

	Self- Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership
Year 1	Ownership of creative work and use of Safe Logins (Autumn 1) Use of avatars on Purple Mash (Autumn 1)				Use of a 'search' facility to find resources and work on Purple Mash (Autumn 1)	Introduction to 'Online Rules' outside of school (Summer 2)	Focus on ownership and privacy including logging on and off and the reasons for this. (Autumn 1)	Focus on ownership and privacy. Children name their work and save it in their personal folder (Autumn 1)
Year 2	Focus on digital identity and digital footprint. (Autumn 2)	Use of '2Respond' Email Simulations to learn about email. (Autumn 2) Share information and work within the school community using various Purple Mash applications. (Autumn 2)	The use of email and other online communication; proper behaviours in online communication and who to turn to. (Autumn 2)		Introduction to the internet; how we search, internet research and searching for images (Spring 2) The distinction between fiction and non-fiction as well as what is true and untrue (Summer 2)		How can information about me be seen by others? (Autumn 2)	
Year 3		Understand that the internet can be used to help people with similar interests and likes communicate effectively (Autumn 2) Knowing someone online vs knowing someone offline (Autumn 2)	Understanding who pupils can ask if they are unsure about putting something online. (Autumn 2)	Children relate cyber-bullying to bullying in the real-world and have strategies for dealing with online bullying (Autumn 2)	How to think critically about the results found when searching the internet (Autumn 2) Spoof websites (Autumn 2)	The physical and emotional effects of playing/watching inappropriate games/content. (Autumn 2) Exploration of ratings and the meanings behind them. (Autumn 2)	Simple strategies for keeping passwords private (Autumn 2)	

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		The concept of 'trusting someone online' (Autumn 2) Email Safety (Spring 2)						
Year 4	Online scams; phishing and malware- assuming different identities can go both ways (Spring 1)	Online scams; phishing, malware, plagiarism and screen-time. (Spring 1)	Plagiarism (Spring 1) 2Email 2Respond simulation of inappropriate file sharing (Spring 1)	Focus on phishing scams (Spring 1)	Focus on reliable sources when conducting effective searching (Summer 2) Making a judgement about probable accuracy e.g. social media sites, image sites and video sites (Summer 2) Focus on malware (Spring 1) Fake news and fake websites (Spring 1)	Focus on 'screen time' issues; the negative impacts on too much screen time such as mood, sleep, body and relationships. (Spring 1)	The security symbols- such as a padlock- for protecting their identity online. (Spring 1)	Focus on consent and plagiarism; consent and permission quiz (Spring 1)
Year 5	Make sense of online communication; how images can be manipulated and changed online (Spring 2)	Technology-specific forms of communication; how emojis can be incorporated into text. (Spring 2)		Responsibilities and support when online; who to tell if pupils are upset by something that happens online (Spring 2)	Selecting keywords and search techniques to find relevant information (Spring 2) Citing sources (Spring 2)		Creating strong passwords (Spring 2)	Citing sources (Spring 2)

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				Learning how 'block' abusive users; use of the 'Report to Teacher' button in 2Email. (Spring 2) Cyberbullying (Spring 2)				
Year 6	Recap of online safety issues faced when creating a game online (Autumn 2)	Use of comments section in 2Blog as a means of providing feedback (Spring 1)	Digital Footprint; Understanding of what they share has an impact upon themselves and others in the future (Autumn 2) Consequences of promoting inappropriate content online (Autumn 2)	How to put a stop to such behaviour when they experience it or witness it as a bystander (Autumn 2)	Searching for relevant source and multimedia material for blogging (Spring 1)	Screen time; taking a more informed ownership of the way that they choose to use their free time. (Autumn 1)		