

Year R

Area	Objectives
Self-image and identity	I can recognise, online or offline, that anyone can say “no/please stop/ I’ll tell/I’ll ask/to somebody who makes them feel sad, embarrassed, or upset
Online relationships	- I can recognise some ways in which the internet can be used to communicate I can give examples of ways in which I might use technology to communicate with others
Online reputation	I can explain why it is important to be considerate and kind to people online and to respect their choices
Online bullying	I can describe ways that some people can be unkind online, and I can offer examples of how this can make others feel
Health, well-being and lifestyle	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give examples of these rules

Year 1

Area	Objectives
Self-image and identity	I can recognise that there may be people online who could make someone feel bad, embarrassed or upset If something happens which 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
Online relationships	I can give examples of when I should ask permission to do something online, and explain why it is important to do this I can identify ways that I can put information on the internet I can explain why things one person finds sad or funny online may not always be seen in the same way as others
Online reputation	I can recognise that information can stay online, and couple be copied I can describe what information I should not put online without asking a trusted adult first
Online bullying	I can describe how to behave online in ways that do not upset others, and can give examples
Health, well-being and lifestyle	I can explain rules to keep myself safe when using technology both in and beyond the home

Year 2

Area	Objectives
Self-image and identity	I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened. I can give examples of how they might get help
Online relationships	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky I can explain who I should ask before sharing things about myself or others online I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure I can explain why I have a right to say no/I will ask something. I can explain who will help me if I feel under pressure to agree to something I am unsure about or don't want to do or if something happens online without my consent I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online I can explain why I should always ask a trusted adult before clicking yes/agree/accept online
Online reputation	I can explain how information put online about someone can last for a long time I can describe how anyone's online information can be seen by others I know who to talk to if something has been put online without consent or if it is incorrect
Online bullying	I can explain what bullying is, how people may bully others and how bullying can make someone feel I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help
Health, well-being and lifestyle	I can explain simple guidance for using technology in different environments and settings I can say how those rules/guides can help anyone accessing online technologies

Year 3

Self-image and identity	<p>I can explain what is meant by the term 'identity'</p> <p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online</p>
Online relationships	<p>I can describe ways people who have similar likes and interests can get together online</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online'</p> <p>I can explain why it is important to be careful about who to trust online including what information and content they are trusted with</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</p> <p>I can explain how someone's feelings can be hurt by what is said or written online</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline</p>
Online reputation	<p>I can explain how to search for information about others online</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online</p>
Online bullying	<p>I can describe appropriate ways to behave towards other people online and why this is important</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support</p>
Health, well-being and lifestyle	<p>I can explain why using too much time using technology can sometimes have a negative impact on anyone</p> <p>I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged e.g. homework/gaming</p> <p>I can explain why someone online activities have age restrictions, why it is important to follow them</p> <p>I know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable</p>

Year 4

Self-image and identity	<p>I can explain how my online identity can be different to my offline identity</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this</p>
Online relationships	<p>I can describe strategies for safe and fun experiences in a range of social environments</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings or beliefs</p>
Online reputation	<p>I can describe how to find out information about others by searching online</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others</p>
Online bullying	<p>I can recognise when someone is upset, hurt or angry online</p> <p>I can describe ways people can be bullied through a range of media</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p>
Health, well-being and lifestyle	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way I can identify times or situations when someone may need to limit the amount of time they use technology</p>

Year 5

Year 5	
Self-image and identity	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context</p>
Online relationships	<p>I can give examples of technology-specific forms of communication</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my/our fault.</p> <p>I can describe some of the ways people may be involved in online communities</p> <p>I can describe how people might collaborate constructively with others and make positive contributions</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult</p> <p>I can demonstrate how to support others (including those who are having difficulties) online</p>
Online reputation	<p>I can search for information about an individual online and summarise the information found</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect</p>
Online bullying	<p>I can recognise that online bullying can be different to bullying in the physical world and can describe some of those differences</p> <p>I can describe how what one person perceives as playful joking and teasing might be experienced by another as bullying</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying</p> <p>I can explain how to block abusive users</p> <p>I can describe the helpline services which can help people experiencing bullying and how to access them</p>
Health, well-being and lifestyle	<p>I can describe ways technology can affect health and well-being both positively and negatively</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals</p> <p>I can explain how and why some apps and games may request of take payment for additional content</p> <p>I can explain the importance of seeking permission from a trusted adult before purchasing</p>

Year 6

Self-image and identity	<p>I can identify and critically evaluate online content related to gender, race, religion, disability, culture, and other groups</p> <p>I can explain why it is important to challenge or reject inappropriate representations online</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</p> <p>I know and can give examples of how to get help both online and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>
Online relationships	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others e.g. screen shots</p> <p>I can explain that taking or sharing inappropriate images of someone, even if they say it is okay, may have an impact for the sharer and others, and who can help is someone is worried about this</p>
Online reputation	<p>I can explain the ways in which anyone can develop a positive online reputation</p> <p>I can explain strategies anyone can use to protect their digital personality and online reputation including degrees on anonymity</p>
Online bullying	<p>I can describe how to capture bullying context as evidence to share with others who can help me</p> <p>I can explain how someone would report online bullying in different contexts</p>
Health, well-being and lifestyle	<p>I can describe common systems that regulate age-related content e.g. PEGI/BBFC, and describe their purpose</p> <p>I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use)</p> <p>I can assess and action different strategies to limit the impact of technology on health e.g. night mode, breaks, correct posture, sleep diet and exercise)</p>