

Online Safety Curriculum Map 2025-26

<https://projectevolve.co.uk/toolkit/resources/years/>

Order of strands (Y1-6):

T1: Online Relationships

T2: Privacy and Security

T3: Online Bullying

T4: Health, Well-being and Lifestyle

T5: Managing Online Information

T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership - Complete knowledge map for these strands in live mode to see detailed breakdown on children's needs. Choose most appropriate lesson based on need.

The curriculum map shows the suggested lesson within each unit. You may choose to complete the knowledge map for each unit with your class to choose a different lesson.

| Year | Termly lesson |
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| R | T1: Jessie and Friends – Episode 1: Watching Videos |
| | T2: Read Chicken Clicking – Discuss talking to a grown up if you see something unexpected on any device. https://www.youtube.com/watch?v=r-7g1mlfjss |
| | T3: Digiduck stories: Big decision (sharing online) |
| | T4: Digi-Duck stories: Famous friend (what we know about people online) |
| | T5: Digi-Duck stories: Detective Digiduck (reliability of online info) |
| | T6: Digi-Duck stories: Magic Castle (peer pressure, password sharing and in app purchasing) and Digiduck saves the day (positive uses of internet) |
| 1 | T1: Online Relationships: I can explain why it is important to be considerate and kind to people online and to respect their choices |
| | T2: Privacy and Security: I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). |
| | T3: Online Bullying: I can describe how to behave online in ways that do not upset others and can give examples. |
| | T4: Health, Well-being and Lifestyle: I can explain rules to keep myself safe when using technology both in and beyond the home. |
| | T5: Managing Online Information: either: I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. or: I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. |
| | T6: Self Image and Identity: 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. |

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| 2 | T1: Online Relationships: Combine: 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. and: 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. |
| | T2: Privacy and Security: I can explain and give examples of what is meant by 'private' and 'keeping things private'. |
| | T3: Online Bullying: I can explain what bullying is, how people may bully others and how bullying can make someone feel. |
| | T4: Health, Well-being and Lifestyle: Combine: 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. And: I can say how those rules / guides can help anyone accessing online technologies (did in T6 last year) |
| | T5: Managing Online Information: 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). |
| | T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership (Complete knowledge map for these strands in live mode (6Qs) to see detailed breakdown on children's needs) Elm: Rowan: |
| 3 | T1: Online Relationships: Relationships: I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. |
| | T2: Privacy and Security: I can describe simple strategies for creating and keeping passwords private. (need paper towel rolls!) |
| | T3: Online Bullying: I can give examples of how bullying behaviour could appear online and how someone can get support. also watch: bbc.com/ownit - 7-tips-to-beat-cyberbullying https://www.bbc.co.uk/teach/articles/zmg3wsg |
| | T4: Health, Well-being and Lifestyle: 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 (did in T6 last year) |
| | T5: Managing Online Information: I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. and use resource: https://www.bbc.com/ownit/take-control/down-the-rabbit-hole |
| | T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership |

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| | <p>(Complete knowledge map for these strands in live mode (7Qs) to see detailed breakdown on children's needs. Choose most appropriate lesson based on need.)</p> <p>Cedar: Beech:</p> |
| 4 | <p>T1: Online Relationships: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Also use resource: https://www.bbc.com/ownit/the-basics/supporting-your-friends-online</p> |
| | <p>T2: Privacy and Security: I can describe strategies for keeping personal information private, depending on context.</p> |
| | <p>T3: Online Bullying: I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Also use resource: https://www.bbc.com/ownit/its-personal/five-things-to-ask-before-you-post?</p> |
| | <p>T4: Health, Well-being and Lifestyle: I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. Also use resource: https://www.bbc.com/ownit/take-control/why-are-screens-so-bad-before-bed</p> |
| | <p>T5: Managing Online Information: I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> |
| | <p>T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership (Complete knowledge map for these strands in live mode (6Qs) to see detailed breakdown on children's needs). Choose most appropriate lesson based on need.) Hazel: Oak:</p> |
| 5 | <p>T1: Online Relationships: I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. Also use resource: https://www.bbc.com/ownit/the-basics/supporting-your-friends-online</p> |
| | <p>T2: Privacy and Security: I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Also use resource: https://www.bbc.com/ownit/its-personal/team-own-it-terms-and-conditions?</p> |
| | <p>T3: Online Bullying: I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. Also use resource: https://www.bbc.com/ownit/its-personal/anti-bullying-anonymity-explainer</p> |
| | <p>T4: Health, Well-being and Lifestyle: 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. Also use resource: https://www.bbc.com/ownit/take-control/loot-box-breakdown</p> |

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| | <p>T5: Managing Online Information: I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Also use resource: https://www.bbc.com/ownit/take-control/debunking-internet-hacks</p> <p>T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership (Complete knowledge map for these strands in live mode (5Qs) to see detailed breakdown on children's needs. Choose most appropriate lesson based on need.) Holly: Sycamore:</p> |
| 6 | <p>T1: Online Relationships: I can explain how sharing something online may have an impact either positively or negatively</p> <p>T2: Privacy and Security: I can explain what to do if a password is shared, lost or stolen. Also use resource: https://www.bbc.com/ownit/dont-panic/avoiding-account-hacks</p> <p>T3: Online Bullying: I can explain how someone would report online bullying in different contexts.</p> <p>T4: Health, Well-being and Lifestyle: I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>T5: Managing Online Information: I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>T6: Quiz individual class to see which strand is needed most: Self-Image and Identity / Online Reputation / Copyright and ownership (Complete knowledge map for these strands in live mode (7Qs) to see detailed breakdown on children's needs. Choose most appropriate lesson based on need.) Juniper: Pine:</p> |

EYFS

Understanding the World: Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

National curriculum

Key stage 1

Pupils should be taught to:

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.