

☰ Strand	☰ Lesson	Years 1–2 (Age 4–7)	Years 3–6 (Age 7–11)
Self-Image and Identity	1	"I can explain what is meant by the term 'identity'."	"I can explain ways in which someone might change their identity depending on what they are doing online... and why."
Self-Image and Identity	2	"I can recognise... that anyone can say 'no' / 'please stop'... to somebody who makes them feel sad, uncomfortable, embarrassed or upset."	"I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online..."
Self-Image and Identity	3	"I can identify issues online that might make someone feel sad, worried, uncomfortable or frightened."	"I can identify and critically evaluate online content relating to gender, race, religion... and explain why it is important to challenge [it]."
Self-Image and Identity	4	"If something happens that makes me feel sad... I can give examples of when and how to speak to an adult I can trust."	"I can explain... why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal."
Self-Image and Identity	5	"I know that work I create belongs to me."	"I can explain how identity online can be copied, modified or altered."
Self-Image and Identity	6	"I can give examples of what anyone may or may not be willing to share about themselves online."	"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."
Online Relationships	1	"I can recognise some ways in which the internet can be used to communicate."	"I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online'..."
Online Relationships	2	"I can give examples of how I (might) use technology to communicate with people I know."	"I can explain what it means to 'know someone' online and why this might be different from knowing someone offline."
Online Relationships	3	"I can describe ways people who have similar likes and interests can get together online."	"I can explain the importance of giving and gaining permission before sharing things online."
Online Relationships	4	"I can use the internet with adult support to communicate with people I know."	"I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky."

Online Relationships	5	"I can describe appropriate ways to behave towards other people online and why this is important."	"I can explain that 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 Relationships	6	"I can identify trusted adults to speak to if a relationship or message makes them feel sad or frightened."	"I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively..."
Online Reputation	1	"I can identify ways that I can put information on the internet."	"I can explain how information put online about someone can last for a long time."
Online Reputation	2	"I can identify some simple examples of my personal information."	"I can search for information about an individual online and summarise the information found."
Online Reputation	3	"I can describe positive ways to interact with others to build a good reputation."	"I can describe ways that information about anyone online can be used by others to make judgments about an individual..."
Online Reputation	4	"I can offer examples of how [sharing] can make others feel."	"I can explain the ways in which anyone can develop a positive online reputation."
Online Reputation	5	"I can describe what information I should not put online without asking a trusted adult first."	"I can recognise that information can stay online and could be copied."
Online Reputation	6	"I can explain and give examples of what is meant by 'private' and 'keeping things private'."	"I know who to talk to if something has been put online without consent or if it is incorrect."
Online Bullying	1	"I can describe ways that some people can be unkind online."	"I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying."
Online Bullying	2	"I can give examples of how online behaviour can make others feel sad or frightened."	"I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences."
Online Bullying	3	"I know / understand that we can encounter a range of things online... including things which are real or make believe / a joke."	"I can explain what bullying is... and how bullying can make someone feel."

Online Bullying	4	"I can describe appropriate ways to behave towards other people online..."	"I can identify a range of ways to report concerns... I can explain how to block abusive users."
Online Bullying	5	"I can identify trusted adults to talk to if they see unkind things."	"I can describe how to capture bullying content as evidence (e.g screen-grab, URL...)."
Online Bullying	6	"I can give examples of when and how to speak to an adult I can trust."	"I can demonstrate how to support others (including those who are having difficulties) online."
Managing Information	1	"I can talk about how to use the internet as a way of finding information online."	"I can explain how search engines work and how results are selected and ranked."
Managing Information	2	"I can explain what voice activated searching is... and know it is not a real person."	"I can explain the difference between a 'belief', an 'opinion' and a 'fact'... I can explain that not all opinions shared may be accepted as true."
Managing Information	3	"I can use simple keywords in search engines."	"I can explain what is meant by fake news e. g. why some people will create stories... to pretend something is true when it isn't."
Managing Information	4	"I can explain the difference between things that are imaginary... and things that are 'true' or 'real'."	"I can identify ways the internet can draw us to information for different agendas, e.g... targeted ads."
Managing Information	5	"I can identify devices I could use to access information on the internet."	"I can analyse information to make a judgement about probable accuracy..."
Managing Information	6	"I know how to get help from a trusted adult if we see content that makes us feel... worried."	"I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online."
Health, Well-being and Lifestyle	1	"I can identify rules that help keep us safe and healthy... when using technology."	"I can describe ways technology can affect health and well-being both positively... and negatively."
Health, Well-being and Lifestyle	2	"I can explain why spending too much time using technology can sometimes have a negative impact..."	"I understand the concept of persuasive design and how it can be used to influences peoples' choices."
Health, Well-being and Lifestyle	3	"I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged."	"I can assess and action different strategies to limit the impact of technology on health (e. g. night-shift mode, regular breaks...)."

Health, Well-being and Lifestyle	4	"I can explain how using technology can be a distraction from other things."	"I can explain how some people may have devices in their homes connected to the internet... (e.g. lights, fridges)."
Health, Well-being and Lifestyle	5	"I can recognise when someone is upset, hurt or angry online."	"I can explain why some online activities have age restrictions... and know who I can talk to if others pressure me."
Health, Well-being and Lifestyle	6	"I can explain rules to keep myself safe when using technology both in and beyond the home."	"I recognise the benefits and risks of accessing information about health... and how we should balance this with talking to trusted adults."
Privacy and Security	1	"I can identify some simple examples of my personal information (e.g. name, address, birthday...)."	"I can explain what a strong password is and demonstrate how to create one."
Privacy and Security	2	"I can describe simple strategies for creating and keeping passwords private."	"I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes...)."
Privacy and Security	3	"I can explain and give examples of what is meant by 'private' and 'keeping things private'."	"I can explain what app permissions are and can give some examples."
Privacy and Security	4	"I can explain why it is important to always ask a trusted adult before sharing any personal information online."	"I can describe ways in which some online content targets people to gain money... (e.g. scams, phishing)."
Privacy and Security	5	"I can describe who would be trustworthy to share this information with."	"I can describe simple ways to increase privacy on apps and services that provide privacy settings."
Privacy and Security	6	"I can explain that passwords are used to protect information, accounts and devices."	"I know that online services have terms and conditions that govern their use."
Copyright and Ownership	1	"I know that work I create belongs to me."	"I can describe why other people's work belongs to them."
Copyright and Ownership	2	"I can name my work so that others know it belongs to me."	"I can demonstrate how to make references to and acknowledge sources I have used from the internet."
Copyright and Ownership	3	"I can explain why copying someone else's work... without permission isn't fair."	"I can give examples of content that is permitted to be reused and know how this content can be found online."





























































