Sir John Offley C.E. (CV) Primary School
'With God, all things are possible'

# Online Safety Curriculum Overview 2025-2026

## Project Evolve Online Safety Strands

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

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**EYFS**

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can talk about how to use the internet as a way of finding information online. **Managing Online Information** | I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). **Privacy and Security** | I can identify rules that help keep us safe and healthy in and beyond the home when using technology **Health, Well-being and Lifestyle** | I know that work I create belongs to me. **Copyright and Ownership** | I can recognise some ways in which the internet can be used to communicate. **Online Relationships** | I can describe ways that some people can be unkind online. **Online Bullying** |

**Year 1**

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. **Managing Online Information** | I can explain how passwords are used to protect information, accounts and devices. **Privacy and Security** | I can explain rules to keep myself safe when using technology both in and beyond the home. **Health, Well-being and Lifestyle** | I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. **Self-Image and Identity** | I can recognise that information can stay online and could be copied. **Online Reputation** | I can give examples of when I should ask permission to do something online and explain why this is important. **Online Relationships** |

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### Year 2/3

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can demonstrate how to use key phrases in search engines to gather accurate information online. **Managing Online Information** | I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. **Privacy and Security** | 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). **Health, Well-being and Lifestyle** | I can explain what is meant by the term 'identity' **Self-Image and Identity** | I can explain how to search for information about others online **Online Reputation** | I can describe ways people who have similar likes and interests can get together online. **Online Relationships** |

### Year 3/4

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can demonstrate how to use key phrases in search engines to gather accurate information online. **Managing Online Information** | I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. **Privacy and Security** | 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). **Health, Well-being and Lifestyle** | I can explain what is meant by the term 'identity' **Self-Image and Identity** | I can explain how to search for information about others online **Online Reputation** | I can describe ways people who have similar likes and interests can get together online. **Online Relationships** |

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**Year 5**

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can explain what is meant by 'being sceptical', I can give examples of when and why it is important to be 'sceptical'. **Managing Online Information** | I can explain what a strong password is and demonstrate how to create one **Privacy and Security** | I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. **Health, Well-being and Lifestyle** | I can explain how identity online can be copied, modified or altered **Self Image and Identity** | 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 **Online Reputation** | I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences **Online Bullying** |

**Year 6**

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| I can describe how some online information can be opinion and can offer examples. **Managing Online Information** | I can explain what to do if a password is shared, lost or stolen. **Privacy and Security** | I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. **Health, Well-being and Lifestyle** | I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **Online Reputation** | 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. **Self-Image and Identity** | I can explain how someone would report online bullying in different contexts. **Online Bullying** |