Online Safety Curriculum – Project Evolve

We teach aspects of Online Safety explicitly throughout the year. Project Evolve is an online based scheme of work which is constantly 'evolving' to ensure the online safety messages that children and young people are being taught are delivered in a way that is more appropriate; more meaningful; that encourages reflection; that generates positive outcomes and are updating regularly to reflect the changing world.

Online Safety content is separated into eight strands which are taught throughout the year covering everything from online relationships to copyright and ownership:

Self image and identity	Shaping online identities and how media impacts on gender and stereotypes
Online relationships	Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
Online reputation	Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Online bullying	Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation
Managing online information	Strategies for effective searching, critical evaluation and ethical publishing
Health, wellbeing and lifestyle	The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Privacy and Security	Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
Copywrite and ownership	Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Online safety knowledge gems:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle B	**Self image and identity** I know, both online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	**Online relationships** I know some of the ways in which the internet can be used to communicate. I know examples of how I (might) use technology to communicate with people I know **Copywrite and Ownership** I know that work I create belongs to me. I know how to name my work so that others know it belongs to me.	**Online reputation** I know ways that I can put information on the internet **Online bullying** I know some ways that some people can be unkind online. I know examples of how this can make others feel.	**Managing information online** I know how to use the internet as a way of finding information online. I know some devices I could use to access information on the internet.	**Heath, wellbeing and lifestyle** I know rules that help keep us safe and healthy in and beyond the home when using technology	**Privacy and security** I know some simple examples of my personal information (e.g. name, address, birthday, age, location). I know who would be trustworthy to share this information with; I can explain why they are trusted.
EYFS Cycle A	**Self image and identity** I know that there may be people online who could make someone feel sad, embarrassed or upset. I know if something happens that 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 know examples of when I should ask permission to do something online and explain why this is important. I know how to use the internet with adult support to communicate with people I know (e.g. video call apps or services). I know why it is important to be considerate and kind to people online and to	**Online Reputation** I know that that information can stay online and could be copied. I know what information I should not put online without asking a trusted adult first. **Online bullying** I know how to behave online in ways that do not upset others and can give examples.	**Managing Online Information** I know how to give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know hat we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke I know how to get help from a trusted	**Heath, wellbeing and lifestyle** I know rules to keep myself safe when using technology both in and beyond the home. **Copywrite and Ownership** I know why work I create using technology belongs to me I know how to save my work under a suitable title or name so that others know it belongs to me (e.g.	**Privacy and security** I know how passwords are used to protect information, accounts and devices. I know more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I know why it is important to always ask a trusted adult

		respect their choices. I know why things one person finds funny or sad online may not always be seen in the same way by others.		adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	filename, name on content).	before sharing any personal information online, belonging to myself or others.
Year 2	**Self image and identity** I know that other people may look and act differently online and offline. I know how issues online might make someone feel sad, worried, uncomfortable or frightened; I know how they might get help.	**Online relationships** I know how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. I know who I should ask before sharing things about myself or others online. I know ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I know I have a right to say 'no' or 'I will have to ask someone'. I know who can help me if something happens online without my consent. I know I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	**Online Reputation** I know that information put online about someone can last for a long time. I know anyone's online information could 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 know what bullying is, how people may bully others and how bullying can make someone feel. I know that anyone who experiences bullying is not to blame. I know how anyone experiencing bullying can get help.	**Managing Online Information** I know what voice activated searching is and how it might be used, and know it is not a real person I know some information I find online may not be real or true.	**Heath, wellbeing and lifestyle** I know simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. **Copywrite and Ownership** I know content on the internet may belong to other people**.**	**Privacy and security** I know passwords can be used to protect information, accounts and devices. I know what is meant by 'private' and 'keeping things private'. I know some rules for keeping personal information private I know people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

LKS2 **Cycle A** **(year 3)**	**Self image and identity** I know what is meant by the term 'identity'. I know people can represent themselves in different ways online I know someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media)	**Online relationships** I know people who have similar likes and interests can get together online. I know what it means to 'know someone' online and why this might be different from knowing someone offline. I know 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. I know why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I know how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	**Online Reputation** I know how to search for information about others online I know the need to be careful before sharing anything personal. I know who someone can ask if they are unsure about putting something online. **Online bullying** I know appropriate ways to behave towards other people online and why this is important. I know how bullying behaviour could appear online and how someone can get support.	**Managing Online Information** I know what autocomplete is and how to choose the best suggestion. I know how the internet can be used to sell and buy things I know 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.	**Heath, wellbeing and lifestyle** I know why spending too much time using technology can sometimes have a negative impact on anyone I know 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 **Copywrite and Ownership** I know why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	**Privacy and security** I know simple strategies for creating and keeping passwords private. I know why someone should only share information with people they choose to and can trust

LKS2 **Cycle B** **(Year 4)**	**Self image and identity** I know my online identity can be different to my offline identity. I know positive ways for someone to interact with others online I know that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	**Online relationships** I know strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I know how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I know how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	**Online Reputation** I know ways that some of the information about anyone online could have been created, copied or shared by others. **Online bullying** I know ways people can be bullied through a range of media (e.g. image, video, text, chat). I know 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).	**Managing Online Information** I know how to make a judgement about probable accuracy I know 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 know technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I know what is meant by fake news	**Heath, wellbeing and lifestyle** I know 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. **Copywrite and Ownership** I know 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. I know content which I must not use without permission from the owner, e.g. videos, music, images.	**Privacy and security** I know strategies for keeping personal information private, depending on context. I know that internet use is never fully private and is monitored, e.g. adult supervision. I know what the digital age of consent is
UKS2 **Cycle A** **(Year 5)**	**Self image and identity** I know how identity online can be copied, modified or altered. I know how to make responsible choices about having an online identity, depending on context.	**Online relationships** I know technology-specific forms of communication (e.g. emojis, memes and GIFs). I know 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.	**Online Reputation** I know how to search for information about an individual online and summarise the information found. **Online bullying** I know what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I know the helpline services which can help	**Managing Online Information** I know what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I know how to evaluate digital content and can explain how to make choices about what is trustworthy I know how the internet can draw us	**Heath, wellbeing and lifestyle** I know ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I know the benefits and risks of accessing information about health and well-being online I know how and why some apps and games may request or take	**Privacy and security** I know what a strong password is. I know what app permissions are. I know some apps or services may read and share private information **Copywrite and Ownership** I know content that is permitted to be reused and know

		I know some of the ways people may be involved in online communities	people experiencing bullying, and how to access them (e.g. Childline or The Mix). I know how to block abusive users.	to information for different agendas, e.g. website notifications, pop-ups, targeted ads I know what is meant by a 'hoax'.	payment for additional content	how this content can be found online..
UKS2 Cycle B (Year 6)	**Self image and identity** I know how to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups I know the importance of asking until I get the help needed.	**Online relationships** I know 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 know how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I know 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	**Online Reputation** I know the ways in which anyone can develop a positive online reputation. I know strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **Online bullying** I know how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I know how someone would report online bullying in different contexts.	**Managing Online Information** I know how to use search technologies effectively. I know how and why some people may present 'opinions' as 'facts' I know the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online I know how to identify, flag and report inappropriate content. I know the difference between online misinformation and dis-information	**Heath, wellbeing and lifestyle** I know common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I know how to assess and action different strategies to limit the impact of technology on health **Copywrite and Ownership** I know how to make references to and acknowledge sources I have used from the internet.	**Privacy and security** I know how to mange passwords I know what to do if a password is shared, lost or stolen. I know why people should keep their software and apps up to date, e.g. auto updates. I know 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). I know that online services have terms and conditions that govern their use.