



Compton Online Safety Curriculum

Year group	Knowledge	Skills
Year 1	<p>To Know:</p> <ul style="list-style-type: none"> To know that the internet is many devices connected to one another. To know what to do if you feel unsafe or worried online – tell a trusted adult. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset others. Identify which information is appropriate to share and post online and which is not. 	<ul style="list-style-type: none"> Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Understanding some of the ways we can use the internet. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about posting online. Discussing ways to balance time spent online and offline.
Year 2	<p>To Know:</p> <ul style="list-style-type: none"> To understand the difference between online and offline. To understand what information I should not post online. To know how to create a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not. 	<ul style="list-style-type: none"> Identifying whether information is safe or unsafe to be shared online. Learning how to create a strong password. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.
Year 3	<p>To know:</p> <ul style="list-style-type: none"> That not everything on the internet is true: people share facts, beliefs and opinions online. The internet can affect people's moods and feelings. Privacy settings limit who can access important personal information, such as names, ages, gender etc. What social media is and that age restrictions apply. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content. Recognise that digital devices communicate with each other to share personal information. Explain what social media platforms are used for. Recognise why social media platforms are age-restricted. 	<ul style="list-style-type: none"> Recognising how social media platforms are used to interact. Recognising that different information is shared online, including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood.

Year 4	<p>To know:</p> <ul style="list-style-type: none"> • Some of the methods used to encourage people to buy things online. • Technology can be designed to act like or impersonate living things. • Technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. • What behaviours are appropriate to stay safe and be respectful online. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Describe how to search over multiple platforms and be aware of the accuracy of the results presented. • Describe some of the methods used to persuade people to buy online. • Explain the difference between fact, opinion and belief and recognise these online. • Explain what a bot is and give examples of different bots. • Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology. 	<ul style="list-style-type: none"> • Understanding why some results come before others when searching. • Understanding that information found by searching the internet is not all grounded in fact. • Learning to make judgements about the accuracy of online searches. • Identifying forms of advertising online. • Reflecting on the positives and negatives of time online. • Identifying respectful and disrespectful online behaviour. • Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.
Year 5	<p>To know:</p> <ul style="list-style-type: none"> • Possible dangers online and how to stay safe. • The pros and cons of online communication. • That information on the internet might not be true or correct and ways of checking validity. • What to do if they experience bullying online. • How to use an online community safely. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Understand that passwords need to be strong and that apps require some form of password. • Recognise some types of online communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and well-being are being affected in either a positive or negative way through online use <p>Offer some advice and tips to combat the negative effects of online use.</p>	<ul style="list-style-type: none"> • Understand that passwords need to be strong and that apps require some form of password. • Recognise some types of online communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and well-being are being affected in either a positive or negative way through online use. • Offer some advice and tips to combat the negative effects of online use.
Year 6	<p>To know:</p> <ul style="list-style-type: none"> • A digital footprint means the information that exists on the internet as a result of a person's online activity. • What steps are required to capture bullying content as evidence. • It is important to manage personal passwords effectively. • What it means to have a positive online reputation. • Some common online scams. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. • Explain how sharing online can have both positive and negative impacts. • Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private. • Explain what a digital reputation is and what it can consist of. • Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school. • Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication. • Explain what to do if passwords are shared, lost or stolen. • Describe strategies to identify scams. • Explain ways to increase their privacy settings and understand why it is important to keep their software updated. 	<ul style="list-style-type: none"> • Learning about the positive and negative impacts of sharing online. • Learning strategies to create a positive online reputation. • Understanding the importance of secure passwords and how to make them. • Learning strategies to capture evidence of online bullying to seek help. <ul style="list-style-type: none"> • Recognising that updated software can help to prevent data corruption and hacking.