ONLINE SAFETY

National Curriculum Objectives
- **Co2/1.4** Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- **Co2/1.5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- **Co2/1.7** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Prior Learning (Year 2)	Vocabulary	Apps & Links
• **Co2/1.5** recognise common uses of information technology beyond school • **Co2/1.6** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	-Online -Offline -Appearance -Profile Picture -Identity -Similarities/Differences -Platforms-Social Media -Avatar -Sharing -Hide -Personal Information -Copy -Modify -Alter -Change -Negative/Positive -Stereotype -Inclusive -Respect -Reach out/Speak out -Report	Project Evolve Jigsaw

Progression of Skills
Self-Image & Identity

Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge:	**Knowledge:**	**Knowledge:**	**Knowledge:**	**Knowledge:**
-I know that people can choose different pictures online to what they actually look like in real life. -I know who I can go to for help. -I know how to ask for help	-I Know what is meant by the term 'identity' -I know how people can represent themselves in different ways online -I know ways in which someone might change their identity depending on what they are doing online.	-I know how my online identity can be different to my offline identity. -I know positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. -I know others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	-I know how identity online can be copied, modified or altered. -I know that my online identity can have an impact on others, both positively and negatively.	-I know how to 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. -I know and can give examples of how I might get help, both on and offline.
Skills:	**Skills:**	**Skills:**	**Skills:**	**Skills:**
-I can explain how other people may look and act differently online and offline -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.	-I can explain what is meant by the term 'identity'. -I can explain how I can represent myself in different ways online. -I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)	-I can explain how my online identity can be different to the identity I present in 'real life'. -I can explain the reasons for and against changing your identity online and explain how someone might do so. -I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me -I can discuss the issue of impersonation and how this can impact on my personal online reputation and relationships.	-I can explain someone's online identity can be different to their identity in 'real life'. -I can describe how someone might change their identity online. -I can explain the positive reasons for changing your online identity and the negative reasons for doing so. I can show my online identity in different ways. -I can demonstrate responsible choices about my online identity, depending on context.	-I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups. -I can identify messages about stereotyped roles and make judgements based on them. -I can challenge and explain why it is important to reject inappropriate representations online. -I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give

| | | -I can describe some of the motives behind online impersonation. | | examples of how to get help, both on and offline.
-I can explain why I should keep asking until I get the help I need |