| | I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). | National Online Safety – February Google Internet Legends – Be Internet Alert– June |

Online Safety at Park Lane

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| | I can identify, flag and report inappropriate content. | General computing skills modelled National Online Safety – February Google Internet Legends – Be Internet Alert – June |
| Health, well-being and lifestyle | I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. | National Online Safety – March |
| | I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. | National Online Safety – March |
| | I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). | National Online Safety – March |
| | I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). | National Online Safety – March |
| Privacy and security | I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). | National Online Safety – April |
| | I can explain what to do if a password is shared, lost or stolen. | General computing skills modelled National Online Safety – April |
| | I can describe how and why people should keep their software and apps up to date, e.g. auto updates. | National Online Safety – April |
| | I can describe simple ways to increase privacy on apps and services that provide privacy settings. | National Online Safety – April |
| | I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). | National Online Safety – April |
| | I know that online services have terms and conditions that govern their use. | National Online Safety – April |
| Copyright and ownership | I can demonstrate the use of search tools to find and access online content which can be reused by others. | Computing – Creating Media - Autumn 2 National Online Safety – May |
| | I can demonstrate how to make references to and acknowledge sources I have used from the internet. | Computing – Creating Media - Autumn 2 National Online Safety – May |