

	Content (child as recipient)	Contact (Child as participant)	Conduct (child as actor)
Reception			
Year 1			Cycle A/B T1 Online safety
Year 2	Cycle A T1 Effective searching Cycle B T3 Online Safety	Cycle B T3 Online Safety	Cycle A T1 Effective searching Cycle B T3 Online Safety
Year 3	Cycle A T1 Online safety T2 Email	Cycle A T1 Online safety T2 Email	Cycle A T1 Online safety Jigsaw T5 Relationships
Year 4	Cycle B T1 Online safety T5 Effective searching	Cycle B T1 Online safety	Cycle B T1 Online safety
Year 5	Cycle A T1 Online safety	Cycle A T1 Online safety	Cycle A T1 Online safety
Year 6	Cycle B T1 Online safety Cycle 2 Jigsaw T5 Relationships	Cycle B T1 Online safety T1 Blogging Jigsaw T5 Relationships	Cycle B T1 Online safety T1 Blogging

	Conduct
Year group	Passwords and usernames/Logging on
1	<ul style="list-style-type: none"> To login safely To understand the importance of logging out when they have finished
2	<ul style="list-style-type: none"> To identify steps that can be taken to keep personal data and hardware secure.
3	<ul style="list-style-type: none"> To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
5	<ul style="list-style-type: none"> To know how to maintain secure passwords.
Being responsible online	
4	<ul style="list-style-type: none"> To understand the importance of balancing game and screen time with other parts of lives
3	<ul style="list-style-type: none"> I know who to ask for help if I am worried or concerned.
5	<ul style="list-style-type: none"> To review sources of support when using technology To review pupils' responsibly to one another in their online behaviour
6	<ul style="list-style-type: none"> To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore reasons why they might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health To identify the positive and negative influences of technology on health and the environment. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.

Year group	Contact
	Creating and sharing work
1	<ul style="list-style-type: none"> To understand the idea of ownership to their creative work To know how to find saved work in the Online Work area and find teacher comments To start to add pictures and text to work To be able to share and save own work
2	<ul style="list-style-type: none"> To know how to share work electronically To know how to communicate and connect with others locally To have some knowledge and understanding about sharing more globally on the internet
3	<ul style="list-style-type: none"> To understand how blog can be used to help us communicate with a wider audience
4	<ul style="list-style-type: none"> To understand that copying the work of others and presenting it as their own is called plagiarism and to consider the consequences of plagiarism.

	<ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects.
5	<ul style="list-style-type: none"> • To understand the advantages and disadvantages permissions and purposes of altering images digitally and the reasons for this. • To be aware of appropriate and inappropriate texts, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work • To search the internet with a consideration for the reliability of results of sources to check validity and understand the impact of incorrect information.
6	<ul style="list-style-type: none"> • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To understand how information online can persist and give away details of those who share or modify it. • To understand how to contribute to a blog. • To understand why blog posts are approved by an adult or teacher. • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.
Forms of communication	
2	<ul style="list-style-type: none"> • To introduce email as a form of communication • Understand we talk to others when they are not in front of us • To be able to open and send simple online communications in the form of email
3	<ul style="list-style-type: none"> • To understand the internet can be used to help us communicate effectively. • To understand how blog can be used to help us communicate with a wider audience • To know where to turn if they see inappropriate content or have inappropriate contact from others. • To learn hoe to use email safely
5	<ul style="list-style-type: none"> • To review pupils' responsibly to one another in their online behaviour • Ensuring reliability through using different methods of communication
6	<ul style="list-style-type: none"> • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To understand how to contribute to a blog. • To understand the importance of commenting on blogs • To be bale to assess blogs against criteria • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.

	<ul style="list-style-type: none"> I can use technology positively and safely to communicate with my friends and family.
Digital Footprint/ installing software	
2	<ul style="list-style-type: none"> To understand information put online leaves a footprint or trail To begin to think critically about the information they leave online To identify steps that can be taken to keep personal data and hardware secure.
3	<ul style="list-style-type: none"> To understand how blog can be used to help us communicate with a wider audience
4	<ul style="list-style-type: none"> To understand how to protect themselves from online identity theft To understand that information put online leaves a digital footprint or trail and that this can aid identity theft To understand the risks and benefits of installing apps and software. To understand the importance of balancing game and screen time with other parts of lives
5	<ul style="list-style-type: none"> To gain a greater understanding of the impact that sharing digital content can have. To be aware of appropriate and inappropriate texts, photographs and videos and the impact of sharing these online.
6	<ul style="list-style-type: none"> Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g apps accessing location. Identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To understand how information online can persist and give away details of those who share or modify it.

Year group	Content
	Searching and finding resources
1	<ul style="list-style-type: none"> To learn how to search and find resources. To be familiar with the types of resources in the topics section To be familiar with icons used. Able to explore games section.
2	<ul style="list-style-type: none"> To know how to refine searches To gain a better understanding of searching the internet.

	<ul style="list-style-type: none"> •
3	<ul style="list-style-type: none"> • For pupils to consider if what they read is true or false • Exploring “Spoof” websites • To think about why “Spoof” website might exist and how to check that the information is accurate. • I can explain how some of the actions and work of people around the world help and influence my life.
4	<ul style="list-style-type: none"> • To identify the positive and negative influences of technology on health and the environment.
5	<ul style="list-style-type: none"> • To understand the advantages and disadvantages permissions and purposes of altering images digitally and the reasons for this.
6	<ul style="list-style-type: none"> • Identify secure sites by looking for privacy seals of approval, e.g https, padlock icon • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.
	Appropriate content
3	<ul style="list-style-type: none"> • To learn about the meaning of age restriction symbols on digital media and devices • To discuss why PEGI restrictions exist • To know where to turn if they see inappropriate content or have inappropriate contact from others.
4	<ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of lives • To assess whether an information source is true and reliable
5	<ul style="list-style-type: none"> • To be aware of appropriate and inappropriate texts, photographs and videos and the impact of sharing these online.
6	<ul style="list-style-type: none"> • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.

Year group	
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