Phase	Cycle	Area	Strand:		Key vocab	Key knowledge and skills
KS1	Cycle A	Playground L2	Scenario 1	People online	online, identity, real-life, new people, friend, device, accept, risk, trusted adult	To know how to respond safely to new people online • Know what is meant by "people online" and understand how they are different from real-life friends • Recognise ways that people online might be able to connect with them • Understand the concept of "identity" and that people online are not always who they appear to be
			Scenario 2	Personal information	Personal information, identify, location, online, trusted adult, risk	To know what personal information is, why it is important to protect it and how to do so • Identify the types of personal information that should be kept private online • Know that it can be helpful to share certain personal information with trusted people. • Know how to protect personal information online • Understand that they can say "no" and know how to seek help from a trusted adult
			Scenario 3	Perfect passwords	Password, Internet of Things, passcode, character, symbol, secure, strong, hackers	To know what a password is, how it is used and how to create a strong, secure password • Know what a password is and why they are used. • List some devices that could be connected to the internet at home • Recognise and create a strong, secure password • Know what to do if their password is discovered
			Scenario 4	Fake profiles	Profile, online, fake	To understand what an online profile is. To recognise strategies to decide who and what to trust online • Recognise that not everyone tells the truth online • Know what to consider and who to ask before accepting people as online friends • recognise some warning signs that suggest a profile may be fake. • Know what to do if someone online makes them feel upset, worried or uncomfortable
			Scenario 5	Safe selfies	Selfie, personal information, reputation, share, post	To know what a selfie is and how to take a safe selfie • Understand and identify the differences between a safe and unsafe selfie • Know different ways of sharing online and the consequences of posting and sharing a selfie online • Know what to consider and who to ask before sharing a selfie or other information online

			Scenario 6	Sharing online/ Copywrite	Selfie, Personal Information, privacy, Photo tagging, Copyright	To know to share safely, respecting the rights of others To understand the concept of copyright in photos and other work • recognise the consequences of unsafe sharing including potential for images to be shared more widely, and to upset or bully • explain why they should ask permission before sharing images of others online. • Know that work they create belongs to them and that others have similar rights
			Scenario 7	Video chats	Facetime, WhatsApp, Skype, YouTube, Webcam, Device Camera, Video Chat	To know what video chat is and how to do so safely • Understand where to find a webcam/device camera and what they can be used for • Know how to reduce the risks of video chatting • Know what to do if someone makes them feel upset or uneasy during video chat
			Scenario 8	Online bullying	online, bullying, unkind, exclude, unacceptable	To know how to recognise and deal with online bullying of themselves or others • Recognise kind and unkind behaviour and explain how it can make someone feel • Recognise bullying and how to deal with it • Know ways of supporting someone who is being bullied • Know who to tell to seek help
			Scenario 9	Online gaming	Online gaming, online bullying, gamer tag, avatar, in-app purchase	To know how to play online games safely (with a focus on multi-player games with chat and messaging functions) • Understand PEGI ratings • Know strategies to avoid revealing personal information and reduce unwanted contact during gaming • Know how to recognise and respond to unacceptable gaming conduct • Debate the pros and cons of online gaming
			Scenario 10	Downloading	download, pop-up, virus, search, key words, refine, tabs, in-app purchase, reviews, copyright.	To know how to respond to pop-ups and invitations to download • Know how the internet can be used to search for information • Understand what a 'pop-up' is and what 'downloading' is and their risks • know ways of checking the suitability and safety of online games
	Cycle B	Playground L1	Scenario 1	People online	online, real-life, new people, friend, trust, device, connect, communicate, trusted adult	To know how to respond safely to new people online • Explain what we mean by 'friend' • Recognise ways that people online might be able to connect with them • Understand that new people online might not be who they say. • Know that they should only connect with people that they know and trust in real life

				Scenario 2	Personal information	Personal information, identify, location, online, trusted adult, risk	To know what personal information is, why it is important to protect it and how to do so • Identify the types of personal information that should be kept private online • Know that it can be helpful to share certain personal information with trusted people. • Know how to protect personal information online • Understand that they can say "no" and know how to seek help from a trusted adult
				Scenario 3	Perfect passwords	Password, Internet of Things, passcode, character, symbol, secure, strong, hackers	To know what a password is, how it is used and how to create a strong, secure password • Know what a password is and why they are used. • List some devices that could be connected to the internet at home • Recognise and create a strong, secure password • Know what to do if their password is discovered
				Scenario 4	Fake profiles	Profile, online, fake	To understand what an online profile is. To recognise strategies to decide who and what to trust online • Recognise that not everyone tells the truth online • Know what to consider and who to ask before accepting people as online friends • recognise some warning signs that suggest a profile may be fake. • Know what to do if someone online makes them feel upset, worried or uncomfortable
				Scenario 5	Safe selfies	Selfie, personal information, reputation, share, post	To know what a selfie is and how to take a safe selfie • Understand and identify the differences between a safe and unsafe selfie • Know different ways of sharing online and the consequences of posting and sharing a selfie online • Know what to consider and who to ask before sharing a selfie or other information online
				Scenario 6	Sharing online/ Copywrite	Selfie, Personal Information, privacy, Photo tagging, Copyright	To know to share safely, respecting the rights of others To understand the concept of copyright in photos and other work • recognise the consequences of unsafe sharing including potential for images to be shared more widely, and to upset or bully • explain why they should ask permission before sharing images of others online. • Know that work they create belongs to them and that others have similar rights
				Scenario 7	Video chats	Facetime, WhatsApp, Skype, YouTube, Webcam, Device Camera, Video Chat	To know what video chat is and how to do so safely • Understand where to find a webcam/device camera and what they can be used for • Know how to reduce the risks of video chatting • Know what to do if someone makes them feel upset or uneasy during video chat

			Scenario 8	Online bullying	online, bullying, unkind, exclude, unacceptable	To know how to recognise and deal with online bullying of themselves or others • Recognise kind and unkind behaviour and explain how it can make someone feel • Recognise bullying and how to deal with it • Know ways of supporting someone who is being bullied • Know who to tell to seek help	
			Scenario 9	Online gaming	Online gaming, online bullying, gamer tag, avatar, in-app purchase	To know how to play online games safely (with a focus on multi-player games with chat and messaging functions) • Understand PEGI ratings • Know strategies to avoid revealing personal information and reduce unwanted contact during gaming • Know how to recognise and respond to unacceptable gaming conduct • Debate the pros and cons of online gaming	
			Scenario 10	Downloading	download, pop-up, virus, search, key words, refine, tabs, in-app purchase, reviews, copyright.	To know how to respond to pop-ups and invitations to download • Know how the internet can be used to search for information • Understand what a 'pop-up' is and what 'downloading' is and their risks • know ways of checking the suitability and safety of online games	
LKS2	Cycle A	Village	Scenario 1	Digital footprint	Digital Citizen, Digital Footprint, Reputation, Respect, Responsibility, Rights	To understand what a digital footprint is and to know how to protect it. • Explain what is meant by a Digital Footprint and how it is created. • Know how a Digital Footprint can affect their reputation. • Suggest ways to protect and enhance their Digital Footprint now in preparation for the future.	
			Scenario 2	Click Jacking	Clickbait, Clickjacking, Like Jacking, Malware, Spam, Hoax, sceptical	To understand what Clickjacking is, how to recognise it and how to protect against it. • Understand the concept of Clickjacking. • Recognise some of the dangers associated with Clickjacking. • To recognise when Clickjacking is happening and know how to respond safely to it. • Develop an understanding of why Clickjacking is used and why people respond to it.	
			Scenario 3	Webcam wise too much information	Webcam, Privacy, Skype, Facetime, Video Chat, Digital Citizen, Private message, Screen shot, Livestream	To know what a webcam is and how to use one responsibly and safely To communicate safely and sensibly online • Identify the risks and benefits of online communication • Know how to reduce the risks of using a webcam by keeping their personal information private • Know what to do if someone makes them feel upset or uneasy when using a webcam • Explain how they should behave whilst chatting online	

				Scenario 4	Safe sharing too much information	IP address, Dynamic IP address, Static IP address, Trojan, Malware, Ransomware, Virus	To know what an IP address is To recall strategies on how to share information safely online To understand the consequences of sharing any information online and how it or the threat of it can be used against you • Recognise what an IP address is and what it looks like • Talk about how to share information safely online • Suggest ways to keep safe online
				Scenario 5	Online gaming - personal invitation	Befriend, Blackmail, Bully, Grooming, Online Gaming, Griefers, PEGI (Pan European Game Information)	To develop strategies to keep safe and healthy while gaming online To recognise that people have choices when they are online and are responsible for their own behaviour. • Identify the benefits and risks associated with online gaming • Recognise and understand key words linked to online gaming • Explore strategies to minimise the risks associated with online gaming • Respond safely to private online gaming invitations.
				Scenario 6	Webcam wise - intimate pictues	Rude, Appropriate, Respect, Boundaries, Consequences, Webcam, Blackmail	To recognise appropriate boundaries in relationships and to know how to respond safely online. • Recognise what the terms 'appropriate' and 'boundary' mean • Understand the risks and consequences of online behaviour • Suggest ways to stay safe while online • Respond safely and appropriately to the online behaviour of others
				Scenario 7	Illegal downloading	Safe downloading, Streaming, Peer to peer, Jailbreak, Virus, Malware, Reliable/Unreliable Sources, Ethics, Legitimate/illegitimate, Copyright, sceptical	To consider the possible outcomes of downloading media from an unreliable source. • Review the differences between downloading and streaming • Understand copyright and the ethics of downloading/streaming music from illegitimate websites. • Explain any safety concerns regarding downloading/streaming for free. Is it a safe practice?
				Scenario 8	Downloading apps	Gaming, PEGI ratings, BBFC, Content, Parental Guidance, Downloading, Apps, Age-appropriate	To understand why games, apps and videos have age-appropriate ratings. • Understand why apps and online games are rated depending on 'Age-Appropriateness'. • Understand the risks involved when sharing your location online. • Respond safely to mistakes made online.

			Scenario 9	Images	Sexting, Consequences, Pressure, Appropriate, Blackmail, Bullying, Relationships, Images, Gifs	To recognise the risks of sharing images online • Know what type of images are not appropriate to share online • Recognise the consequence of taking and sharing images online • Develop strategies to respond to pressure to provide inappropriate images • Know how to respond if they receive inappropriate images • Know how to seek help if they or a friend make a mistake sharing inappropriate images
			Scenario 10	Perfect passwords	Passwords, PIN, Identity Theft, Hacking, Trust, Moral duty, two-factor authentication, Biometric, Captcha,	To recognise the importance of keeping passwords safe. • Understand why we need passwords. • Understand the laws about accessing the computer files of someone else. • Learn how to create a secure password and keep it safe.
	Cycle B	**Street**	Scenario 1	People online friend of a friend	online, real-life, new people, friend, acquaintance, identity, trusted adult, accept, decline, risk	To know how to respond to new people online • Understand the differences between real-life friends and people they meet online • Know what to consider and who to ask before accepting people as online friends • Know the risks that new people online pose
			Scenario 2	Personal privacy	Password, private, security, account, peer pressure, hacker	To know how to create a strong password and the importance of keeping a password private Children will be able to: • Understand what a password is, why passwords are used and how to create them • Understand that certain information about them is private • Know how to respond to requests for private information
			Scenario 3	Staying private online	Attachment, email, email address, phishing, spam, virus, suspicious	To understand the importance of protecting personal information online Children will be able to: • Understand what email is and how it works • Identify the features of spam and phishing emails • Know how to respond to requests to share personal/private information • Understand the consequences of sharing personal information online
			Scenario 4	Safe sharing - selfie safe - posting safely	Geotag, tagging, photo, posting, private, privacy, sharing, selfie	To post safely and responsibly online • Understand how and why people share things online • Talk about what happens to something when it is published online • Know the consequences of sharing something online
			Scenario 5	Location sharing	Geotag, location, settings, privacy, personal information	Understand the benefits and risks of geotagging • Understand what geotagging is • Understand the benefits and risks of geotagging • Know how to change privacy settings to turn location sharing off

			Scenario 6	Safe sharing - photos - tagging	Permission, photo, tag, untag, report, dilemma, profile, emoji	To respond positively to online dilemmas • Understand how photo tagging works • Know the benefits and consequences of photo tagging • Know how to respond positively to online scenarios • Take safe selfies and photos
			Scenario 7	Online bullying text messaging	Online, bullying, text message, report, block, settings	To identify and respond positively to online bullying • Understand the effects and consequences of online bullying • Know how to respond to online bullying positively
			Scenario 8	Chatrooms	Chat room, camera, instant message, private message, personal, private, block	To communicate safely and sensibly online • Understand how people communicate online • Identify the risks and benefits of online communication • Understand the importance of keeping their personal information private • Explain how they should behave whilst chatting online
			Scenario 9	Meeting up	Risk, online friendship, offline, block, report, pressure	To understand the risks of meeting people we chat with online, in real life • Understand the risks of meeting people in real life • Confidently respond to online risks
			Scenario 10	Phishing	Email, message, phishing, scam, spam, virus	To know how to deal with phishing messages • Explain what phishing is • Know what to do if they receive phishing messages
UKS2	**Cycle A**	**City**	Scenario 1	Safe sharing	Wi-Fi, secured/unsecured, Wi-Fi Hot Spot, encryption, personal information, mandatory field, VPN, https	To know how to avoid and respond safely to problems with online sharing and using public, unsecured Wi-Fi. • Understand types of Wi-Fi (secured/unsecured and Wi-Fi hotspots) • Decide what information is safe to share and what is not. • Understand that using free, unsecured WIFI comes with many risks. • Recognise ways to reduce the risks associated with using free Wi-Fi

				Scenario 2	Digital footprint	Digital Citizen, Digital Footprint, Meme, Reputation, Safe Sharing, Respect.	To understand that the content we create and upload online (including comments, photos and memes) forms part of our digital footprint. • Review concept of digital footprints - how they are created by us and others and the impact they can have. • Explain what a 'meme' is and how these can affect our digital footprint. • Identify ways that digital footprints can be protected. • Suggest safe decisions for Taff in response to the scenario.
				Scenario 3	Images	Rude, Unacceptable, Bluetooth, Sexting* (if appropriate).	To recognise unacceptable content and how to respond appropriately. • know what is meant by rude content and why it is unacceptable. • To understand the consequences of creating and sharing rude content • Explain how to report and how to seek support if they receive rude content.
				Scenario 4	Safe sharing	Checking in, Real time, Safe sharing, FOMO (Fear of Missing Out), trolling.	To identify ways to share safely and responsibly, having understood that 'checking in' and sharing in 'real time' is risky. • Explain the terms 'checking in' and 'real time' and why they are risky. • Review how to share safely, kindly and responsibly online. • Describe how to respond safely and responsibly to a variety of situations online. • Understand the impact of technology use on wellbeing and strategies to avoid overuse.
				Scenario 5	Grooming	Befriending, Blackmail, Flattery, Grooming, Groomers, manipulate, intuition.	To recognise the signs of online grooming and understand what to do in response. • Explain what grooming is. • Identify common features of grooming online including befriending. • Understand the risks of online friendships and ways of reducing and managing these. • Advise Taff on the safest course of action in response to online grooming.
				Scenario 6	Illegal downloading	Streaming, Downloading, Uploading, Free unsecured Wi-Fi, Copyright ©, Creative Commons (cc), Plagiarism	To understand the risks associated with streaming, downloading and uploading. • Explain what streaming, downloading and uploading and the associated risks • Identify the legal and moral issues of copyright. • Analyse Taff's problem, explain the risks and suggest safe responses. • Demonstrate knowledge of how to protect themselves and their information when streaming, downloading and uploading on the internet.

			Scenario 7	Perfect passwords	Password, passcode, secure, 2 factor authentication, biometrics, Captcha, disinhibition, banter.	To understand the importance of using secure passwords and passcodes: being able to use these to protect social media accounts and stay safe online. • Review and demonstrate knowledge of what passwords and passcodes are, and why they are used. • Understand how to create secure passwords and passcodes. • Identify other security measures available online. • Advise Taff on the safest course of action now that his device has been accessed • Recognise the difference between banter and bullying and ways to avoid overstepping the mark
			Scenario 8	Images	Sexting (if appropriate), inappropriate, rude, boundaries, disinhibition, trust, platform rules	To understand the risks, consequences and laws surrounding the making and sharing of inappropriate content online. • Review what constitutes rude/inappropriate images and the risks and consequences of sending them. • Explore the motivations and pressures to share and develop strategies to resist them. • Recognise safe responses to requests, sending or receipt of inappropriate images • Identify ways that might make it easier to seek help in an embarrassing situation
			Scenario 9	Grooming	Excessive screen time, Keeping Healthy Online, FOMO, Self-esteem, Wellbeing	To understand that too much screen time can be detrimental to our physical, emotional and mental health. • Demonstrate knowledge of why excessive screen time can damage our physical and mental health • Identify ways to manage screen time • Understand the advantages and disadvantages of social media and how to reduce the risks • Recognise that online advertisements may be targeted at them • Know how to seek reliable help for mental health or well-being issues
			Scenario 10	Safe sharing	Vulnerable, Grooming, Meeting Up, Private Messaging, Webcams	To be able to recognise the signs of grooming and how to respond safely • Review and discuss the signs of online grooming. • Show an understanding of how to reduce the risks of groomin
			Scenario 11	Digital footprint	Digital Footprint, Reputation, Future, Permanent, Regret, Right to Erasure	To be able to recognise the risks of sharing and posting online and how it can affect our present and future lives. • Review and describe what forms a digital footprint. • Review the risks and problems associated with posting, commenting and sharing online. • Explain how and why our actions online can have lasting consequences for the future. • Use examples to demonstrate what we might have different opinions about as we change and grow older. • Recognise ways to reduce the impact of a damaged digital footprint
	Cycle B	**Town**	Scenario 1	Digiatal footprint - Making safe choices	Befriend, flattery, grooming, new people online, sceptical, search	To know how to protect our digital footprint and how to respond safety to contact from new people online • Recognise the risks that new people online pose • Recognise the warning signs of risky contact • Know how to reduce the risk of contact from new people online.

				Scenario 2	Junk email - too good to be true?	Junk email, spam, phishing, link, attachment, botnet, scam, malware, virus, anti-virus, unsubscribe	To know how to recognise and respond safely to junk email (spam) • Know what junk email is and how to recognise it. • Understand the risks of junk email and how to avoid them. • Identify ways of reducing the likelihood of receiving junk email
				Scenario 3	Location sharing - too close to home	Connectivity, Internet of Things (IoT), app permissions, GPS, location, Bluetooth	To understand how connected devices can collect and share information about us and how to use them safely • Understand the concept of "connectivity" and the "Internet of Things" • Understand the benefits and risks of connectivity and the importance of app permissions • Know how to manage location sharing and how to keep safe when gaming outdoors
				Scenario 4	Introducing radicalisation - extreme promises	Part 1 Extreme, Persuasive, Promises, Clickbait, Radicalisation Part 2 Extremism, Radicalisation, Ideology, Fundamental British values, Terrorism	Part 1 - To know how to recognise and respond to extreme, tempting or emotional promises • Recognise persuasive techniques people online may use to try to influence their behaviour • Understand and recognise extreme views. Part 2 - To know how identify and resist radicalisation online • Recognise ways the internet may be used to radicalise and promote extremist ideologies and how to respond. • Understand fundamental British/human Values • Know how to check and challenge an extreme viewpoint • Critically examine such behaviour and know how to respond safely • Know how to reduce the risk of exposure to persuasive techniques online.
				Scenario 5	Video chats	Video chat, live streaming, befriend, blackmail, persuasion, compromising	To recognise the risks and consequences of sharing rude images online • Understand the concepts of video chatting and live streaming • Recognise the potential for blackmail as a result of risky online behaviour • Develop strategies to resist pressure to behave in risky ways. • Know where and how to seek help
				Scenario 6	Online bullying personal media	Bullying, Dilemma, Trolls, Screengrab (Screenshot), Bystanders	To know how to recognise and respond to online bullying and how to reduce the risk of it. • Recognise types of online bullying and how it differs from offline bullying • Know how to respond to bullying and how to report it • Understand the potential effects of bullying and how to support the victim
				Scenario 7	Online gaming - play fair	Dilemma, Griefer, Responsible and Safe choices, moral, ethical, cyber bullying, responsible	To consider the impact that our online choices have on others. • Share their learning in online safety with others • Review the safest ways to play online • Explain the choices that Taff is faced with and decisions that he must make • Suggest ways to reduce risks when gaming online

				Scenario 8	Click jacking	Tempting, Offers, Virus, Click Jack, Click Bait, Adware, Malware, Phishing, Spam, Spyware, Pop-up Messages, Anti-virus, Spam, Junk Email	To learn how to respond safely to tempting emails and online offers. • Recognise the tell-tale signs of a risky offer (email or link) • Explain how safe online behaviour can help to reduce the risk of downloading computer viruses. • Reduce the risk of downloading a virus and know how to respond safely if a virus is downloaded.	
				Scenario 9	Fake profiles	To be aware of fake online profiles and how to respond safely	To be aware of fake online profiles and how to respond safely • Understand why people create fake profiles • Respond safely to a fake profile • Reduce the risk of being tricked by a fake profile	
				Scenario 10	Pop up messages	Gamble, Risk, Pop Up	To know • What gambling is. • What taking a risk is. To be able • To explain how online websites encourage you to share personal details. • To understandt he idea of gambling means taking a risk. • To understand that gambling can form into a habit and can become addictive and can impact a healthy lifestyle on/offline. • The risks and consequences associated with gambling	