St Nicholas Online Safety Long Term Plan

Our online safety LTP is organised into 8 strands from the UKCIS framework "Education for a Connected World" (EFACW). These outcomes or competencies are mapped to age and progress.

Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership

	EYFS	KS1		LKS2		UKS2	
		Route A	Route B	Route A	Route B	Route A	Route B
Autumn 1	Autumn 1: I can recognise, online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Autumn 1: I can explain how other people may look and act differently online and offline.	Autumn 1: I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	Autumn 1: I can explain how people can represent themselves in different ways online.	Autumn 1: I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	Autumn 1: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	Autumn 1: I can demonstrate how to make responsible choices about having an online identity, depending on context.
Autumn 2	Autumn 2: I can recognise some ways in which the internet can be used to communicate.	Autumn 2: I can give examples of when I should ask permission to do something online and explain why this is important.	Autumn 2: I can explain why it is important to be considerate and kind to people online and to respect their choices.	Autumn 2: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	Autumn 2: I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Autumn 2: 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.	Autumn 2: I can describe how things shared privately inline can have unintended consequences for others.
Spring 1	Spring 1: I can identify ways that I can put information on the internet.	Spring 1: I can describe how anyone's online information could be seen by others.	Spring 1: I know who to talk to if something has been put online without consent or if it is incorrect.	Spring 1: I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	Spring 1: I can search for information about an individual online and summarise the information found.	Spring 1: I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	Spring 1: I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect

Spring 2	Spring 2: I can describe ways that some people can be unkind online.	Spring 2: I can describe how to behave online in ways that do not upset others and can give examples.	Spring 2: I can talk about how anyone experiencing bullying can get help.	Spring 2: I can give examples of how bullying behaviour could appear online and how someone can get support.	Spring 2: I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them.	Spring 2: I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	Spring 2: I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.
Summer 1	Summer 1: I can talk about how to use the internet as a way of finding information online.	Summer 1: I can explain why some information I find online may not be real or true.	Summer 1: 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.	Summer 1: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	Summer 1: 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	Summer 1: I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	Summer 1: I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
Summer 2	Summer 2: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	Summer 2: I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	Summer 2: I can recognise that content on the internet may belong to other people.	Summer 2: I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	Summer 2: When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	Summer 2: I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	Summer 2: I can demonstrate how to make references to and acknowledge sources I have used from the internet.