



Fairlawn Primary School Online Safety Curriculum

At Fairlawn, we use Project Evolve (<https://projectevolve.co.uk/>) to support our delivery of the Online Safety Curriculum.

Year 1

Managing online information:

- I can give simple examples of how to find information using digital technologies.
- 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.

Health wellbeing and lifestyle:

- I can explain rules to keep myself safe when using technology both in and beyond the home.

Copyright and ownership:

- I can explain why work I create using technology belongs to me.

Privacy and security:

- I can recognise more detailed examples of information that is personal to someone.
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Year 2

Managing online information:

- I can use simple keywords in search engines
- I can demonstrate how to navigate a simple webpage to get to information I need.
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

Health wellbeing 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.

Privacy and security

- I can explain how passwords can be used to protect information, accounts and devices.
- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

Online bullying

- I can explain what bullying is, how people may bully others and how bullying can make someone feel

Year 3

Managing online information:

- I can demonstrate how to use key phrases in search engines to gather accurate information online
- I can explain how the internet can be used to sell and buy things
- 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.

Health wellbeing 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.

Privacy and security

- I can describe simple strategies for creating and keeping passwords private.

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.

Online bullying

- I can describe appropriate ways to behave towards other people online and why this is important.

Year 4

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.
- 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.
- 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

Privacy and security:

- I can explain that internet use is never fully private and is monitored, e.g. adult supervision.

Self image and identity:

- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Online relationships:

- I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)

Online bullying:

- 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).

Year 5

Self-image and identity

- I can demonstrate how to make responsible choices about having an online identity, depending on context.

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.

Online bullying

- I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying
- I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

Managing online information

- I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

Health, well-being and lifestyle

- 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.
- I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

Copyright and ownership

- I can give examples of content that is permitted to be reused and know how this content can be found online.

Privacy and security

- I can explain what app permissions are and can give some examples.

Year 6

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.

Online reputation

- I can explain the ways in which anyone can develop a positive online reputation.

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.

Online relationships

- 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.
- 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

Managing online information

- I can explain how search engines work and how results are selected and ranked
- 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.

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
- I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
- 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).

Privacy and security

- I can describe simple ways to increase privacy on apps and services that provide privacy settings.

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