

Great Binfields E-Safety Curriculum – Long Term Plan **Autumn, Spring, Summer.**

| Year 1 | Self-Image and Identity                                                                                                                                                      | Online Relationships                                                                                            | Online Reputation                                                                             | Online Bullying                                                                             | Managing Online Information                                                                                                                                           | Health, Well-being and Lifestyle                                                           | Privacy and Security                                                                                                                           | Copyright and Ownership                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|        | I can recognise that there may be people online who could make someone feel sad, embarrassed or upset                                                                        | I can give examples of when I should ask permission to do something online and explain why this is important.   | I can recognise that information can stay online and could be copied.                         | I can describe how to behave online in ways that do not upset others and can give examples. | I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.                                     | I can explain rules to keep myself safe when using technology both in and beyond the home. | I can explain how passwords are used to protect information, accounts and devices.                                                             | I can explain why work I create using technology belongs to me                                                           |
|        | 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 | I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). | I can describe what information I should not put online without asking a trusted adult first. |                                                                                             | I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. |                                                                                            | I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). | I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').                                                  |
|        |                                                                                                                                                                              | I can explain why it is important to be considerate and kind to people online and to respect their choices.     |                                                                                               |                                                                                             | I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.                                           |                                                                                            | I can explain why it is important to always ask a trusted adult before sharing any personal information online,                                | I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). |

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|  |  |                                                                                                                 |  |  |  |  | belonging to myself or others. |                                                                                      |
|  |  | I can explain why things one person finds funny or sad online may not always be seen in the same way by others. |  |  |  |  |                                | I understand that work created by others does not belong to me even if I save a copy |