



Seaton St Paul's C of E Junior School

Online Safety Long-Term Plan

Year 3					
Topic and Unit		Links to National Curriculum KS1	Links to National Curriculum KS2	Links to Education for a Connected World	
Autumn Term One	Online Safety: PCSO – Online Safety Talk about Managing Information Online	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<u>Managing Information Online:</u> <ul style="list-style-type: none"> I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed) 	
Autumn Term Two	Online Safety: Anti-Bullying Week in November Focus: <ul style="list-style-type: none"> Online Relationships Online Bullying 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<u>Online Relationships:</u> <ul style="list-style-type: none"> I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain how someone's feelings can be hurt by what is said or written online. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. <u>Online Bullying:</u> <ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. 	
Spring Term One	Online Safety: Internet Safety Day in February Focus: <ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<u>Privacy and Security:</u> <ul style="list-style-type: none"> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. 	

	<ul style="list-style-type: none"> ○ Copyright and Ownership 			<p><u>Copyright and Ownership:</u></p> <ul style="list-style-type: none"> ● I can explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.
<p>Spring Term Two</p>	<p>Online Safety: Online Reputation</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Reputation:</u></p> <ul style="list-style-type: none"> ● I can explain how to search for information about others online ● 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 ● I can explain who someone can ask if they are unsure about putting something online
<p>Summer Term One</p>	<p>Online Safety: Mental Health Awareness Week in May</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ Health, Wellbeing and Lifestyle ○ Self-Image and Identity 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Self-Image and Identity:</u></p> <ul style="list-style-type: none"> ● I can explain what is meant by the term ‘identity’ ● I can explain how people can represent themselves in different ways online ● I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. <p><u>Health, Wellbeing and Lifestyle:</u></p> <ul style="list-style-type: none"> ● I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged ● I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
<p>Summer Term Two</p>	<p>Online Safety: Opportunities to explore – Teacher Autonomy</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Opportunities to explore additional Online Safety aspects that are specific to pupils in Year 3.</p>

Year 4

Topic and Unit		Links to National Curriculum KS1	Links to National Curriculum KS2	Links to Education for a Connected World
Autumn Term One	<p>Online Safety: PCSO – Online Safety Talk about Managing Information Online</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Managing Information Online:</u></p> <ul style="list-style-type: none"> I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be
Autumn Term Two	<p>Online Safety: <i>Anti-Bullying Week in November</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Online Relationships Online Bullying 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs <p><u>Online Bullying:</u></p> <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) 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)
Spring Term One	<p>Online Safety: <i>Internet Safety Day in February</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Privacy and Security:</u></p> <ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on context I can explain that internet use is never fully private and is monitored, e.g. adult supervision I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure I know what the digital age of consent is and the impact this has on online services asking for consent

	<ul style="list-style-type: none"> ○ Copyright and Ownership 			<p><u>Copyright and Ownership:</u></p> <ul style="list-style-type: none"> • I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
<p>Spring Term Two</p>	<p>Online Safety: Online Reputation</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Reputation:</u></p> <ul style="list-style-type: none"> • I can describe how to find out information about others by searching online • I can explain ways that some of the information about anyone online could have been created, copied or shared by others
<p>Summer Term One</p>	<p>Online Safety: Mental Health Awareness Week in May</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ Health, Wellbeing and Lifestyle ○ Self-Image and Identity 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Health, Wellbeing and Lifestyle</u></p> <ul style="list-style-type: none"> • 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 e.g. I can suggest strategies to help with limiting this time <p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> • I can explain how my online identity can be different to my offline identity • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them • 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>Summer Term Two</p>	<p>Online Safety: Opportunities to explore – Teacher Autonomy</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Opportunities to explore additional Online Safety aspects that are specific to pupils in Year 4.</p>

Year 5				
Topic and Unit		Links to National Curriculum KS1	Links to National Curriculum KS2	Links to Education for a Connected World
Autumn Term One	<p>Online Safety: PCSO – Online Safety Talk about Managing Information Online</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Managing Information Online:</u></p> <ul style="list-style-type: none"> I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results
Autumn Term Two	<p>Online Safety: <i>Anti-Bullying Week in November</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Online Relationships Online Bullying 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault I can demonstrate how to support others (including those who are having difficulties) online I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups) <p><u>Online Bullying:</u></p> <ul style="list-style-type: none"> I can explain how to block abusive users I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult I can identify a range of ways to report concerns and access support both in school and at home about online bullying
Spring Term One	<p>Online Safety: <i>Internet Safety Day in February</i></p> <p>Focus:</p> <ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Privacy and Security:</u></p> <ul style="list-style-type: none"> I can explain what a strong password is and demonstrate how to create one I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others I can explain what app permissions are and can give some examples

	<ul style="list-style-type: none"> ○ Copyright and Ownership 			<p><u>Copyright and Ownership:</u></p> <ul style="list-style-type: none"> ● I can assess and justify when it is acceptable to use the work of others ● I can give examples of content that is permitted to be reused and know how this content can be found online
<p>Spring Term Two</p>	<p>Online Safety: Online Reputation</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Reputation:</u></p> <ul style="list-style-type: none"> ● I can search for information about an individual online and summarise the information found ● I can 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>Summer Term One</p>	<p>Online Safety: Mental Health Awareness Week in May</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ Health, Wellbeing and Lifestyle ○ Self-Image and Identity 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Health, Wellbeing and Lifestyle:</u></p> <ul style="list-style-type: none"> ● I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively ● I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing ● 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><u>Self-Image and Identity:</u></p> <ul style="list-style-type: none"> ● I can explain how identity online can be copied, modified or altered ● I can demonstrate how to make responsible choices about having an online identity, depending on context
<p>Summer Term Two</p>	<p>Online Safety: Opportunities to explore – Teacher Autonomy</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Opportunities to explore additional Online Safety aspects that are specific to pupils in Year 5.</p>

Year 6			
Topic and Unit	Links to National Curriculum KS1	Links to National Curriculum KS2	Links to Education for a Connected World
Autumn Term One Online Safety: PCSO – Online Safety Talk about Managing Information Online	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Managing Information Online:</u></p> <ul style="list-style-type: none"> I can explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news) I can identify, flag and report inappropriate content I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important I can describe the difference between online misinformation and dis-information
Autumn Term Two Online Safety: Anti-Bullying Week in November Focus: <ul style="list-style-type: none"> Online Relationships Online Bullying 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively 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 I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this <p><u>Online Bullying:</u></p> <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me I can explain how someone would report online bullying in different contexts
Spring Term One Online Safety: Internet Safety Day in February Focus: <ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Privacy and Security:</u></p> <ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser) I can describe how and why people should keep their software and apps up to date, e.g. auto updates

	<ul style="list-style-type: none"> ○ Copyright and Ownership 	<p>contact on the internet or other online technologies</p>		<ul style="list-style-type: none"> • I can describe simple ways to increase privacy on apps and services that provide privacy settings • I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) <p><u>Copyright and Ownership:</u></p> <ul style="list-style-type: none"> • I can demonstrate the use of search tools to find and access online content which can be reused by others • I can demonstrate how to make references to and acknowledge sources I have used from the internet
<p>Spring Term Two</p>	<p>Online Safety: Online Reputation</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Online Reputation:</u></p> <ul style="list-style-type: none"> • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity
<p>Summer Term One</p>	<p>Online Safety: Mental Health Awareness Week in May</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ Health, Wellbeing and Lifestyle ○ Self-Image and Identity 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Health, Wellbeing and Lifestyle:</u></p> <ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise) • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use) <p><u>Self-Image and Identity:</u></p> <ul style="list-style-type: none"> • I can 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 • I can 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 • I can explain the importance of asking until I get the help needed

<p>Summer Term Two</p>	<p>Online Safety: Opportunities to explore – Teacher Autonomy</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Opportunities to explore additional Online Safety aspects that are specific to pupils in Year 6.</p>
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