

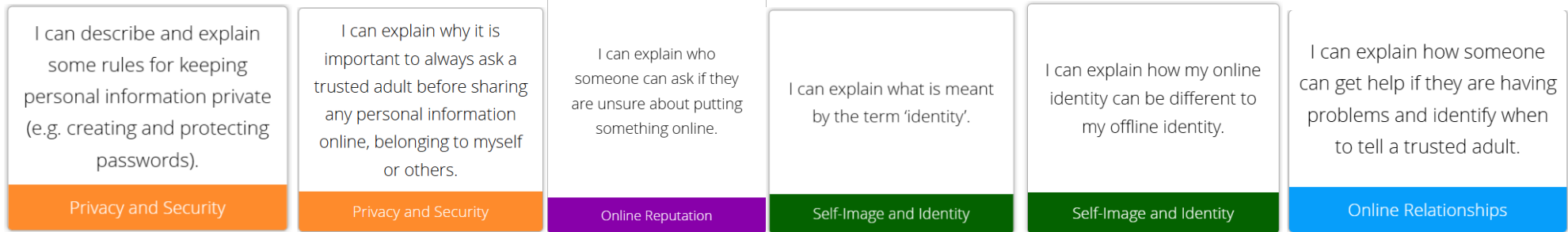
### Year 1

<p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>Online Relationships</p>	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Self-Image and Identity</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>Self-Image and Identity</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Online Relationships</p>	<p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p> <p>Online Relationships</p>
<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Privacy and Security</p>	<p>AND</p>	<p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>Privacy and Security</p>		

### Year 2

<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Self-Image and Identity</p>	<p>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.</p> <p>Self-Image and Identity</p>	<p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Privacy and Security</p>	<p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>Online Relationships</p>	<p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Online Relationships</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Online Bullying</p>
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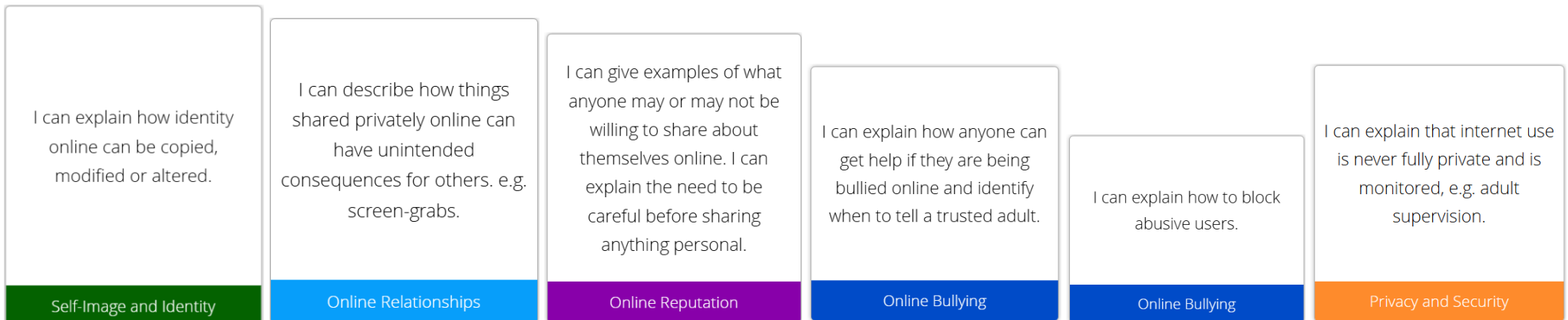
## Year 3



*(Year 2 unit)*

*(Year 2 unit)*

## Year 4



## Year 5

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.	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	I can explain the importance of asking until I get the help needed.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	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 (their reputation).
Self-Image and Identity	Self-Image and Identity	Self-Image and Identity	Online Relationships	Online Relationships	Online Bullying

## Year 6

I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can explain how someone would report online bullying in different contexts.	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).
Online Bullying	Online Bullying	Online Bullying	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information