

Ashwell Primary School
PSHCE Curriculum
'The Online World' Knowledge Organiser



EYFS – Online World

Nursery	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
Reception	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others
Early Learning Goal	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Curriculum Enrichment / Cultural Capital Opportunities

Anti-bullying Week Neurodiversity Awareness Day

Year 1 – The Online World: How do we spend time online?

Core knowledge to be acquired:

- Recognising some occasions when they are online in their everyday life.
- Identifying activities that can be done online with others and those that are done in person.
- Recognising that polite behaviour in person is the same as polite behaviour online.
- Recognising that screen time can distract people from doing something important.
- Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups).
- Checking with a trusted adult before they use new apps or websites.

Core skills to be acquired:

- Recognising some occasions when they are online in their everyday life.
- Identifying activities that can be done online with others and those that are done in person.
- Recognising that polite behaviour in person is the same as polite behaviour online.
- Recognising that screen time can distract people from doing something important.
- Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups).
- Checking with a trusted adult before they use new apps or websites.

Key Vocabulary:

balance digital device healthy internet online rule safe screen time trusted adult

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Safer Internet Day and Children's Mental Health Week

Year 2 – The Online World – How do we spend time online?

Core knowledge to be acquired:

- Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.
- People choose what they share online and that not everything shared online is real or true.
- Some online is not intended or suitable for children.
- Information shared online might be seen by a lot of people.
- It is unsafe to share some information online.
- No-one should share photos or videos of someone else online without permission.
- Who trusted adults are and how to report concerns about online content or behaviour.

Core skills to be acquired:

- Recognising some occasions when they are online in their everyday life.
- Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups).
- Checking with a trusted adult before they use new apps or websites.
- Beginning to identify when someone has shared too much information about themselves online.
- Recognising when something online makes the feel scared, worried, uncomfortable or unsafe.

Key Vocabulary:

digital device (Y1)

internet (Y1)

online (Y1)

private information

rule (Y1)

safe (Y1)

sharing online

trusted adult (Y1)

uncomfortable (Y1)

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Year 3 – The Online World – How should we communicate online?

Core knowledge to be acquired:

- Identifying what the internet can be used for.
- Identifying the benefits and challenges of online and in-person communication.
- Communicating respectfully and appropriately in an online environment.
- Recognising that disrespectful online communication can have a negative impact on others.
- Identifying some types of online bullying behaviour.
- Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
- Choosing whether to accept a friend request in an online game.
- Recognising that some online features are not suitable for all ages.
- Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Core skills to be acquired:

- Identifying what the internet can be used for.
- Identifying the benefits and challenges of online and in-person communication.
- Communicating respectfully and appropriately in an online environment.
- Recognising that disrespectful online communication can have a negative impact on others.
- Identifying some types of online bullying behaviour.
- Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
- Choosing whether to accept a friend request in an online game.
- Recognising that some online features are not suitable for all ages.
- Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Key Vocabulary:

age restriction	anonymous	block	communicate	report	respect	respectful
screenshot	trusted adult (Y1/2)	online (Y1/2)	internet (Y1/2)			

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Year 4 – Online World: How can we decide what to trust online?

Core knowledge to be acquired:

- Many everyday activities involve being online, even when it is not obvious.
- Some apps and websites have age restrictions to keep children safe.
- Some information online may be inaccurate or misleading.

Core skills to be acquired:

- Identifying what the internet can be used for.
- Recognising that excessive screen time can affect people’s mood or stop them from doing other things they enjoy.
- Recognising that some online features are not suitable for all ages.
- Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
- Questioning whether online information, including from search engines, is accurate.
- Comparing several sources of information before choosing one.

Key Vocabulary:

age-restriction

online content

reliable

search engine

search result

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Year 5 – The Online World: How am I influenced by what I see online?

Core knowledge to be acquired:

- Recognising that online experiences can have both positive and negative effects.
- Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
- Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.
- Recognising that some apps and websites have age restrictions because of their content or features.
- Evaluating information they see online, including the difference between fact and opinion.
- Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Core skills to be acquired:

- Recognising that online experiences can have both positive and negative effects.
- Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
- Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.
- Recognising that some apps and websites have age restrictions because of their content or features.
- Evaluating information they see online, including the difference between fact and opinion.
- Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Key Vocabulary:

advert fact influence mislead opinion scam
sponsored targeted advert

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Year 6 – The Online World: How do I feel about the things I see online?

Core knowledge to be acquired:

- Recognising that online experiences can have both positive and negative effects.
- Recognising the effect of online interactions on personal wellbeing.
- Recognising that changes in mood or self-esteem may be linked to time spent online.
- Recognising that online content (including influencers, advertising and scams) can affect people’s thoughts, choices and behaviour.
- Recognising a wide range of bullying and harassment behaviours online and their impact.
- Recognising that some apps and websites have age restrictions because of their content or features.
- Evaluating information they see online, including the difference between fact and opinion.
- Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Core skills to be acquired:

- Specific online activities are designed for different purposes (e.g. communication, entertainment or learning).
- Online content is often edited and carefully chosen.
- There are steps they can take if they recognise they are being negatively influenced online (e.g. unfollowing, blocking, fact-checking or reporting).
- How to report concerns on different online platforms.
- Reporting online concerns to a trusted adult is always important.
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Key Vocabulary:

autoplay	block (Y3)	engage	gambling	harmful	infinite scroll
luck	online bullying	realistic	report (Y3)	risk (Y3/4)	unrealistic upstander

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