Year Group	Online Safety Content
	PURPLE MASH
Year 1	- To login safely with their own logins and understand why that is important. - To create their own avatar and to understand what this is and how it is used. - To be able to create their own picture and add their name to it. - To start to understand the idea of 'ownership' of their creative work. - To save their work to their My Work area and understand that this is their space.
Year 2	- To have some knowledge and understanding about sharing more globally on the Internet. - To understand how we talk to others when they are not there in front of us. - To understand that information put online leaves a digital footprint or trail. - To begin to think critically about the information they leave online. - To identify the steps that can be taken to keep personal data and hardware secure.
Year 3	- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. - To understand how the Internet can be used to help us to communicate effectively. - To understand how a blog can be used to help us communicate with a wider audience. - For pupils to consider if what they read on websites is true? - To look at a 'spoof' website. To create a 'spoof' webpage. - To think about why these sites might exist and how to check that the information is accurate. - To learn about the meaning of age restrictions symbols on digital media and devices. - To discuss why PEGI restrictions exist. - To know where to turn for help if they see inappropriate content or have inappropriate contact from others.
Year 4	- To understand how pupils can protect themselves from online identity theft. - Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. - To identify possible risks of installing free and paid for software. - To know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. - To know what a computer virus is. - To identify the positive and negative influences of technology on health and the environment. - To understand the importance of balancing game and screen time with other parts of their lives. - To assess whether an information source is true and reliable.

Year 5	• To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review pupils' responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
Year 6	• Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. • Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • Identify the benefits and risks of giving personal information and device access to different software • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. • To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.