Online Safety
2BeSafe – Purple Mash

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Self image and identity</u> Session 1 - 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, uncomfortable, embarrassed or upset.	<u>Online Relationships</u> Session 1 - I can recognise some ways in which the internet can be used to communicate. Session 2 - I can give examples of how I (might) use technology to communicate with people I know. <u>Online Reputation</u> Session 1 - I can identify ways that I can put information on the internet.	<u>Online Bullying</u> Session 1 - I can describe ways that some people can be unkind online. Session 2 - I can offer examples of how being unkind online can make others feel.	<u>Managing Online Information</u> Session 1 - I can talk about how to use the internet as a way of finding information online. Session 2 - I can identify devices I could use to access information on the internet.	<u>Health Wellbeing and Lifestyle</u> Session 1 - I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. <u>Privacy and Security</u> Session 1 - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Session 2 - I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	<u>Copyright and Ownership</u> Session 1 - I know that work I create belongs to me. Session 2 - I can name my work so that others know it belongs to me.
Y1	<u>Self image and identity</u> Session 1 - I can recognise that there	<u>Online Relationships</u> Session 1 - I can give examples of when I should ask permission	<u>Online Reputation</u> Session 1 - I can recognise that information can stay	<u>Managing Online Information</u> Session 1 - I can give simple examples of how	<u>Health Wellbeing and Lifestyle</u> Session 1 - I can explain rules to keep	<u>Copyright and Ownership</u> Session 1 - I can explain why work I

	may be people online who could make someone feel sad, embarrassed or upset. Session 2 - 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.	to do something online and explain why this is important. Session 2 - I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Session 3 - I can explain why it is important to be considerate and kind to people online and to respect their choices. Session 4 - I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	online and could be copied. Session 2 - I can describe what information I should not put online without asking a trusted adult first. <u>Online Bullying</u> Session 1 - I can describe how to behave online in ways that do not upset others and can give examples.	to find information using digital technologies, e.g. search engines, voice activated searching). Session 2 - I know / understand that 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. Session 3 - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	myself safe when using technology both in and beyond the home. <u>Privacy and Security</u> Session 1 - I can explain that passwords are used to protect information, accounts and devices. Session 2 - I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). Session 3 - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	create using technology belongs to me. Session 2 - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). Session 3 - I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). Session 4 - I understand that work created by others does not belong to me even if I save a copy.
Y2	<u>Self image and identity</u> Session 1 - I can explain how other people may look and act differently online	<u>Online Relationships</u> Session 1 - I can give examples of how someone might use technology to communicate with others they don't also	<u>Online Reputation</u> Session 1 - I can explain how information put online about someone can last for a long time.	<u>Managing Online Information</u> Session 1 - I can use simple keywords in search engines. Session 2 - I can	<u>Health Wellbeing and Lifestyle</u> Session 1 - I can explain simple guidance for using technology in different environments and	<u>Copyright and Ownership</u> Session 1 - I can recognise that content on the internet may belong to other people.

	and offline. Session 2 - 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.	know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). Session 2 - I can explain who I should ask before sharing things about myself or others online. Session 3 - 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. Session 4 - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. Session 5 - I can identify who can help me if something happens online without my consent. Session 6 - I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something	Session 2 - I can describe how anyone's online information could be seen by others. Session 3 - I know who to talk to if something has been put online without consent or if it is incorrect. <u>Online Bullying</u> Session 1 - I can explain what bullying is, how people may bully others and how bullying can make someone feel. Session 2 - I can explain why anyone who experiences bullying is not to blame. Session 3 - I can talk about how anyone experiencing bullying can get help.	demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Session 3 - I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). Session 4 - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real.' Session 5 - I can explain why some information I find online may not be real or true.	settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. <u>Privacy and Security</u> Session 1 - I can explain how passwords can be used to protect information, accounts and devices. Session 2 - I can explain and give examples of what is meant by 'private' and 'keeping things private.' Session 3 - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Session 4 - I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	Session 2 - I can describe why other people's work belongs to them.

		about them online. Session 7 - I can explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online.				