Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			JIGSAW (ONLINE SAFETY)			
Self-Image & Identity	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 3 Relationships Pieces 1-6
Online Relationships	Term 3 Relationships Piece 4	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 4 Relationships Pieces 2-6	Term 3 Relationships Pieces 5-6
Online Reputation	Covered in Project Evolve	Covered in Project Evolve	Term 3 Relationships Piece 3	Covered in Project Evolve	Term 4 Relationships Pieces 2-6	Term 3 Relationships Piece 6
Online Bullying	Term 2 Celebrating Differences Pieces 3 & 4	Covered in Project Evolve	Term 3 Relationships Piece 3	Covered in Project Evolve	Term 4 Relationships Piece 2	Term 2 Celebrating Differences Piece 4
Managing Online Information	Term 3 Relationships Piece 4	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 4 Relationships Pieces 2-6	Term 3 Relationships Piece 5
Health Well-Being and Lifestyle	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 4 Relationships Pieces 2-6	Covered in Project Evolve
Privacy & Security	Term 3 Relationships Piece 4	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 4 Relationships Piece 6	Term 3 Relationships Piece 6
Copyright & Ownerships	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Covered in Project Evolve	Term 4 Relationships Pieces 2-6	Covered in Project Evolve

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PROJECT EVOLVE (ONLINE SAFETY)						
Self-Image & Identity **Term 1**	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 explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online and why.	I can explain how my online identity can be different to my offline identity. 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.	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	Covered in Jigsaw
Online Bullying **Term 2**	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help.	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 recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media 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).	Covered in Jigsaw	Covered in Jigsaw

PROJECT EVOLVE						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Online Relationships **Term 3**	I can give examples of when I should ask permission to do something online and explain why this is important.	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.	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.	I can describe strategies for safe and fun experiences in a range of online social environments I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	Covered in Jigsaw	Covered in Jigsaw
Online Reputation **Term 3**	I can describe what information I should not put online without asking a trusted adult first	I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain how to search for information about others online	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	Covered in Jigsaw	Covered in Jigsaw
Managing Online Information **Term 4**	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need	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 I can explain that not all opinions shared may be accepted as true or fair by others	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy I can explain what is meant by fake news	Covered in Jigsaw	Covered in Jigsaw

	PROJECT EVOLVE					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Health Well-Being and Lifestyle **Term 5**	I can explain rules to keep myself safe when using technology both in and beyond the home.	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. I can say how those rules / guides can help anyone accessing online technologies	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	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology.	Covered in Jigsaw	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can assess and action different strategies to limit the impact of technology on health
Privacy & Security **Term 6**	I can explain how passwords are used to protect information, accounts and devices.	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can describe how connected devices can collect and share anyone's information with others.	I can describe strategies for keeping personal information private, depending on context.	I can explain what app permissions are and can give some examples.	Covered in Jigsaw
Copyright & Ownerships **Term 6**	I can explain why work I create using technology belongs to me	I can describe why other people's work belongs to them	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might caus	I can give some simple examples of content which I must not use without permission from the owner.	Covered in Jigsaw	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.