

## Spring Online Safety Curriculum Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Online Relationships	Online Bullying	Self-image and Identity	Online Reputation	Managing Online Information	Health and Wellbeing

Project Evolve activities available if objective is in purple.

	<u>Spring 1</u> <u>Self-Image and Identity</u>					
	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<u>Reception</u>	<u>Lesson 1</u> Recognise, online or offline, anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.					
<u>Year 1</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>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.</li> </ul> Identify adults I can trust.					
<u>Year 2</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain how other people may look and act differently online and offline.</li> </ul>	<u>Lesson 2</u> Identify examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.				
<u>Year 3</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain how people can represent themselves in different ways online.</li> <li>Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an <b>avatar</b>; social media) and why.</li> </ul>	<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Recognise that images and information online can be altered or adapted and the reasons why this happens.</li> </ul>				
<u>Year 4</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain how my online identity can be different to my offline identity.</li> <li></li> </ul>	<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>				
<u>Year 5</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain how identity online can be copied, modified or altered.</li> <li></li> </ul>	<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>				
<u>Year 6</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>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.</li> </ul>	<u>Lesson 2</u> <ul style="list-style-type: none"> <li>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.</li> <li>Identify how and why images online might be manipulated, altered or faked and recognise when images have been altered.</li> </ul>	<u>Lesson 3</u> <ul style="list-style-type: none"> <li>Explain the importance of asking until I get the help needed.</li> </ul>			

		<u>Spring 2</u> <h2 style="text-align: center;"><u>Online Reputation</u></h2>						
		<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<u>Reception</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Identify ways that I can put information on the internet.</li> </ul>							
<u>Year 1</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Recognise that information can stay online and could be copied.</li> <li>•</li> </ul>		<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Describe what information I should not put online without asking a trusted adult first.</li> </ul>					
<u>Year 2</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain how information put online about someone can last for a long time.</li> <li>Describe how anyone's online information could be seen by others.</li> <li>•</li> </ul>		<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Recognise who to talk to if something has been put online without consent or if it is incorrect.</li> </ul>					
<u>Year 3</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Give examples of what anyone may or may not be willing to share about themselves online.</li> <li>Explain the need to be careful before sharing anything personal.</li> <li>•</li> </ul>		<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Explain who someone can ask if they are unsure about putting something online.</li> </ul>					
<u>Year 4</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Describe what a digital footprint is.</li> <li>Recognise that anything I post online can be seen, copied and shared by others. It also contributes to your Digital Footprint.</li> <li>Recognise that everything shared online has a digital footprint.</li> </ul>		<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Describe how to find out information about others by searching online.</li> </ul> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>					
<u>Year 5</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Search for information about an individual online and summarise the information found.</li> </ul> <p>Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>							
<u>Year 6</u>	<u>Lesson 1</u> <ul style="list-style-type: none"> <li>Explain the ways in which anyone can develop a positive online reputation.</li> <li>Explain how I am developing and have already developed an online reputation and recognise what is appropriate to share online (digital footprint).</li> </ul>	<u>Lesson 2</u> <ul style="list-style-type: none"> <li>Discuss how online content can be designed to manipulate people's emotions and encourage them to read or share things.</li> <li>Identify types of images that are appropriate to share with others and those which might not be appropriate.</li> <li>Explain that images or texts can be quickly shared with others, even when online sent to one person, and what the impact of this might be.</li> <li>Analyse rules and laws relating to sharing things online.</li> </ul>	<u>Lesson 3</u> <ul style="list-style-type: none"> <li>Explain strategies anyone can use to protect their '<b>digital personality</b>' and online reputation, including degrees of <b>anonymity</b>.</li> </ul>					