

Online Safety curriculum progression map

To meet the aim of delivering a variety of abstract concepts, we use guidance from the RSHE statutory guidance (DfE; 2019) and the Education for a Connected World framework (DfE; 2020), with the needs of our pupils in mind.

Health, Well-being & Lifestyle					
	Scheme A-	Scheme B-	Scheme C-	Scheme D-	Scheme E-
Term 1	<p>I can identify rules that help keep us healthy when using technology.</p> <ul style="list-style-type: none"> -Knows devices that use the internet and the role of the internet in everyday life. -Knows that mental well-being is a normal part of daily life. -Knows about the importance of balancing time online to their mental wellbeing. -Knows about the benefits of rationing time spent online. -Knows why sleep is important. 	<p>Knows why spending too much time using technology can sometimes have a negative impact on my physical and mental health.</p> <ul style="list-style-type: none"> -Knows about the benefits of rationing time spent online -Knows habits that may have a negative impact on their health and wellbeing (including pressures that technology can place on someone i.e. immediate response) -Know why sleep is important and the routines that contribute to good sleep patterns. -Knows strategies to minimise the negative impact on their mental and physical wellbeing. -Knows ways that technology can affect health and well-being positively (e.g. mindfulness apps). 	<p>Knows that some information online can be targeted at individuals and is a discerning consumer of online information.</p> <ul style="list-style-type: none"> - Can identify the positive and negative impact of sites/ apps that intend to promote positive well-being (i.e. wellness apps, fitness trackers, relaxation apps). -Can identify which health sites offer accurate and reliable information, and those that promote a product or agenda. 	<p>Can recognise forms of harmful content online and understands the impact on wellbeing.</p> <ul style="list-style-type: none"> -Knows the risks associated with gambling. -Knows that gambling online is age restricted and understands laws around this. - Knows strategies for managing peer and other influences relating to gambling - Can identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm). - Knows how to report content which is promoting unhealthy or harmful behaviour. 	<p>Can recognise forms of harmful content online and understands the impact on wellbeing.</p> <ul style="list-style-type: none"> -Knows that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints. -Knows why and how this may influence opinions and perceptions of people and events

Privacy & Security

Term 2	<p>Knows basic rules for staying safe online, including the importance of telling a trusted adult.</p> <ul style="list-style-type: none"> -Knows about some online risks - Knows that they should seek consent before using online devices. -Knows that social media, apps and some computer games are age restricted. -Can identify some simple examples of my personal information -Knows that they should not share personal information online. -Knows who would be trustworthy to share this information with - Knows how to seek support from a trusted adult. 	<p>Knows how to safely manage personal information online.</p> <ul style="list-style-type: none"> -Knows how to manage requests for personal information from others online why it is important -Can explain how passwords are used to protect information, accounts and devices. -Knows the features of a safe password. -Knows what they should do if a password is lost, stolen or forgotten. -Knows about the way that data can be shared and used online, including for commercial purposes. 	<p>Knows that someone may act differently online, including pretending to be someone they are not.</p> <ul style="list-style-type: none"> - Can recognise more detailed examples of information that is personal to someone. - Knows why we should not share personal information with other people online. - Recognise things appropriate to share and things that should not be shared on social media - Knows that the same principles apply to online relationships as to face to face relationships. - Knows the risks associated with online friendships, including those whom they have not met. - Knows where to get support if they are concerned about their own, or someone else's personal safety online. 	<p>Knows ways in which some online content targets people to gain money or information illegally.</p> <ul style="list-style-type: none"> -Can identify commercial content (e.g. pop-ups, spam emails) - Can identify simple strategies to manage such commercial content (e.g. pop-up blockers, junk folders, unsubscribing). - Is able to identify internet scams and phishing. - How devices can collect and share data about users with or without their knowledge. - How to make safe and secure online payments and why this is important. 	<p>Knows how to stop personal information about ourselves being shared online.</p> <ul style="list-style-type: none"> -Know how we can protect passwords and data through two factor authentication - Know that any materials provided have the potential to be shared online and the difficulty of removing potential compromising materials placed online. - Know not to provide materials to others that they would not want shared further and not the share material that is shared with them. -Know what to do and where to get support to report material or manage issues online.
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Self Image & Identity

Term 3	<p>Knows what an online identity is.</p> <ul style="list-style-type: none"> - Knows what an online identity is. - Knows some reasons why someone may have a different online identity - Knows that someone may look and act differently online, including 	<p>Knows that someone's online identity may be different from their real identity.</p> <ul style="list-style-type: none"> -Knows ways in which people may change their identity online depending on what they are doing (e.g. gaming, using an avatar and screen name). 	<p>I can identify types of pressure that people can feel when they are using social media, including on self image.</p> <ul style="list-style-type: none"> -Know what images and videos can be digitally manipulated (including deep fake technology). - Understand that how someone 	<p>Knows ways in which online content can be shaped to target individuals.</p> <ul style="list-style-type: none"> - Know how online stereotypes images can reinforce stereotypes - Know that online content can be shaped and targeted to influence 	<p>Know ways that the portrayal of sex in the media and social media (including pornography) can affect people's expectations.</p> <ul style="list-style-type: none"> -Knows that specifically explicit materials (including pornography) can give a distorted picture of sexual behaviour
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	<p>pretending to be someone else.</p> <ul style="list-style-type: none"> - Knows issues online that could make anyone feel sad, worried, uncomfortable or frightened. - Knows how and when to seek help from a trusted adult. 	<ul style="list-style-type: none"> - Know that someone's online identity through the things that they post, may be different from their offline identity. - Knows that others may have an online persona that is different from their real life identity. - Knows that people online may pretend to be someone else. - Know risks associated with people online who you do not know in real life. - Know that your own identity can be copied, modified or altered online. 	<p>presents their life online may be different from that in real life.</p> <ul style="list-style-type: none"> - Know the similarities and differences between the online world and the physical world, including the impact of unhealthy comparison with others online, including unrealistic expectations of body image. 	<p>body image, purchasing choices and behaviour.</p> <ul style="list-style-type: none"> - Know that social media influencers promoting products and lifestyles can be 'virtual' and not real life. 	<ul style="list-style-type: none"> - Know ways in which the portrayal of sex in the media can negatively impact the way in which people see themselves. - Understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. - Knows the laws regarding online sexual content, including sharing and viewing indecent images of children.
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Online Relationships and bullying

Term 4	<p>Knows the importance of respect for others online.</p> <ul style="list-style-type: none"> - Know ways that the internet can be used to communicate - Know that we should seek consent from an adult before communicating online with others. - Know ways that people can be kind online. - Knows where they can get help if they are worried about the actions of others online. 	<p>Knows what cyberbullying is and the impact it may have on others.</p> <ul style="list-style-type: none"> - Know what communicating anonymously means. - Knows some of the risks with communicating online. - Know how to display respectful behaviour online, including when being anonymous. - Know forms of hurtful behaviour online and know it is unsafe behaviour, including- teasing, name-calling, bullying, damaging others online property, sharing posts without consent. - Knows that they should request permission before posting things about others online. - Know how to report bullying and 	<p>Knows ways to safely respond online to people that they don't know.</p> <ul style="list-style-type: none"> - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. - Knows some of the risks of people that they have never met. - Know how to safely manage requests to communicate with people that they do not know offline. - Recognise signs that an online relationship is unsafe and know how to take steps to keep themselves safe. - Know how to safely manage requests to meet people that they do not know offline. 	<p>Understands that cyberbullying has a negative and long lasting impact on mental wellbeing.</p> <ul style="list-style-type: none"> - Understands that the same expectations of behaviour apply online and offline. - Can recognise forms of online abuse, including trolling and harassment. - Knows some of the laws that govern online behaviour and bullying - Knows some consequences of cyberbullying for the individual. - Knows how to report abusive behaviour online. - Knows how to discuss and debate topical issues online with respect. - Knows how to discuss and debate topical issues online with respect. 	<p>Knows forms of online abusive and illegal behaviour.</p> <ul style="list-style-type: none"> - Can recognise warning signs of online abusive behaviour, such as grooming, exploitation, extremism and radicalisation. - Knows how to report concerns about online abusive behaviour. - to assess the causes and personal consequences of extremism and intolerance in all their forms - to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
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		the importance of telling a trusted adult.			
Managing Information Online					
Term 5	<p>Knows how to use the internet to access safe information.</p> <ul style="list-style-type: none"> -Knows safe sites to be able to access information on the internet. -Can identify devices I could use to access information on the internet. -Can use simple keywords in search engines. 	<p>Knows that not all information online is safe.</p> <ul style="list-style-type: none"> -Knows we can encounter a range of things online including things we like and don't like. -Knows that not all information online is real. -Knows that content on the internet may belong to other people. -Knows what voice activated searching is and how it might be used, and know it is not a real person - Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened 	<p>Know that not all information online is reliable.</p> <p>Knows the difference between a 'belief', an 'opinion' and a 'fact. Knows what is meant by the term 'stereotype', how they are reinforced online and how they influence how people think about others.</p> <p>Knows what fake news is- bias, fake pictures, misinformation/ disinformation</p> <p>Can recognise fake news</p> <p>Knows how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Understand 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>Knows how to report inappropriate content online.</p>	<p>Know ways in which information online can be used to persuade opinions and beliefs.</p> <ul style="list-style-type: none"> - Can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). - Can use a range of features to quality assure the content I access online (e.g. hits, likes, comments). - Can explain why accurate information can be used in a false context to deliberately be used selectively to disinform. -I can explain and recognise how social media can amplify, weaken or distort the apparent strength, validity, or popularity of sometimes extreme ideas, beliefs or opinions, (e.g. an 'echo-chamber'). -That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours -strategies to critically assess bias, reliability and accuracy in digital content 	<p>Understand how someone's online reputation can be impacted.</p> <ul style="list-style-type: none"> -Understands how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone -I can explain how accusations of 'fake news' can be used to discredit the accurate reporting of real events. - Knows what 'deepfake' is and the negative impact, including 'deep fake pornography'.

Copyright and Ownership

Term 6	<p>Understand that content online is owned by someone.</p> <ul style="list-style-type: none"> -Knows that things online may belong to someone. - Knows that they should not use someone else's work from the internet without permission. - Knows content that they should not use without permission- video, music, images. 	<p>Know that we are not able to take content that is owned by someone else.</p> <ul style="list-style-type: none"> - Knows what plagiarism is. - Knows how to identify content online that belongs to someone else. - Knows how to acknowledge sources that I have used from the internet (not yet completing a full citation). - Knows how to protect my own work from copyright theft. 	<p>Understands the laws surrounding using online content.</p> <ul style="list-style-type: none"> -Recognise that not everything online is free to use. - Knows what a citation is. -Can find the information needed to cite a source (not yet creating the citing themselves). -Knows that some commercial online content can be downloaded illegally. - Knows the impact of legal and illegal downloading on those who create content and myself. - Knows what software licensing is. 	<p>Knows the key aspects of copyright law and how this relates to online content.</p> <ul style="list-style-type: none"> -Knows what copyright is -Knows how to create and share content online, complying with copyright laws. - Knows how to accurately cite sources online. - Can follow a citation to find an online source. -Know strategies for protecting their online property. -Know what to do if someone steals their online property. 	<p>Knows laws regarding the ownership and distribution of explicit images.</p> <ul style="list-style-type: none"> - Can explain what is meant by making and sharing explicit images and videos. - Knows laws relating to the possession and sharing of explicit images.
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