Online safety skills	Year 3	Year 4	Year 5	Year 6
Online safety is taught using resources from commonsense media. Online safety lessons are weighted towards the start of the school year, as there are many important messages that children need to be familiar with in all their online activities. Lessons are reinforced by whole school assemblies. Links are made explicitly between online safety, PSHE, mental health and wellbeing.				
Digital citizenship	• Understand that being a good digital citizen means being safe and responsible online. • Take a pledge to be a good digital citizen.			
Digital footprint and identity	• Learn that the information they share online leaves a digital footprint or "trail". • Explore what information is OK to be shared online.	• Consider how posting selfies or other images will lead others to make assumptions about them. • Reflect on the most important parts of their unique identities. • Identify ways they can post online to best reflect who they are.	• Define the term "digital footprint" and identify the online activities that contribute to it. • Identify ways they are, and are not, in control of their digital footprint. • Understand what responsibilities they have for the digital footprints of themselves and others.	• Define "gender stereotypes" and describe how they can be present online. • Describe how gender stereotypes can lead to unfairness or bias. • Create an avatar and a poem that show how gender stereotypes impact who they are.
Privacy and security	• Recognise the kind of information that is private. • Understand that they should never give out private information online.	• Define the term "password" and describe its purpose. • Understand why a strong password is important. • Practise creating a memorable and strong password.	• Identify the reasons why people share information about themselves online. • Explain the difference between private and personal information. • Explain why it is risky to share private information online.	• Define "the curiosity gap". • Explain how clickbait uses the curiosity gap to get your attention. • Use strategies for avoiding clickbait.

Relationships and communication	• Compare and contrast how they are connected to different people and places, in person and on the internet. • Demonstrate an understanding of how people can connect on the internet.	• Define what a community is, both in person and online. • Explain how having norms helps people in a community achieve their goals. • Create and pledge to adhere to shared norms for being in an online community.	• Define "social interaction" and give an example. • Describe the positives and negatives of social interaction in online games. • Create an online video game cover that includes guidelines for positive social interaction.	• Compare and contrast different kinds of online-only friendships. • Describe the benefits and risks of online-only friendships. • Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.
News and media literacy	• Explain how giving credit is a sign of respect for people's work. • Learn how to give credit in their schoolwork for content they use from the internet.	• Recognise that photos and videos can be altered digitally. • Identify different reasons why someone might alter a photo or video. • Analyse altered photos and videos to try to determine why.	• Define "copyright" and explain how it applies to creative work. • Describe their rights and responsibilities as creators. • Apply copyright principles to real-life scenarios.	• Understand the purposes of different parts of an online news page. • Identify the parts and structure of an online news article. • Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.
Media balance and wellbeing	• Recognise the ways in which digital devices can be distracting. • Identify how they feel when others are distracted by their devices. • Identify ideal device-free moments for themselves and others.	• Examine both online and in-person responsibilities. • Describe the "rings of responsibility" as a way to think about how our behaviour affects ourselves and others. • Identify examples of online responsibilities to others.	• Learn the "What? When? How Much?" framework for describing their media choices. • Use this framework and their emotional responses to evaluate how healthy different types of media choices are. • Begin to develop their own definition of a healthy media balance.	• Reflect on how balanced they are in their daily lives. • Consider what "media balance" means and how it applies to them. • Create a personalised plan for healthy and balanced media use.

Cyberbullying, digital drama and hate speech	• Understand what online meanness can look like and how it can make people feel. • Identify ways to respond to mean words online, using "S-T-O-P".	• Understand that it's important to think about the words we use, because everyone interprets things differently. • Identify ways to respond to mean words online using S-T-O-P. • Decide what kinds of statements are OK to say online and which are not.	• Reflect on the characteristics that make someone an upstanding digital citizen. • Recognise what cyberbullying is. • Show ways to be an upstander by creating a digital citizenship superhero comic strip.	• Recognise similarities and differences between in-person bullying, cyberbullying and being mean. • Empathise with the targets of cyberbullying. • Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.
Vocabulary	• digital citizen • pledge • credit • respect • community • internet • attention • concentration • distraction • online • private • digital footprint • permanent • private information • trail	• norm • pledge • assumption • identity • selfie • advertising • alter • persuade • photo retouching • password • phrase • symbol • username • empathy • interpret • responsibility	• cyberbullying • upstander • media • media balance • media choices • attribute • copyright • intellectual property • licence • plagiarism • hardwired • personal information • private information • digital media • griefing • social interaction • fossil • inference	• avatar • bias • gender stereotypes • benefit • risk • article • commercial • news • balance • media balance • clickbait • curiosity gap • headline • bully • bystander • target

National Curriculum Key stage 2

Pupils should be taught to:

• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.