

Online Relationships – Curriculum Overview

Statutory	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>OR1</p>	<p>To be able to say 'no'.</p> <p>To understand what 'pretend' means in the context of playing.</p>	<p>As with Reception.</p> <p>Link to online safety and harms</p>		<p>Discuss why we may behave differently in different situations. Look at how they may behave with friends, family, adults in school. Why might it change?</p> <p>Link to respectful relationships.</p>	<p>Discuss how they may feel communicating online. More or less confident – why might this be? Importance of being able to say 'no' and not doing what others tell us to if we are uncomfortable. How to get help.</p>	<p>Understand that not everything online is as it seems. Look at false profiles and how people can pretend online. Know that some game sites, social sites and contexts encourage people to behave in different way. How to get help.</p>	<p>How people's behaviour online may change as they feel anonymous. This can lead to behaving irresponsibly. To understand the difference between keeping personal details private and creating a false identity. How people may use information to pretend they know you or your family/friends. How to get help.</p>
<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others inline including when we are anonymous.</p> <p>OR2</p>	<p>To learn the principles of face-to-face conversations – turn taking, eye contact and respect.</p>	<p>To understand facial expressions, tone and gestures when talking to someone. To begin to know these also convey meaning, as well as words.</p>	<p>To look at how we communicate online – emails. How are they different from face-to-face conversations? To begin to understand they lack facial expression,</p>	<p>To understand how online relationships can go wrong and be misunderstood. To understand that online communications should also be respectful – turn taking, replies,</p>	<p>To understand the term 'digital citizenship'. The same principles apply to being a good citizen online and offline. To value difference and uniqueness.</p>	<p>Return to aspect of patience. How does it feel when someone doesn't reply? How should we respond? Understanding that people have boundaries and privacy in online relationships.</p>	<p>Online exclusion. How does it feel? Do all children have the same access to online devices? It is important not to exclude others because of this. Relate to bullying.</p>

			gesture and tone. Turn-taking.	patience, polite and respect.			
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. OR3	Link to Respectful Relationships and characteristics of good friendships – kindness, trust, respect.			Understand how to critically assess online friendships. Just as face-to-face, they should respect boundaries and privacy – not trying to control or pressure them.	To understand how and which information to trust. Established websites Secure websites https: publication date. Padlock in URL bar	To learn to cross-check online information. Talk to trusted adult. Internet cookies. To understand these track behaviour online. Websites must ask permission to store these data files on our devices. Understand how to enable/disable cookie.	To understand concept of Echo chamber, where we only see things which echo our own beliefs and opinions. That this can happen through our selection of friends with similar views, our interaction with the same type of data over a period of time. Know how information is stored and used online.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. OR4	To learn own logon and password. Who can they ask if they have problems?	To understand why we need passwords and logons. What do they do? Relate to Active Learn/Google classroom, where they need to find the information/resources which	Discuss their understanding of strangers in the world around them. Link to online strangers. To understand they should not talk to people online they do not know.	What is personal information? Do they know what is meant by contact details? Why would websites ask for them? Discuss games which can have online chat and the risks of	To understand they could view harmful content through websites and what to do if they view any. To know what is meant by attachments and not to open or share without checking with an	How to use privacy settings. Harmful online behaviour which could include: Pressuring them to send pictures/videos, to meet offline or share private information. Sending them things which	Adding 'friends' online and risks. Age-restrictions. Recap on Year 5 – harmful behaviours.

		are for them alone.	Where and how to seek help.	talking to people they don't know. To know what is meant by a stranger online – anyone they have not met in person.	adult. Not replying to messages from unknown senders. Not sharing camera/webcam .	make them uncomfortable, bullying them by saying mean things about them or others.	
How information and data is shared and used online. OR5				Idea of online digital footprint being a record of online activity. Explain teachers can see everything they do on google classroom and active learn. Look at how search engines keep a 'history' of what they have searched. That they understand when they delete a message, it does not delete it from where they sent it to.	That the internet is a series of connected computers. Data (messages, images and photos) can be shared and copied. This can be done without permission. Never send photos that can not be shared. Never think that only the person you send it to will see it. Very difficult to delete. Who to talk to if worried.	Discuss privacy settings, but understand not 100% effective and still need to be careful. Link how data is used to target.	Return to digital footprint in age-appropriate way. Discuss how texts can be shared, so there are no 'secrets' when messaging online. Discuss sharing photos and the law. Link to cyber-bullying. Discuss how this can be harmful and sometimes it can be difficult to ask for help.