Online Safety Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Self-image and identity**		**Online Relationships** I can recognise some ways in which the internet can be used to communicate.	**Online Relationships** I can give examples of how I use technology to communicate with people I know.	**Health, Well-being and lifestyle** I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	
Key Stage 1 Cycle A	**Self-image and identity**	**Self-image and identity**	**Online Relationships** I can give examples of when I should ask permission to do something online and explain why this is important.	**Online Relationships** I can explain why it is important to be considerate and kind to people online and to respect their choices.	**Health, Well-being and lifestyle** I can explain rules to keep myself safe when using technology both in and beyond the home.	
Key Stage 1 Cycle B	**Self-image and identity**	**Self-image and identity**	**Online Relationships** I can explain who I should ask before sharing things about myself or others online.	**Online Relationships** 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.	**Health, Well-being and lifestyle** I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	**Health, Well-being and lifestyle** I can say how those rules / guides can help anyone accessing online technologies
Lower Key Stage 2 Cycle A	**Self-image and identity** I can explain how people can represent themselves in different ways online.	**Self-image and identity** I can explain ways in which someone might change their identity depending on what they are doing online	**Online Relationships** I can explain what it means to 'know someone' online and why this might be different from knowing someone online.	**Online Relationships** I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with.	**Health, Well-being and lifestyle** I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	**Health, Well-being and lifestyle** I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Lower Key Stage 2 Cycle B	**Self-image and identity** I can explain how my online identity can be different to my offline identity.	**Self-image and identity** I can describe positive ways for someone to interact with others online and how this will positively impact on how others perceive them.	**Online Relationships** I can give examples of how to be respectful to others online.	**Online Relationships** I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	**Well-being and lifestyle** I can explain how using technology can be a distraction from other things, in both a positive and negative way.	**Well-being and lifestyle** I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Upper Key Stage 2 Cycle A	**Self-image and identity** I can explain how identity online can be copied, modified, or altered.	**Self-image and identity** I can demonstrate how to make responsible choices about having an online identity, depending on context.	**Online Relationships** I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	**Online Relationships** I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	**Well-being and lifestyle** I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	**Well-being and lifestyle** I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
Upper Key Stage 2 Cycle B	**Self-image and identity** I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	**Self-image and identity** I can explain the importance of asking until I get the help needed.	**Online Relationships** I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	**Online Relationships** I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	**Well-being and lifestyle** I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	**Well-being and lifestyle** I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.