



Shakespeare Primary School

Progression of Online Safety Outcomes



The following online safety outcomes will be taught during our weekly SCARF PSHE lessons.

Follow this link to the SCARF website for more information: <https://www.coramlifeeducation.org.uk/>

Reception

- Share ideas about activities that are safe to do on electronic devices;
- What to do and who to talk to if they feel unsafe online.

Year 1

- Start thinking about how to stay safe online, including safety around sharing images;
- Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.

Year 2

- Know the importance of keeping personal information private, when online and only talking to people they know in real life;
- Know that they can tell an adult they trust if anything happens that makes them worried.

Year 3

- Explore why rules are different for different age groups, in particular for internet-based activities.
- Consider the possible consequences of breaking the rules.
- Recognise the factors that make people similar to and different from each other.
- Explore why people have prejudiced views and understand what this is.
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this.
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- Explain why some groups of people are not represented as much on television/in the media.

Year 4

- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.



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- Understand and identify stereotypes, including those promoted in the media.
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology. In the news!
- Define the word influence;
- Recognise that reports in the media can influence the way they think about a topic.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Year 5

- Understand that the information we see online either text or images, is not always true or accurate.
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.
- Demonstrate strategies to deal with both face-to-face and online bullying.
- Demonstrate strategies and skills for supporting others who are bullied.
- Recognise and describe the difference between online and face-to-face bullying.
- Reflect on what information they share offline and online.
- Recognise that people aren't always who they say they are online.
- Know how to protect personal information online.
- Identify, write and discuss issues currently in the media concerning health and wellbeing.
- Express their opinions on an issue concerning health and wellbeing.
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion.



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- Understand what biased reporting is and the need to think critically about things we read.
- Describe 'star' qualities of celebrities as portrayed by the media.
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

Year 6

- Define what is meant by the term stereotype.
- Recognise how the media can sometimes reinforce gender stereotypes.
- Recognise that people fall into a wide range of what is seen as normal.
- Challenge stereotypical gender portrayals of people.
- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online.
- Describe safe and respectful behaviours when using communication technology.
- Know that it is illegal to create and share sexual images of children under 18 years old.
- Explore the risks of sharing photos and films of themselves with other people directly or online.
- Know how to keep their information private online.
- Know the legal age (and reason behind these) for having a social media account.
- Understand why people don't tell the truth and often post only the good bits about themselves, online.
- Recognise that people's lives are much more balanced in real life, with positives and negatives.
- Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
- Understand that fame can be short-lived.
- Recognise that photos can be changed to match society's view of perfect.
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype.
- Recognise how the media can sometimes reinforce gender stereotypes.



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- Recognise that people fall into a wide range of what is seen as normal.
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared.
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.