

Privacy, ownership and managing online information

How personal information can be used, stored and shared.
How online information is found, viewed and interpreted.
How online threats can pose a risk to physical as well as online safety.
Concept of ownership of online content.



Self-image and identity and online reputation

Differences between online and offline identity.
Effective routes for reporting and support.
Impact of online technologies on self-image and behaviour.
How others may use online information to make judgements.
Manage digital content effectively.



Health, well-being and lifestyle


Impact the technology has on health, well-being and lifestyle.
Understanding negative behaviours.





Online relationships and bullying


How technology shapes communication styles.
Opportunity to discuss relationships, respecting and the concept of consent.
Bullying and other online aggression and how technology impacts these issues.
Strategies for effective reporting and intervention.



Year group	National curriculum links to Computing	Skills and knowledge – privacy 
EYFS		<p>Name trusted people. Identify simple examples of personal information. Identify devices that can be used to access the internet. Know the work I create belongs to me.</p>
Year 1	<p>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.</p>	<p>Know what passwords are used for. Recognise more detailed examples of private information (e.g. school name). Explain why they need to ask a trusted adult before sharing. Say why their work belongs to them. Save work under a suitable name or title.</p>
Year 2	<p>Recognise common uses of information technology beyond school</p>	<p>Explain how passwords are used. Explain rules for keeping personal information private. Explain how some people may have devices at home that connect to the internet. Use key words in search engines. Navigate a simple webpage. Explain the difference between things that are true or made up. Recognise that content on the internet may belong to other people.</p>
Year 3	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Know simple strategies for keeping passwords private. Give reasons why someone should only share information with people they trust. Explain the difference between a fact and opinion (e.g. videos, news stories). Explain why copying someone’s work from the internet without permission is not fair.</p>
Year 4	<p>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.</p>	<p>Know what the digital age of consent is for using different platforms. Describe some methods used to sell things online (in app purchases, pop ups). Explain what is meant by fake news. Give simple examples of content that should not be used without permission from the owner (music, images).</p>
Year 5	<p>Use technology safely, respectfully and responsibly; recognise</p>	<p>Explain and create a strong password. Explain what is meant by being ‘skeptical’ and give examples. Evaluate digital content to make choices about what is trustworthy. Assess when it is acceptable to use the work of others.</p>
Year 6	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Describe effective ways to manage passwords. Explain what to do if a password is lost or stolen. Explain how and why some people may present opinions as facts. Define the term ‘influence’ and ‘persuasion’ and explain how someone might use these (advertising).</p>

Year group	National curriculum links to Computing	Skills and knowledge – Self-image and identity 
EYFS		Recognise that anyone can say no, stop or I'll ask to someone who makes them feel sad or uncomfortable.
Year 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.	Recognise there are people online who could make someone feel upset. Give examples of when and how to speak to a trusted adult. Recognise ways that information can be put on the internet.
Year 2		Explain how people may act and look differently online and offline. Examples of some online issues that could make someone feel sad and how they could get help. Describe how anyone's online information can be seen by others.
Year 3	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Explain what identity means. Explain how someone could change their identity online (e.g using an avatar) and why. Explain how to search for information about others online.
Year 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.	Explain how their own online and offline identities may be different. Describe positive ways to interact with others online. Explain ways that some of the information about people online could have been created, copied or shared by others.
Year 5	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Explain how online identity can be copied or changed. Demonstrate how to make responsible choices about having an online identity depending on context. Describe how the information online can be used to make judgements about a person by others and why these may not be correct.
Year 6		Describe issues that could make someone feel sad or worried online and how to get help. Explain the ways in which to develop a positive online reputation. Explain strategies to use to protect your digital personality and degrees of anonymity.

Year group	National curriculum links to Computing	Skills and knowledge – Well-being and lifestyle 
EYFS		Identify rules that keep us safe and healthy when using technology.
Year 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. Recognise common uses of information technology beyond school	Explain rules to keep myself safe when using technology in and out of home.
Year 2		Explain how to use technology safely in different environments (e.g. public places, at home, at school).
Year 3	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Explain why spending too much time using technology can have a negative impact (mood, sleep, body, relationships). Give examples of positive and negative activities where it is easy to spend lots of time engaged. Explain why some online activities have age restrictions.
Year 4		Explain how using technology can be a distraction from other things in positive and negative way. Identify times and situations when someone may need to limit the time they use technology.
Year 5		Describe ways technology can affect health and well-being positively and negatively. Importance of seeking permission from an adult before purchasing in-app features.
Year 6		Recognise and discuss the pressures that technology can place on someone and how to manage this. Access and use different features to limit the impact of technology on health (e.g. correct posture, diet, exercise, sleep, night mode).

Year group	National curriculum links to Computing	Skills and knowledge – Online relationships and bullying 
EYFS		Recognise the internet can be used to communicate. Know that some people can be unkind online and how this makes them feel.
Year 1	Use technology safely and respectfully, keeping personal information private; identify where to go	Give examples of how I might use technology to communicate with others. Examples of when to ask for permission to do something. Explain why it is important to be considerate and kind to people online.
Year 2	for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school	Give examples of how someone might use technology to communicate with someone they don't know offline and why this might be risky. Explain who should be asked before sharing things about themselves and others. Explain why they have a right to say no, and who will help them if they are worried. Explain what bullying is and how it makes someone feel.
Year 3	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.	Explain what it means to know someone online and how this may be different to offline. Explain how someone's feelings can be hurt by what is said online. Explain the importance of giving permission before sharing things. Examples of how bullying behaviour could appear online and how to get support.
Year 4	Use technology safely, respectfully and responsibly; recognise	Describe strategies for safe and fun experiences online (e.g. gaming). Give examples of how to be respectful to others and how to recognise healthy and unhealthy online behaviours. Explain how content shared may be unimportant to one person but important to another's feelings and beliefs.
Year 5	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Explain how someone can get help if they are having problems and how to support others. Describe some of the ways that people may be involved in online communities (gaming communities, social media groups). Recognise that online bullying can be different to offline bullying. Identify ways to report concerns and access support- helpline services as well as adults.
Year 6		Explain how sharing something online may have a positive or negative impact. Describe how things shared privately online can have unintended consequences (if someone screen grabs/ screenshots it). Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images) can have an impact on the sharer and others. Describe how to capture bullying content as evidence to show those who help me.