



















































Lyppard Lock Ins E-Safety























































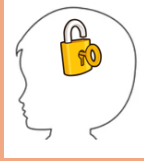






Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Kapow. In addition to the lock-ins, all pupils are also working on understanding and embedding the SMART rules for esafety (Safe, Meeting, Accepting, Reliable and Tell) as this follows the 4 C's for online safety: content, contact, conduct and commerce which also build progressively.


















EYFS
In EYFS, children are introduced to the **SMART acronym** to help them understand how to stay safe online in simple, memorable terms. They begin to develop basic online safety skills through **everyday use of digital devices**. Much of their learning is **practical** (through conversation and in the moment learning) **and embedded in play and exploration**, reflecting the EYFS curriculum's focus on developing curiosity, communication, and understanding of the world.

<p>Year 1</p> 	<p>Lesson 1 – Using the internet safely</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> The internet is a tool we can use to find information, learn, and communicate. There are rules to help us use it safely 	<p>Lesson 2 - Online emotions</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Things we see online can make people feel happy, sad, or upset. Online content can affect our own feelings and the feelings of others. 	<p>Lesson 3 – Always be kind and considerate</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Being kind and respectful is important online and offline. Our words and actions can affect others' feelings. 	<p>Lesson 4 – Posting and sharing online</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Some information, images, or messages should not be shared online. Sharing personal information can be risky. 	<p>Lesson 5 - How much time should we spend on technology?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Spending too much time on screens can affect our health and wellbeing. It's important to balance time online and offline. 	
	<p>Lesson 1 – Using the internet safely</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Follow simple rules when using the internet. Recognise safe websites and apps. 	<p>Lesson 2 – Online emotions</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Talk about emotions caused by online content. Recognise when something online might make someone feel unhappy. 	<p>Lesson 3 – Always be kind and considerate</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Show kindness and consideration in online interactions. Recognise examples of respectful and unkind behaviour online. 	<p>Lesson 4 – Posting and sharing online</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Think carefully before posting or sharing anything online. Identify which information is safe or unsafe to share. 	<p>Lesson 5- How much time should we spend on technology?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Discuss ways to spend time safely using technology. Plan activities to balance screen time with other activities. 	
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> internet safe rules explore 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> feelings emotions content impact 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> kind respectful considerate behaviour 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> share post personal careful 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> balance time technology wellbeing 	
	<p>Linked learning:</p> <ul style="list-style-type: none"> 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 1 – using internet safely 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 1 – internet safely Y1 Lesson 2 – online emotions 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 1 – using the internet safely Y1 Lesson 3 – Always be kind and considerate 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 1 – internet safely 	
<p>Year 2</p> 	<p>Lesson 1 – What happens when I post online?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Information shared online can be seen by others and may be permanent. Some information is 	<p>Lesson 2 – How do I keep my things safe online?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Personal information (name, address, passwords) should be kept private. 	<p>Lesson 3 – It's my choice</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Children have the right to control what information they share online. Permission is important before sharing 	<p>Lesson 4 – Is it true?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Not everything online is true or reliable. Some online content may be misleading or fake. 		

	safe to share; some is private.	<ul style="list-style-type: none"> There are ways to protect online accounts and devices. 	content or using online tools.		
	Lesson 1 – What happens when I post online?  What do we want children to know how to do? <ul style="list-style-type: none"> Decide which information is safe or unsafe to post online. Talk about consequences of posting online. 	Lesson 2 – How do I keep my things safe online?  What do we want children to know how to do? <ul style="list-style-type: none"> Practise keeping personal information safe online. Identify examples of private vs public information. 	Lesson 3 – It's my choice  What do we want children to know how to do? <ul style="list-style-type: none"> Recognise when to give or deny permission online. Make choices about who they share information with. 	Lesson 4 – Is it true?  What do we want children to know how to do? <ul style="list-style-type: none"> Ask questions and check facts before believing online content. Recognise trustworthy sources of information. 	
	 Key Vocabulary: <ul style="list-style-type: none"> post share safe private 	 Key Vocabulary: <ul style="list-style-type: none"> private password secure protect 	 Key Vocabulary: <ul style="list-style-type: none"> permission choice share control 	 Key Vocabulary: <ul style="list-style-type: none"> true false reliable fact 	
	 Linked learning: <ul style="list-style-type: none"> Y1 Lesson 4 – psoting and sharing online 	 Linked learning: <ul style="list-style-type: none"> Y1 Lesson 1 – Using the internet safely Y1 Lesson 4 – Posting and sharing online 	 Linked learning: <ul style="list-style-type: none"> Y1 Lesson 4 – Posting and sharing online 	 Linked learning: <ul style="list-style-type: none"> Y1 Lesson 2 – online emotions 	
Year 3	 Lesson 1 – Beliefs, opinions and facts on the internet.  What do we want children to know? <ul style="list-style-type: none"> The internet can be used to share beliefs, opinions, and facts. Not everything online is factual; some content reflects personal viewpoints. 	Lesson 2 – Who should I ask?  What do we want children to know? <ul style="list-style-type: none"> Some online decisions need adult guidance. Trusted adults can help keep children safe online. 	Lesson 3 – When being online makes me upset  What do we want children to know? <ul style="list-style-type: none"> Online content or interactions can affect feelings. Feeling upset online is normal and can be managed safely. 	Lesson 4 – Sharing of information  What do we want children to know? <ul style="list-style-type: none"> Personal information can be shared in different ways online. Some sharing may be safe; some may put privacy at risk. 	Lesson 5 – Rules of social media platforms  What do we want children to know? <ul style="list-style-type: none"> Social media platforms have rules and guidelines for safe use. Following rules helps protect people's safety and wellbeing online.
	Lesson 1 - Beliefs, opinions and facts on the internet.  What do we want children to know how to do? <ul style="list-style-type: none"> Distinguish between opinions and facts online. Identify examples of beliefs, opinions, and facts. 	Lesson 2 – Who should I ask?  What do we want children to know how to do? <ul style="list-style-type: none"> Ask a trusted adult before sharing information online. Identify who they can go to for help online. 	Lesson 3 – When being online makes me upset  What do we want children to know how to do? <ul style="list-style-type: none"> Recognise situations online that may cause upset. Talk to a trusted adult about how online content makes them feel. 	Lesson 4 – Sharing of information  What do we want children to know how to do? <ul style="list-style-type: none"> Identify which information is safe or unsafe to share. Practice keeping personal details private. 	Lesson 5- Rules of social media platforms  What do we want children to know how to do? <ul style="list-style-type: none"> Recognise rules and terms of use for social media. Explain why rules are important for online safety.

	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> belief opinion fact internet 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> adult trusted guidance 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> feelings upset safe support 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> personal information share private 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> platform safety respect
	<p> Linked learning:</p> <ul style="list-style-type: none"> Y2 Lesson 4 – Is it true? PSHE – Healthy me and relationships – keeping safe online 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y2 Lesson 3 – It's my choice PSHE healthy me and relationships – who to go to for help 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 2 – online emotions Y2 Lesson 4 – is it true? PSHE healthy me – keeping safe online 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y2 Lesson 1 – What happens when I post online? Y2 Lesson 2 – How do I keep my things safe online? 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y3 Lesson 4 – Sharing of information PSHE – relationships – Keeping safe online
<p>Year 4</p> 	<p>Lesson 1 – What happens when I search online?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Searching online can give lots of information, but not all of it is accurate. Judging the reliability of sources is important 	<p>Lesson 2 – How do companies encourage us to buy online?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Companies use methods like advertisements, pop-ups, and recommendations to influence buying. Some online content is designed to persuade or influence behaviour. 	<p>Lesson 3 – Fact, opinion or belief?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Many people sharing the same opinion or belief does not make it true. Facts can be checked; opinions and beliefs are personal. 	<p>Lesson 4 – What is a bot?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Some technology can act like or impersonate living things. Bots can interact with people online and may not be obvious. 	<p>Lesson 5 – What is my #TechTimetable like?</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> Spending too much time on technology can distract from other activities and affect wellbeing. Managing screen time helps balance online and offline life.
	<p>Lesson 1 - What happens when I search online?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Search for information carefully and evaluate its accuracy. Decide whether online information is trustworthy. 	<p>Lesson 2 – How do companies encourage us to buy online?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Identify examples of online advertising and persuasive techniques. Discuss ways to make informed choices when online. 	<p>Lesson 3 – Fact, opinion or belief?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Distinguish between facts, opinions, and beliefs online. Explain why widespread sharing does not make something true. 	<p>Lesson 4 – What is a bot?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Recognise examples of bots online. Explain the difference between human and automated online activity. 	<p>Lesson 5- What is my #TechTimetable like?</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> Reflect on personal technology use. Identify times when it's good to limit screen time.
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> accurate reliable 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> advertisement influence persuade 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> fact opinion belief true 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> bot automated interact 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> balance distraction technology wellbeing
	<p> Linked learning:</p> <ul style="list-style-type: none"> Y3 Lesson 1 – Beliefs, opinions and facts 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y3 Lesson 1 – Beliefs, opinions and facts 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y3 Lesson 1 – Beliefs, opinions and facts 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y3 Lesson 3 – When being online makes me upset 	<p> Linked learning:</p> <ul style="list-style-type: none"> Y1 Lesson 5 – How much times should we spend on technology?

<p>Year 5</p> 	<p>Lesson 1 – Online Protection</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Apps and websites can access personal information. • Permissions control what information is shared 	<p>Lesson 2 – Online communication</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Online communication can be positive (helpful, collaborative) or negative (rude, harmful). • Messages online can affect feelings and relationships. 	<p>Lesson 3 – Online reputation</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Information shared online can influence what others think about you. • Online reputation is important for safety and social reasons. 	<p>Lesson 4 – Online bullying</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Bullying can happen online as well as in person. • There are ways to respond safely to online bullying. 	<p>Lesson 5 – Online health</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • . Using technology too much can affect mental and physical health. • Healthy habits help maintain wellbeing online and offline. • 	
	<p>Lesson 1 - Online Protection</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> • Adjust privacy settings and app permissions to keep information safe. • Recognise which information should remain private. 	<p>Lesson 2 – Online communication</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> • Communicate respectfully online. • Identify positive and negative communication examples. 	<p>Lesson 3 – Online reputation</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> • Consider the consequences before posting online. • Manage online behaviour to maintain a good reputation. 	<p>Lesson 4 – Online bullying</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> • Recognise online bullying and how it can happen. • Take steps to report or block bullying and seek help. 	<p>Lesson 5- – Online health</p> <p> What do we want children to know how to do?</p> <ul style="list-style-type: none"> • Reflect on screen time and technology use. • Make choices to maintain healthy habits online. • 	
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> • permission • privacy • personal • settings 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> • respectful • positive • negative 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> • reputation • judgment 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> • report • block 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> • wellbeing • balance 	
	<p> Linked learning:</p> <ul style="list-style-type: none"> • Y4 Lesson 4 – What is a bot? • Y4 Lesson 5 – What is my #TechTimetable like? • PSHE – Relationships and Changing Me – technology safety, safer online communications 	<p> Linked learning:</p> <ul style="list-style-type: none"> • Y4 Lesson 1 – What happens when I search online? • Y4 – Lesson 3 – Fact, opinion or belief • PSHE – rights and responsibilities online 	<p> Linked learning:</p> <ul style="list-style-type: none"> • Y4 Lesson 2 – fact, opinion or belief? • Y4 Lesson 5 – What is my #TechTimetable like? • PSHE – online gaming and gambling 	<p> Linked learning:</p> <ul style="list-style-type: none"> • Y3 Lesson 3 – When being online makes me upset • Y4 Lesson 4 – what is a bot? • PSHE – SMART internet safety rules 	<p> Linked learning:</p> <ul style="list-style-type: none"> • Y1 Lesson 5 – how much time should we spend on technology? • Y4 Lesson 5 - What is my #TechTimetable like? • PSHE – reducign screen time, technology safety 	
<p>Year 6</p> 	<p>Lesson 1 – Life online</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Some online experiences can cause negative feelings. • There are trusted people 	<p>Lesson 2 – Sharing online</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Sharing information online can have consequences for ourselves and others. 	<p>Lesson 3 – Creating a positive online reputation</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • What we post online contributes to our reputation. • A positive online presence 	<p>Lesson 4 – Capturing evidence</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Online bullying or harmful content can be documented. • Capturing evidence helps 	<p>Lesson 5 – Password Protection</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • . Strong passwords help protect personal information. • Passwords should be 	<p>Lesson 6 – Think before you click</p> <p> What do we want children to know?</p> <ul style="list-style-type: none"> • Some links, downloads, or online prompts can be unsafe. • Strategies exist to stay

	and services to help when problems arise online.	<ul style="list-style-type: none"> Some content is personal and should not be shared. 	reflects respectful and safe behaviour.	adults take action.	<ul style="list-style-type: none"> private and not shared. 	safe when interacting online.
	Lesson 1 - Life online  What do we want children to know how to do? <ul style="list-style-type: none"> Recognise situations online that make them feel uncomfortable or upset. Seek help from a trusted adult or service when needed. 	Lesson 2 – Sharing online  What do we want children to know how to do? <ul style="list-style-type: none"> Make thoughtful choices about what to share online. Consider how sharing affects others. 	Lesson 3 – Creating a positive online reputation  What do we want children to know how to do? <ul style="list-style-type: none"> Plan and manage online behaviour to create a positive reputation. Evaluate their own online activity for safety and respect. 	Lesson 4 – Capturing evidence  What do we want children to know how to do? <ul style="list-style-type: none"> Safely record or capture inappropriate content. Share evidence with a trusted adult. 	Lesson 5- Password Protection  What do we want children to know how to do? <ul style="list-style-type: none"> Create and manage secure passwords. Understand why passwords should remain private. 	Lesson 6 – Think before you click  What do we want children to know how to do? <ul style="list-style-type: none"> Pause and evaluate online choices before clicking links or buttons. Use safe browsing habits to protect themselves and others.
	 Key Vocabulary: <ul style="list-style-type: none"> issues help negative 	 Key Vocabulary: <ul style="list-style-type: none"> personal responsibility 	 Key Vocabulary: <ul style="list-style-type: none"> reputation reflect 	 Key Vocabulary: <ul style="list-style-type: none"> evidence capture report 	 Key Vocabulary: <ul style="list-style-type: none"> secure private protect 	 Key Vocabulary: <ul style="list-style-type: none"> strategy protect
	Linked learning: <ul style="list-style-type: none"> Y5 Lesson 1 – online protection Y5 Lesson 4 – online bullying PSHE – influence of online and media on body image 	 Linked learning: <ul style="list-style-type: none"> Y5 Lesson 1 – online protection Y5 Lesson 3 – online reputation 	 Linked learning: <ul style="list-style-type: none"> Y5 Lesson 2 – online communication Y5 Lesson 3 – online reputation 	 Linked learning: <ul style="list-style-type: none"> Y5 Lesson 4 – online bullying 	 Linked learning: <ul style="list-style-type: none"> Y5 Lesson 1 – online protection 	 Linked learning: <ul style="list-style-type: none"> Y5 Lesson 1 – online protection Y5 Lesson 2 – Online communication Y5 Lesson 5 – Online health PSHE – Sexting, Dangers of online grooming