

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

Year 2	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying Jigsaw elements	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	I can explain how other people may look and act differently online and offline.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	I can explain how information put online about someone can last for a long time.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can use simple keywords in search engines	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.	I can explain how passwords can be used to protect information, accounts and devices.	I can recognise that content on the internet may belong to other people.
	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	I can explain who I should ask before sharing things about myself or others online.	I can describe how anyone's online information could be seen by others.	I can explain why anyone who experiences bullying is not to blame	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).  Back Prev Next Export	I can say how those rules / guides can help anyone accessing online technologies	I can explain and give examples of what is meant by 'private' and 'keeping things private'.	I can describe why other people's work belongs to them

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		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.	I know who to talk to if something has been put online without consent or if it is incorrect.	I can talk about how anyone experiencing bullying can get help.	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).		I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	
		I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.			I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'		I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	
		I can identify who can help me if something happens online without my consent.			I can explain why some information I find online may not be real or true.			

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		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.						
		I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online						