



# Online Safety Curriculum Aims and Outcomes



Year group	NC Statement	Unit Aims	Unit Outcomes
1	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.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.	<ul style="list-style-type: none"> <li>• Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash</li> <li>• Most pupils will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of ‘private information’</li> <li>• Pupils take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later</li> <li>• pupils will be able to explain that their teacher was able to connect with them online to leave a message in Purple Mash.</li> <li>• Most pupils will be able to give a simple explanation of the way to word comments online when given the example of their teacher commenting upon their work.</li> <li>• Throughout this unit most pupils will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour.</li> <li>• Most pupils will be able to open Purple Mash and use the search bar within Purple Mash to find resources (lesson 2). They can suggest appropriate words to search with to find the results that they are looking for.</li> </ul>



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2	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.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content	<ul style="list-style-type: none"><li>• Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches</li><li>• Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows</li><li>• Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information.</li><li>• Most pupils will be able to express the good and bad sides of digital technology.</li><li>• Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online.</li><li>• Pupils can relate the creation of a digital footprint to their search history and make contributions to the class discussion about this in relation to online safety.</li><li>• Pupils know that many search engine companies collect and sell information about users.</li></ul>



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3	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</p>	<ul style="list-style-type: none"><li>• Pupils understand the importance of a secure password and not sharing this with anyone else. Furthermore, pupils understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords</li><li>• When using the internet, pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information</li><li>• Most pupils will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent.</li><li>• Most pupils recognise the PEGI ratings and can give examples of why content is rated and how this protects them</li><li>• Most pupils can express the need to tell a trusted adult if they are upset by anything online</li><li>• Pupils understand the importance of staying safe when using email and have demonstrated knowledge of this</li><li>• pupils can suggest why they need to seek permission before sharing photos.</li></ul>



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4	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	<ul style="list-style-type: none"> <li>• Pupils can explore key concepts relating to online safety using 2Connect. They help others to understand the importance of online safety and apply their knowledge through the creation of online safety resources which are then used as part of presentation.</li> <li>• pupils can give some examples of things to look out for in an email to ensure that it from a valid source and is not a phishing scam email. They can explain what can be learnt by looking at the padlock details for a website</li> <li>• Most pupils can reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing online in relation to their and others' digital footprint</li> <li>• Most pupils can give reasons for taking care when installing apps or software. They know what Malware is and the possible impact of computer viruses and can give recommendations for how best to ensure that they only install valid software</li> <li>• Most pupils can give reasons for limiting screen time that include the effect on physical and mental health.</li> <li>• Most pupils can explain how plagiarism is stealing, they are beginning to be able to identify the aspects of sharing that would be classed as plagiarism</li> <li>• pupils are able to include actions for reporting cyberbullying or inappropriate content in their screen time study document.</li> <li>• most pupils would have saved both online and locally to a device and are able to explain the differences between the two storage types.</li> <li>• Most pupils will be able to analyse the contents of a web page for obvious clues about the credibility of the information.</li> </ul>



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5	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	<ul style="list-style-type: none"><li>• Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.</li><li>• Pupils demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully</li><li>• pupils demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported.</li><li>• When doing image editing they are able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others.</li><li>• pupils can explain why citations must be considered when using the work of others. They know that there is a convention for recording citations and can put this into practice in their work.</li><li>• pupils' contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of-view.</li><li>• Most pupils will be able demonstrate that they understand what is meant by reliable and can build on their ability to identify reliable content.</li></ul>



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6	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.	<ul style="list-style-type: none"><li>• Pupils have a good knowledge of the benefits and risks to working collaboratively.</li><li>• Pupils can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborating sources for information and enter keywords that help them to choose the best results.</li><li>• Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They can identify a variety of risks and benefits of technology. They feel confident in having strategies to help them promote a positive online image of themselves in their digital footprint.</li><li>• they have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft.</li><li>• Pupils' work demonstrates that they understand the impact of a positive and negative digital footprint and how to take control of their own online virtual image.</li><li>• Most pupils can balance the positive impact of technology with the reasons for limiting screen time that include the effect on physical and mental health and begin to make informed decisions about when to limit their own screen time</li><li>• Most pupils can make informed choices when communicating online for example selecting the appropriate form of communication for its purpose and audience. They can discuss the use of instant messaging in social contexts, aware of the pros and cons of using such tools.</li><li>• Pupils recognise the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying</li></ul>