	Term 1 Cyberbullying	Term 2 Privacy and Security	Term 3 Managing online information	Term 4 Self-image and Wellbeing	Term 5 Online relationships	Term 6 Online reputation
EYFS	- Describe ways that some people can be unkind online - Offer examples on how this can make others feel	- Identify simple examples of personal information - Describe who is trustworthy to share this information with	- Talk about how the internet is used to find information - Identify devices to access the internet	- *Recognise, can say 'no' to somebody who makes them feel, uncomfortable (CD 6)* - Identify rules that keep us safe and healthy - Give examples of these rules	- How the internet is used to communicate - How I might use technology to communicate with people	- Identify ways to put information on the internet
Year 1	- *Describe how to behave online without upsetting others (CD 3/4)*	- *Explain how passwords are used to protect information* - *Recognise more detailed examples of information that is personal to someone* - Explain why we should ask a trusted adult before we share personal information online (R4)	- *Give simple examples of finding information of how to find information using digital technologies* - *Know/understand we can encounter a range of things online including things we like/don't like* - *Know how to get help from a trusted adult if we see content that makes us feel uncomfortable (R4)*	- Recognise some people online make us feel sad/uncomfortable - Give examples of how to speak to an adult they trust when they feel sad/uncomfortable - Explain rules to keep myself safe at home and beyond	- *Give examples of when I should ask for permission to do something online and explain* - *Use the internet (with support) to communicate* - *Explain importance of being kind and considerate to people online* - *Explain why one person may find something funny and others not (R4)*	- Recognise information online can be copied - Describe what information should not put online without asking a trusted adult first
Year 2	- Explain what bullying is and how people may bully others and make them feel - Explain that anyone who experiences bullying is not to blame - Talk about how people experiencing bullying can get help	- Explain how passwords are used to protect information, and devices - Explain and give examples of what is meant by private and keeping things private - Describe/explain rules for keeping personal information private - Explain how some people have devices in their homes connected to the internet	- *Use simple keywords in search engines* - *Demonstrate how to navigate a simple webpage to get information* - *Explain how and what voice activated searching is* - Explain the difference between imaginary and real - Explain how some information online might not be true	- Explain how other people can look and act differently online/offline - Give examples of issues that make someone feel uncomfortable/sad and how to help - Explain simple guidance in using technology in different environments	- Give examples of how someone can use technology to communicate with people they don't know and the risks - Explain who I should ask before sharing things online - Describe different ways to give permission and who can help if I'm unsure - Explain why I have the right to say no and who	- Explain how information online can last for a long time - Describe how information online can be seen by others - Know who to talk to if something has been put online without consent

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				- Explain how these rules help people accessing technology	can help if I feel under pressure - Identify who can help if something happens online without my consent - Explain how others may feel if I don't ask permission before sharing something - Explain why I should ask a trusted adult before saying yes.	
Year 3	- *Describe appropriate ways to behave towards other people online* - *Give examples of how bullying behaviour could appear online and what support there is (R3)*	- Describe simple strategies for creating and keeping passwords private - Give reasons why you only share information with people you trust and tell a trusted adult if pressured - Describe how connected devices can collect and share information with others	- *Demonstrate how to use key phrases in search engines* - *Explain what autocomplete is* - Explain how the internet can be used to buy/sell things - Explain the difference between belief/opinion and fact. Give examples of where they might be shared online - Explain not all opinions shared can be accepted - Describe and demonstrate how we can get help from an adult if we see content that makes us feel uncomfortable	- Explain what is meant by identity - Explain how people represent themselves in different ways online - Explain ways in which someone might change their identity depending on what they are doing - Explain why spending too much time on technology can have a negative impact. Give examples of positive and negative activities - Explain why we have age restrictions and why we should follow them	- Describe ways people with similar interests can get together online - Explain how knowing someone online can be different to knowing someone offline - Explain what is meant by trusting someone online and why you should be careful - Explain why someone may change their mind about trusting someone online - Explain how someone's feelings can by hurt by what is written - Explain the importance of gaining permission before sharing things online	- *Explain how to search for information about others online* - *Give examples of what anyone may or may not be willing to share* - *Explain that you need to be careful before sharing personal information* - *Explain who to ask if I am unsure about putting something online (R3)*
Year 4	- Recognise when someone is hurt/upset online - Describe ways people can be bullied through media	- Describe strategies to keep personal information private - Explain that internet use is never private - Describe how some online services may	- Understand importance of making my own decisions about content - Describe how to search for information within a wide group of technologies	- Explain how online identity can be different to offline - Describe positive ways for someone to interact with others online	- Describe strategies for fun and safe experiences online - Give examples to be respectful online - Explain how content shared may feel	- *Describe how to find out information about others by searching online* - Explain ways that information on

	- Explain why people need to think about the content they post online and how it affects other	seek consent to store information about me - I know the digital age of consent and the impact it has on online services	- Describe methods to encourage people to buy things online - Explain that sharing same beliefs does not make them true - Explain technology can act like living things - Explain what is meant by fake news	- Explain that others can pretend to be someone else - Explain using technology can be a distraction from other things - Identify situations when someone may need to limit the time they spend on technology	unimportant to one but important to another	others online could be created
Year 5	- Recognise online bullying can be different to bullying in the real world - Describe how a joke to one can be bullying to another - Explain how people get help if they are bullied online - Identify ways to report concerns about cyber bullying - Explain how to block abusive users - Describe the helpline services available	- *Explain a strong password and create one* - *Explain how free apps can read and share private information* - *Explain what app permissions are (R6)*	- Explain pros and cons of different search technologies - Explain what being sceptical is - Evaluate digital content - Explain key concepts - Identify ways the internet can draw us to information - Describe how to identify online content that is sponsored - Explain the term stereotype - Describe how fake news affects people's emotions - Explain hoax	- Explain how online identity can be copied/modified - Demonstrate how to make responsible choices about an online identity - *Describe how technology affects health positively and negatively* - *Describe strategies and tips to promote health and wellbeing with technology* - *Recognise benefits and risks of accessing information about health and wellbeing* - *Explain how some apps may request payment and explain importance of seeking permission (R2-6)*	- Give examples of forms of communication via technology - Explain some people I communicate with online may want to do me/my friends harm - Describe ways people are involved with online communities and collaborate - Explain how people can get help if they are having problems - Demonstrate how to support others	- *Search for information about an individual online and summarise information found* - *Describe ways information online can be used to make judgements (R2-6)*
Year 6	- *Describe how to capture bullying content online* - *Explain how to report online bullying in different contexts (CD4)*	- Describe effective ways to manage passwords - Explain what to do if a password is lost/stolen - Describe how/why you need to update software/apps	- *Explain how search engines work → rank and selected results* - *Explain how to use search technologies effectively*	- *Identify and evaluate online content relating to gender, race, religion, culture and other groups* - *Describe issues online that could make anyone feel sad*	- *Explain how sharing online may have an impact positively or negatively* - *Describe how to be kind and show respect to others including boundaries*	- Explain ways anyone can develop a positive online reputation - Explain strategies to protect online reputation

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		- Describe ways to increase privacy on apps - Describe ways online content targets people to gain money/information - I know that online services have terms and conditions	- *Describe how some online information can be opinion* - *Explain how some people may present opinions as facts* - *Define influence, manipulation and persuasion and how you encounter these* - *Understand the concept of persuasive design* - *Demonstrate how to analyse and validate facts and information* - *Explain how companies target people with online news stories* - *Describe the difference between online misinformation/dis-information* - *Identify, flag and report inappropriate content* - *Explain that information can be inaccurate even if on lots of sites (R5)*	- *Explain the importance of asking until you get the help needed (R 2-6)* - Describe systems to regulate age related content - Recognise pressures that technology places on someone - Recognise features of persuasive design - Assess and action strategies to limit technology on health -	- *Describe how things shared privately online can have unintended consequences* - *Explain taking or sharing images of someone can have an impact (R5/6)*	

Objectives highlighted in red are taught during that Year group through one of their Jigsaw units. In brackets is the puzzle and piece those objectives are taught through.

Green objectives are taught through computing

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