

Farsley Westroyd: Online Safety Progression Map



		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1	NSPCC PANTS (4-5)	NSPCC PANTS (4-5)	NSPCC PANTS Lesson 1 (5-7)	NSPCC PANTS: Lesson 2 (5-7)	Lesson 1 (125-128) Be Internet Sharp & Be Internet Alert	Lesson 3 (135-139) Be Internet Sharp & Be Internet Alert	Lesson 7 (149-151) Be Internet Sharp – Think Before you Share	Lesson 8 (153-154) Be Internet Alert – Check It's for Real
	<p>Children will experience opportunities to:</p> <p>Say yes or no</p> <p>Show acceptance or refusal in various situations.</p> <p>Ask questions; ask and check for permission.</p> <p>Talk or interact with a key person about their own lives.</p> <p>Put on some of their own clothes.</p> <p>Demonstrate aspects of self-care such as handwashing.</p>	<p>Recognise and repeat the Talk PANTS rules.</p> <p>Talk about some everyday rules that help to keep children safe.</p> <p>Demonstrate some strategies for seeking support.</p> <p>Apply the Talk PANTS rules to real-life scenarios.</p>	<p>Recognise adults care for children and help them to stay healthy and safe.</p> <p>Identify safe adults and how to ask for help if something is upsetting or worrying.</p> <p>Recognise that some parts of the body are private; and be able to name private parts.</p> <p>Rehearse and recall the PANTS rule.</p>	<p>Identify that there are different types of touch; and how touch can make people feel.</p> <p>Recognise that someone's body belongs to them, and that they can say 'no' to being touched.</p> <p>Describe the differences between happy surprises and secrets, and how to talk to someone when secrets are upsetting.</p> <p>Explain the PANTS rules and how they can keep someone safe.</p>	<p>How they can protect their online reputation</p> <p>How to work out whether information online is true and reliable</p>	<p>How online content can be interpreted in different ways through the eyes of different people.</p> <p>That it's hard to fully understand the meaning behind online content.</p> <p>Everything online comes from a range of sources; children will learn how to choose the best source of information online.</p>	<p>What having a positive digital footprint means.</p> <p>Ways in which they can start to build a positive digital footprint</p>	<p>How to be a critical consumer while online.</p> <p>About different online scams, including what 'phishing' means.</p>
Lesson 2	<p>Demonstrate some aspects of cooperative play.</p>		Jessie and Friends: Episode 2 – Sharing Pictures	Jessie and Friends Episode 3 – Playing Games	Lesson 2 (129-134) Be Internet Secure & Be Internet Kind	Lesson 4 (140-142) Be Internet Secure & Be Internet Kind	Lesson 9 (155-158) Be Internet Secure – Protect your Stuff	Lesson 10 (159-162) Be Internet Kind – Respect Each Other
			<p>To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p>	<p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>	<p>How to make strong passwords to secure their information online.</p> <p>Ways in which they can be kind to others online.</p>	<p>To create stronger passwords and know not to share them with friends</p> <p>To identify who they can go to if they need help with something online.</p> <p>To make good decisions when choosing how and what to communicate – and whether to communicate at all.</p>	<p>Ways to develop safer habits online, including the importance of protecting personal information.</p> <p>How to respect online privacy boundaries for themselves and others.</p> <p>Ways to seek and ask for help if they or others feel unsafe online.</p>	<p>How to develop respectful, empathetic and healthy online relationships.</p> <p>Ways to manage and respond in a healthy and safe way to hurtful online behaviour.</p>

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						To identify situations when it's better to wait to communicate face-to-face with a peer than to text them right away.		
Lesson 3	<p>Jessie and Friends: Episode 1 – Watching videos</p> <p>To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.</p>	<p>Pol-Ed – Keeping Safe – How can I keep safe online?</p> <p>Learn what is meant by the word online.</p> <p>Consider why it is important to keep safe online.</p> <p>Identify examples of safe online activity.</p> <p>Consider the importance of understanding risk.</p>	<p>KAPOW: Safety and the Changing Body: Communicating Online</p> <p>Understand how to stay safe when using the internet</p> <p>Understand the importance of being kind online.</p> <p>Know what to do if something I have seen or heard online makes me feel upset or uncomfortable.</p>	<p>Lesson 5 (143-145) Be Internet Brave - When in Doubt, Discuss</p> <p>How to identify situations of harassment or bullying online.</p> <p>How to evaluate what it means to be a bystander or helper.</p> <p>Specific ways to respond to bullying when you see it.</p> <p>How to behave if you experience harassment.</p>	<p>Lesson 6 (146-148) Be Internet Brave – When in Doubt, Discuss</p> <p>How to recognise that seeking help for oneself or others is a sign of strength.</p> <p>How to 'think out loud' about situations where talking it out can really help.</p> <p>About apps' and services' community standers, or terms of service – as well as online tools for reporting abuse.</p>	<p>Lesson 11 (163-165) Be Internet Brave – When in Doubt, Discuss</p> <p>Specific ways to respond to bullying when you see it.</p> <p>How to behave if you experience harassment.</p> <p>Different ways to step in and be a helper in a specific situation.</p> <p>How to recognise upsetting content and strategies for refusing it.</p> <p>Strategies for upsetting content, including reporting to an adult.</p>	<p>Lesson 12 (166-168) Be Internet Brave – When in Doubt, Discuss</p> <p>How mean behaviour online can lead to conflicts at school.</p> <p>How to identify ways to avoid escalating conflicts online.</p> <p>That seeking help for oneself or others is a sign of strength.</p> <p>To think out loud together about situations where talking it out can really help.</p> <p>To know about apps' and services' community standards, or terms or service.</p> <p>Be aware of online tools for reporting abuse.</p>	

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								<p>To consider when to use them.</p> <p>To talk about why and when to report the abuse.</p>
								<p><u>Alright Charlie</u> https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/</p>