



# Knowledge Ladders: ONLINE SAFETY

**Created in conjunction with SWGfL Project Evolve, KCSiE and JIGSAW PSHE Scheme**

At Pitmaston, we recognise that advances in technology have become an integral part of everyday life. It is our intention to equip children with the strategies they need to become resilient to online challenges they might face, educating pupils to deal with situations that may occur within a safe supporting environment. Our online safety curriculum is designed to teach children how to be good digital citizens, recognising appropriate and inappropriate actions and what they need to do if they feel they or a friend is at risk of harm. Through teaching Online Safety, we aim to equip the children with the skills and understanding needed to become responsible, competent, confident and creative users of information and communication technology.

Here at Pitmaston this journey starts in Nursery where children learn about being kind and saying no to strangers and then in Key Stage One the National Curriculum states that children should be taught *to 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* and in Key Stage 2 *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*.

Knowledge and skills are deepened by the statutory content within the Relationships and Health Education where children are taught *how the principles of positive relationships also apply online* and provide the knowledge *to be able to make sensible decisions to stay safe online*. Through Health Education, children learn about the *benefits of rationing time spent online and the risks of excessive use of electronic devices*.

Due to the ever changing nature of the digital technologies, this curriculum is kept in line with DfE changes in safeguarding practice including Keeping Children Safe in Education.

Learning Strand	Cyber bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Nursery	<p>The children can work together and consider other people's feelings They can use gentle hands and understand that it is good to be kind to people The children can use their words to stand up for themselves. They know some kind words to encourage people with. The children know what to say and do if somebody is mean to them</p>	The children are learning what being responsible means	The children know what to do if they get lost and how to say NO to strangers	The children can make a mark to show their work is their own.	The children can look at a picture and tell you what it means.
Reception	<p>The children can understand why it is good to be kind and use gentle hands They enjoy working with others to make school a good place to be The children understand that being different makes us all special They can tell you how to be a kind friend The children know which words to use to stand up for themselves when someone says or does something unkind They can use kind words to encourage people The children can think of ways to solve problems and stay friends They are starting to understand the impact of unkind words</p>	The children are learning what being responsible means	The children know what a stranger is and how to stay safe if a stranger approaches them	The children know how to write their name on their work.	<p>The children can understand the link between what they learn now and the job they might like to do when they are older</p> <p>They begin to know when they need a break from their device.</p> <p>The children can tell you about the book they are looking at using the pictures and words. With an adult, they can find information in a book.</p>

Learning Strand Year 1	Cyber bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	The children know how to behave online in ways that do not upset others. The children know what bullying behaviour is and how it could look online.	The children know there maybe people online who could make them feel sad, embarrassed or upset. They know that If something happens that makes them feel sad, worried, uncomfortable or frightened they must speak to an adult they can trust.			The children know rules to keep them safe when they are using technology both in and beyond the home.
Spring		The children can recognise that information can stay online and could be copied. They can describe what information they should not put online without asking a trusted adult first.	The children know some information is personal to them (e.g. where they live, their family's names, where they go to school). They can explain why they should always ask a trusted adult before they share any information about themselves online. The children know many devices in their home could be connected to the internet and can list some of those devices.		
Summer	The children can use the internet with adult support to communicate with people they know. The can explain why it is important to be considerate and kind to people online. The children explain why it is important to ask permission to do something online and can give examples of when this is necessary. The children know that things they see online and find funny or sad may not always be seen in the same way by others.			The children can explain why work they create using technology belongs to them. The children can save their work under a suitable title or name so that others know it belongs to them (e.g. filename, name on content). The children understand that work created by others does not belong to them even if they save a copy.	The children know how to find information (e.g. search engine, voice activated searching). They know how to get help from a trusted adult if they see content that makes them feel sad, uncomfortable, worried or frightened. The children understand that they can encounter a range of things online including things they like and don't like as well as things which are real or make believe / a joke.

Learning Strand Year 2	Cyber bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	<p>The children know what bullying is, how people may bully others and how bullying can make someone feel. They can explain why anyone who experiences bullying is not to blame. The children know anyone experiencing bullying can get help.</p> <p><b>JIGSAW Celebrating Difference Piece 3 understand that bullying is sometimes about difference – unkind messages on a device.</b></p>	<p>The children know and can explain how other people may look and act differently online and offline.</p> <p>They can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. The children know how they might get help if they are upset online.</p>			<p>The children know and can explain simple guidance for using technology in different environments and settings. They can say how these rule/guides can help anyone accessing online technologies.</p>
Spring		<p>The children know how information put online about someone can last for a long time. They can describe how anyone's online information could be seen by others.</p> <p>The children know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>The children know and can explain some rules for keeping their information private. They can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>The children know how passwords can be used to protect information, accounts and devices.</p> <p>The children can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>		
Summer	<p>The children know how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>They understand who they should ask before sharing things about myself or others online.</p> <p>They know different ways to ask for, give, or deny their permission online and can identify who can help them if they are not sure.</p> <p>They know why they have a right to say 'no' or 'I will have to ask someone' if they feel under pressure to agree to something they are unsure about or don't want to do.</p>			<p>The children know that content on the internet may belong to other people. They can describe why other people's work belongs to them.</p>	<p>The children know how to use key words in search engines. They can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>The children know how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>The children know the difference between things that are imaginary, made up or make believe and things that are true or real. They can explain why some information I find online may not be real or true.</p> <p><b>JIGSAW – Relationships Piece 4 understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret – inappropriate viewing and messaging</b></p>

Learning Strand Year 3	Cyber bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	The children can describe appropriate ways to behave towards other people online and why this is important. They can give examples of how bullying behaviour could appear online and how someone can get support.	The children can explain what is meant by the term identity. They can explain how they can represent themselves in different ways online. The children can explain ways in which and why they might change their identity depending on what they are doing online.			The children can explain why spending too much time using technology can sometimes have a negative impact on anyone; they can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. The children can explain why some online activities have age restrictions and why it is important to follow them and know who they can talk to if others pressure them to watch something online that makes them feel uncomfortable.
Spring		The children can explain how to search for information about others online. They can explain who someone can ask if they are unsure about putting something online. The children can give examples of what anyone may or may not be willing to share about themselves online. They can explain the need to be careful before sharing anything personal.	The children can give reasons why they should only share information with people they choose to and can trust. The children can explain that if they are not sure or feel pressured, they should ask a trusted adult. They can describe simple strategies for creating and keeping passwords private and can describe how connected devices can collect and share anyone's information with others.		
Summer	They children can describe ways people who have similar likes and interests can get together online. They can explain what it means to 'know someone' online and why this might be different from knowing someone offline. The children can explain what is meant by 'trusting 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 can explain why someone may change their mind about trusting someone if they feel nervous, uncomfortable or worried.			The children can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	The children can explain what autocomplete is and how to choose the best suggestion. They can explain how the internet can be used to sell and buy things. The children 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, new stories etc  JIGSAW – Relationships Piece 3 know and use some strategies for keeping myself safe online – appropriate games

Learning Strand Year 4	Online Relationships and bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	<p>The children can describe ways people may be bullied through online media (e.g., image, video, text and chat).</p> <p>They can explain why they need to think carefully about how content they post might affect others, their feelings and how it might affect how others feel about them (their reputation).</p> <p>The children can recognise when someone is upset, hurt or angry online.</p> <p><b>JIGSAW – Celebrating difference – Piece 3 – The children know that sometimes bullying is hard to spot and to know what to do if they think bullying is going on but they are not sure – unkind messages in an online game</b></p>	<p>The children can explain how their online identity can be different to their offline identity.</p> <p>They can explain the reasons for and against changing your identity online and explain how someone might do so.</p> <p>The children can describe the right decisions about how they interact with others online and how this will impact on how others perceive them.</p>			<p>The children can identify time or situations when they might need to limit the amount of time they use technology.</p> <p>They can suggest strategies to help them limit this time.</p> <p>The children can explain how using technology can be a distraction from other things in both a positive and negative way.</p>
Spring	<p><b>JIGSAW- Healthy Me Piece 2</b></p> <p>The children understand there are people who take on the roles of leaders or followers in a group, and to know the role they take on in different situations – Sending unkind messages.</p> <p><b>Healthy Me Piece 5</b></p> <p>They recognise when people are putting them under pressure and can explain ways to resist this when they want – peer pressure through devices.</p> <p><b>Healthy Me Piece 6</b></p> <p>The children know themselves well enough to have a clear picture of what they believe is right and wrong – online bullying through apps</p>	<p>They children can create and use strong passwords.</p> <p>They can explain how connected devices can collect and share their information with others.</p> <p>The children can explain how internet use can be monitored.</p>	<p>The children can describe how to find out information about others by searching online.</p> <p>They can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>		
Summer	<p>The children can explain why they should be careful who they trust online and what information they trust them with.</p> <p>They can explain why they can take back their trust in someone or something if they feel nervous, uncomfortable or worried.</p> <p>The children can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.</p> <p>They can explain what is meant by ‘trusting someone’ online and can explain why this is different from ‘liking someone online’.</p>			<p>The children can save their work so others know it belongs to them.</p>	<p>The children can explain how the internet can be used to sell and buy things.</p> <p>They 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.</p> <p>The children can explain the difference between a ‘belief’ an ‘opinion’ and a ‘fact’.</p> <p>They can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’.</p> <p>The children understand what criteria must be met before something is a fact.</p> <p>They can explain that some people they ‘meet online’ (e.g. through social media) maybe computer programmes pretending to be real people.</p> <p>The children can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</p>

Learning Strand Year 5	Cyber bullying		Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	<p>The children can describe how to get help for someone who is being bullied online and assess when they need to do or say something or tell someone.</p> <p>They can describe the helpline services who can support them and what they would say and do if they needed their help (e.g. Childline).</p> <p>The children can explain how to block abusive learners.</p>		<p>The children can explain how identity online can be copied, modified or altered.</p> <p>They can demonstrate responsible choices about their online identity depending on context.</p>			<p>The children can describe ways technology can affect health and well-being both positively and negatively.</p> <p>They can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>The children 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> <p>They can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing</p> <p>JIGSAW – Relationships Piece 5</p> <p>The children recognise when they are spending too much time using devices (screen time)</p> <p>They can identify things they can do to reduce screen time, so their health isn't affected</p>
Spring		<p>The children use different passwords for a range of online services.</p> <p>They can describe simple strategies for creating and keeping passwords private.</p> <p>The children can explain that others online can pretend to be them or other people including their friends.</p> <p>They can suggest reasons why they might do this.</p> <p>The children can describe strategies for keeping their personal information private depending on context.</p>		<p>The children can search for information about an individual online and summarise the information found.</p> <p>They 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	<p>The children can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>They can give examples of how to be respectful to others online.</p> <p>The children can explain that there are some people they communicate with online who may want to do them or their friends harm (includes sending nudes and semi-nudes referenced as pics).</p> <p>They can recognise that this is not their own fault.</p> <p>The children can make positive contributions and be part of online communalities.</p> <p>They can describe some of the communities in which they are involved and describe how they collaborate with other positively</p> <p>JIGSAW – Relationships Piece 4 The children know there are rights and responsibilities when playing a game online.</p> <p>They recognise when an online game is becoming unhelpful or unsafe</p>		<p>JIGSAW – Relationships Piece 3</p> <p>They children understand there are rights and responsibilities in an online community or social network.</p> <p>They recognise when an online community is helpful or unhelpful to them.</p>	<p>JIGSAW – Relationships Piece 6 -</p> <p>The children can explain how to stay safe when using technology to communicate with their friends.</p> <p>They recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others</p>	<p>The children can describe why other people's work belongs to them.</p>	<p>The children can explain key concepts including: data, information, fact opinion belief, true, false, valid, reliable and evidence.</p> <p>They can understand the difference between online misinformation (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>The children can explain what is meant by 'being sceptical' and can give examples of when and why it is important to be sceptical.</p> <p>They can explain what is meant by 'hoax'.</p> <p>The children can explain why they need to think carefully before they forward anything online.</p> <p>They can explain why some information they find online may not be honest, accurate or legal.</p> <p>The children can explain why information that is on a large number of sites may still be inaccurate or untrue. They can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p>JIGSAW – Relationships Piece 2 -</p> <p>The children understand that belonging to an online community can have positive and negative consequences – AGE LIMITS</p>

Learning Strand Year 6	Cyber bullying	Self-image and identity: Leaving a digital footprint/online reputation	Privacy and security – identifying online risks	Copyright and ownership	Managing online information – evaluating what is seen online
Autumn	The children can explain how they would report online bullying on the apps and platforms that they use. They can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help them. They can identify a range of ways to report concerns both in school and at home about online bullying.	<p>The children can describe ways in which media can shape ideas about gender.</p> <p>They can identify messages about gender roles and make judgements based on them.</p> <p>The children can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>They can describe issues online that might make me feel sad, worried, uncomfortable or frightened.</p> <p>The children can give examples of how they might get help, both on and offline.</p> <p>They can explain why they should not be afraid to keep asking until they get the help they need.</p>			The children can describe common systems that regulate age related content (e.g. PEGI, BBFC, parental warning) and describe their purpose. They can assess and action different strategies to limit the impact of technology on their health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
Spring	<b>JIGSAW Healthy Me Piece 3</b> The children can understand that some people can be exploited and made to do things that are against the law - CCE	<p>The children can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>They know what to do if their password is lost or stolen.</p> <p>The children can explain what app permissions are and can give some examples from the technology or services they use.</p>	<p>The children can explain the ways in which anyone can develop a positive online reputation.</p> <p>They can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>		



		<p>They can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>The children can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing.</p> <p>They can describe ways in which some online content targets people to gain money or information illegally; they can describe strategies to help them identify such content (e.g. scams. Phishing).</p>			
Summer	<p>The children can show they understand their responsibilities for the well-being of others in their online social group.</p> <p>They can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>The children can demonstrate how they would support others (including those who are having difficulties) online (includes sending nudes and semi-nudes as pics).</p> <p>They can demonstrate ways of reporting problems online for both themselves and their friends.</p> <p>JIGSAW relationships Piece 5</p> <p>The children can judge whether something online is safe and helpful for them.</p> <p>They can resist pressure to do something online that might hurt themselves or others .</p>			<p>The children can recognise that the content on the internet may belong to other people.</p>	<p>The children can use search technologies effectively.</p> <p>They can explain how search engines work and how results are selected and ranked.</p> <p>The children can demonstrate the strategies they would apply to be discerning in evaluating digital content.</p> <p>They can describe how some online information can be opinion and can offer examples.</p> <p>The children can explain how and why some people may present 'opinions' as 'facts'.</p> <p>They can define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and 'ad targeting').</p> <p>The children can demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and they can explain why using these strategies are important.</p> <p>They can identify, flag and report inappropriate content.</p> <p>JIGSAW relationships Piece 5</p> <p>judge whether something online is safe and helpful for me</p> <p>resist pressure to do something online that might hurt them or others</p>
<p>JIGSAW – Relationships Piece 6</p> <p>use technology positively and safely to communicate with my friends and family</p> <p>take responsibility for my own safety and well-being</p>					

