

**Ashwell Primary School**  
**Computing Curriculum**  
**Online Safety Progression – Knowledge & Skills Organiser**



**Introduction**

*This progression includes only the learning objectives relating to online safety within the Computing Scheme of Work. Within the scheme, there are additional opportunities to reference safe online practices within lessons that are not specifically noted as a learning objective of the lesson, these are not included here. Online safety is not only taught discretely through computing but additionally during PSHE lessons and whole school sessions and as part of other subjects where pupils might use technology, such as for email, blogging and online research.*

**Year 1 – Online Safety**

**Core Knowledge / skills to be acquired: Online Safety (Year 1)**

- To know that the internet is many devices connected to one another.
- To know that you should tell a trusted adult if you feel unsafe or worried online.
- To know that people you do not know on the internet (online) are strangers and are not always who they say they are.
- To know that to stay safe online it is important to keep personal information safe.
- To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.

**Key Vocabulary:**

app, appropriate, device, **digital footprint, feelings, going online,** in-person interactions, internet, kindness, offline activity, online activity, online experience, online interactions, online safety, **personal information, pop-up, posting online, report,** responsible digital citizen, **screen time, sharing online, stranger,** technology, trusted adult, unkind, website.

**Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

**Prior knowledge / skills this builds on: (EYFS Framework)**

**PSED**

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.

**EAD**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**UW**

- Explore how things work.

**What comes next: Online Safety (Year 2)**

- To understand the difference between online and offline.
- To understand what information I should not post online.
- To know what the techniques are for creating a strong password.
- To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'
- To understand that not everything I see or read online is true.

## Year 2 – Online Safety

### **Core Knowledge / skills to be acquired: Online Safety (Year 2)**

- To understand the difference between online and offline.
- To understand what information I should not post online.
- To know what the techniques are for creating a strong password.
- To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'
- To understand that not everything I see or read online is true.

### **Key Vocabulary:**

**accepting, consent, denying permission, fake, giving permission, offline, online, password, permission, personal information, pop-up, pressure, private information, real, reliable, sharing online, source, trusted adult**

### **Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

### **Prior knowledge / skills this builds on: Online Safety (Year 1)**

- To know that the internet is many devices connected to one another.
- To know that you should tell a trusted adult if you feel unsafe or worried online.
- To know that people you do not know on the internet (online) are strangers and are not always who they say they are.
- To know that to stay safe online it's important to keep personal information safe.
- To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.

### **What comes next: Online Safety (Year 3)**

- To know that not everything on the internet is true: people share facts, beliefs, and opinions online.
- To understand that the internet can affect your moods and feelings.
- To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.
- To know what social media is and that age restrictions apply.

## Year 3 – Online Safety

### **Core Knowledge / skills to be acquired: Online Safety (Year 3)**

- To know that not everything on the internet is true: people share facts, beliefs, and opinions online.
- To understand that the internet can affect your moods and feelings.
- To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.
- To know what social media is and that age restrictions apply.

### **Key Vocabulary:**

**accurate, age restrictions, autocomplete, belief, charity, content, digital device, fact, fake news, hoax, internet, internet of things, opinion, online emotions, organisation, permission, privacy settings, reliable, search, search engine, share, smart devices, social media platforms**

### **Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

### **Prior knowledge / skills this builds on: Online Safety (Year 2)**

- To understand the difference between online and offline.
- To understand what information I should not post online.
- To know what the techniques are for creating a strong password.
- To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'
- To understand that not everything I see or read online is true.

### **What comes next: Online Safety (Year 4)**

- To understand methods used to encourage people to buy things online.
- To understand that technology can be designed to act like or impersonate living things.
- To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- To understand what behaviours are appropriate to stay safe and be respectful online.

## Year 4 – Online Safety

### **Core Knowledge / skills to be acquired: Online Safety (Year 4)**

- To understand methods used to encourage people to buy things online.
- To understand that technology can be designed to act like or impersonate living things.
- To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- To understand what behaviours are appropriate to stay safe and be respectful online.

### **Key Vocabulary:**

**accuracy, ad, advantage, advertisement, belief, bot, computer, disadvantage, distraction, fact, hashtag, implications, in-app purchases, influencer, opinion, program, recommendation, reliable, risk, screen time, search results, snippets, sponsored, trustworthy**

### **Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

### **Prior knowledge / skills this builds on: Online Safety (Year 3)**

- To know that not everything on the internet is true: people share facts, beliefs, and opinions online.
- To understand that the internet can affect your moods and feelings.
- To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.
- To know what social media is and that age restrictions apply.

### **What comes next: Online Safety (Year 5)**

- To know different ways we can communicate online.
- To understand how online information can be used to form judgements.
- To understand some ways to deal with online bullying.
- To know that apps require permission to access private information and that you can alter the permissions.
- To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.

## Year 5 – Online Safety

### **Core Knowledge / skills to be acquired: Online Safety (Year 5)**

- To know different ways we can communicate online.
- To understand how online information can be used to form judgements.
- To understand some ways to deal with online bullying.
- To know that apps require permission to access private information and that you can alter the permissions.
- To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.

### **Key Vocabulary:**

**accurate, advice, app, application, app permissions, biography, bullying, communication, emojis, health, in-app purchases, information, judgement, meme, mental health, mindfulness, negative contribution, online, online communication, opinion, organisation, password, personal information, positive contribution, real world, strong password, summarise, support, trusted adult, well-being**

### **Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

### **Prior knowledge / skills this builds on: Online Safety (Year 4)**

- To understand methods used to encourage people to buy things online.
- To understand that technology can be designed to act like / impersonate things.
- To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- To understand what behaviours are appropriate to stay safe and be respectful online.

### **What comes next: Online Safety (Year 6)**

- To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.
- To know what steps are required to capture bullying content as evidence.
- To understand that it is important to manage personal passwords effectively.
- To understand what it means to have a positive online reputation.
- To know some common online scams.

## Year 6 – Online Safety

### Core Knowledge / skills to be acquired: Online Safety (Year 6)

- To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.
- To know what steps are required to capture bullying content as evidence.
- To understand that it is important to manage personal passwords effectively.
- To understand what it means to have a positive online reputation.
- To know some common online scams.

### Key Vocabulary:

**anonymity, antivirus, biometrics, block, consent, digital footprint, digital personality, financial information, hacking, inappropriate, malware, online bullying, online reputation, password, personal information, phishing, privacy settings, private, reliable source, report, respect, scammers, screengrab, screenshot, secure, selfie, software updates, two-factor authentication, URL, username**

### Curriculum Enrichment / Cultural Capital Opportunities

- Online Safety Day (annually)
- Through PSHCE lessons
- PCSO visit and talk

### Prior knowledge / skills this builds on: Online Safety (Year 5)

- To know different ways we can communicate online.
- To understand how online information can be used to form judgements.
- To understand some ways to deal with online bullying.
- To know that apps require permission to access private information and that you can alter the permissions.
- To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.

### What comes next: Online Safety

**Key Stage 3 Computer Science**