

# Wentworth Primary School

## Internet Safety Curriculum



January 2025

Planning for Wentworth's internet safety curriculum has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



accessible to view here

There are eight key aspects of online education that the framework acknowledges to support children and young people to live knowledgeably, responsibly and safely in a digital world.

### Self-image and identity

This strand examines differences between online and offline identities, focusing on self-awareness, the shaping of online identities, and media's role in stereotypes. It identifies reporting and support routes and explores how online technologies affect self-image and behavior.



### Online relationships

This strand examines how technology influences communication styles and highlights strategies for fostering positive relationships in online communities. It encourages discussions on relationships, consent, harmful behaviors, and how positive online interactions can empower individuals and amplify their voices.



### Online reputation

This section examines reputation and how online information influences judgments. It provides strategies for managing personal digital content and leveraging technology to build positive profiles.



### Online bullying

This strand explores online bullying and aggression, highlighting technology's role. It offers reporting and intervention strategies while addressing the link between aggressive behavior and legislation.



### Managing online information

This strand focuses on finding and interpreting online information, offering strategies for effective searching, critical data evaluation, and managing online risks. It addresses both physical and online safety and covers ethical publishing practices.



### Health, well-being & lifestyle

This strand explores technology's impact on health, well-being, and lifestyle, focusing on mood, sleep, body health, and relationships. It also discusses negative behaviours amplified by online technologies and strategies for managing these issues.



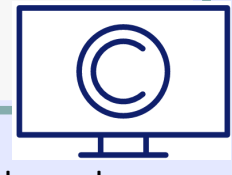
### Privacy and security

This strand examines the use, storage, processing, and sharing of personal online information, providing behavioural and technical strategies to safeguard privacy and protect data and systems from compromise.



### Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.



Internet safety is also taught in half-termly assemblies (split by key stage) with a focus chosen based on current challenges in the school. Every year group further covers internet safety objectives in their PSHE lessons. For internet safety day, each year group completes focused learning based on the theme of the day each year. 2Johms also provide further education.

# Key stage one

Self-image and identity

Online relationships

Online reputation

Online bullying

Managing online information

Health, well-being & lifestyle

Privacy and security

copyright and ownership

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology	I can give some simple examples of these rules	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can describe ways that some people can be unkind online.	I can offer examples of how this can make others feel
Year one	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	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 give examples of when I should ask permission to do something online and explain why this is important.	I can explain why it is important to be considerate and kind to people online and to respect their choices.	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 know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
Year two	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 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 know who to talk to if something has been put online without consent or if it is incorrect.	I can explain how passwords can be used to protect information, accounts and devices.	I can explain and give examples of what is meant by 'private' and 'keeping things private'.



# Lower key stage two

Self-image and identity

Online relationships

Online reputation

Online bullying

Managing online information

Health, well-being & lifestyle

Privacy and security

copyright and ownership

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year three	I can describe appropriate ways to behave towards other people online and why this is important.	I can give examples of how bullying behaviour could appear online and how someone can get support.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	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).	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
Year four	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.



# Upper key stage two

Self-image and identity

Online relationships

Online reputation

Online bullying

Managing online information

Health, well-being & lifestyle

Privacy and security

copyright and ownership

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year five	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
Year six	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can explain how someone would report online bullying in different contexts.	I can explain what to do if a password is shared, lost or stolen.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	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. I can explain the importance of asking until I get the help needed.



Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in FOUNDATION



## Autumn

## Spring

## Summer

Self-image and identity

Health, well-being & lifestyle

Health, well-being & lifestyle

Privacy and security

Online bullying

### Autumn 1

I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

### Autumn 2

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

### Spring 1

I can give some simple examples of these rules

### Spring 2

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

### Summer 1

I can describe ways that some people can be unkind online.

### Summer 2

I can offer examples of how this can make others feel.

Internet safety assembly

Internet safety assembly

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.

Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR ONE



## Autumn

## Spring

## Summer

### Self-image and identity

### Online relationships

### Managing online information

#### Autumn 1

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

#### Autumn 2

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.

#### Spring 1

I can give examples of when I should ask permission to do something online and explain why this is important.

#### Spring 2

I can explain why it is important to be considerate and kind to people online and to respect their choices.

#### Summer 1

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.

#### Summer 2

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Internet safety assembly

Internet safety assembly

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.

PSHE-  
Sharing pictures

Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR TWO



## Autumn

### Online relationships

#### Autumn 1

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.

#### Autumn 2

I can explain who I should ask before sharing things about myself or others online.

Internet safety assembly

## Spring

### Online reputation

#### Spring 1

I can describe how anyone's online information could be seen by others.

#### Spring 2

I know who to talk to if something has been put online without consent or if it is incorrect.

Internet safety assembly

## Summer

### Privacy and security

#### Summer 1

I can explain how passwords can be used to protect information, accounts and devices.

#### Summer 2

I can explain and give examples of what is meant by 'private' and 'keeping things private'.

Internet safety assembly



These statements are taught as weekly starters to the computing lessons.



Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR THREE



## Autumn

### Online bullying

#### Autumn 1

I can describe appropriate ways to behave towards other people online and why this is important.

#### Autumn 2

I can give examples of how bullying behaviour could appear online and how someone can get support.

Internet safety assembly

## Spring

### Health, well-being & lifestyle

#### Spring 1

I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged

#### Spring 2

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).

Internet safety assembly

## Summer

### Online relationships

#### Summer 1

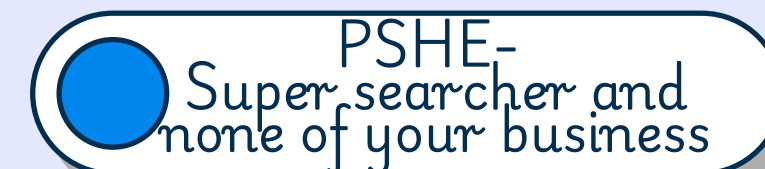
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

#### Summer 2

I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.



Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR FOUR



## Autumn

### Online relationships

#### Autumn 1

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

#### Autumn 2

I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

Internet safety assembly

## Spring

### Managing online information

#### Spring 1

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

#### Spring 2

I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Internet safety assembly

## Summer

### Self-image and identity

#### Summer 1

I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

#### Summer 2

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.



PSHE- Stereotypes

Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR FIVE



## Autumn

### Online relationships

#### Autumn 1

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.

#### Autumn 2

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

Internet safety assembly

PSHE-  
Is it true?

## Spring

### Online bullying

#### Spring 1

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

#### Spring 2

I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.

## Summer

### Health, well-being & lifestyle

#### Summer 1

I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

#### Summer 2

I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

Internet safety assembly

PSHE-  
Communication

Planning for internet safety has been based on the UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World"



# Internet safety in YEAR SIX



## Autumn

### Online bullying

#### Autumn 1

I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.

#### Autumn 2

I can explain how someone would report online bullying in different contexts.

Internet safety assembly

These statements are taught as weekly starters to the computing lessons.

## Spring

### Privacy and security

#### Spring 1

I can explain what to do if a password is shared, lost or stolen.

#### Spring 2

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

Internet safety assembly

PSHE-  
Facebook friends

## Summer

### Self-image and identity

#### Summer 1

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

#### Summer 2

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. I can explain the importance of asking until I get the help needed.

Internet safety assembly

PSHE-  
Think before you click