



## Online Safety Progression

(Based on the 8 key areas from 'Education in a connected world')

Self Image and Identity						
EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
Know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	Know that there may be people online who could make me feel sad, embarrassed or upset.  Know that if something happens that makes me feel	Know and can explain how other people's identity online can be different to their identity in real life.  Know and can describe ways in which people	Know and can explain what is meant by the term 'identity'.  Know and can explain how I can represent myself in different ways online.	Know and can explain how my online identity can be different to the identity I present in 'real life'.  Know and can describe the right decisions	Know and can explain how identity online can be copied, modified or altered.  Know and can demonstrate responsible choices about my online	Know and can describe ways in which media can shape ideas about gender.  Know and can identify messages about gender roles and make judgements

<p>Know and can explain how this could be either in real life or online</p>	<p>sad, worried, uncomfortable or frightened.</p> <p>Know and can give examples of when and how to speak to an adult I can trust.</p>	<p>might make themselves look different online.</p> <p>Know and can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened;</p> <p>Know and can give examples of how I might get help.</p>	<p>Know and can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>about how I interact with others and how others perceive me.</p>	<p>identity, depending on context.</p>	<p>based on them.</p> <p>Know and can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>Know and can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Know how to get help, both on and offline. Know and can explain why I should keep asking until I get the help I need.</p>
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## Online Relationships

EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Know and can recognise some ways in which the internet can be used to communicate</p> <p>Know and give examples of how I (might) use technology to communicate with people I know.</p>	<p>Know that I can use the internet with adult support to communicate with people I know</p> <p>Know and can explain why it is important to be considerate and kind to people online.</p>	<p>Know that I can use the internet to communicate with people I don't know well (e.g. message a penpal in another school/country)</p> <p>Know and can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>Know and can describe ways people who have similar likes and interests can get together online.</p> <p>Know that there are technology specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>Know and can explain some risks of communicating online with</p>	<p>Know and can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>Know and can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>Know and can explain what is</p>	<p>Know and can explain that there are some people I communicate with online who may want to do me or my friends harm.</p> <p>Know and can recognise that this is not my/our fault.</p> <p>Know that I can make positive contributions and be part of online communities.</p> <p>Know and can describe some</p>	<p>Know and can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>Know and can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>Know can demonstrate</p>

			<p>others I don't know well.</p> <p>Know and can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>Know and can explain how my and other people's feelings can be hurt by what is said or written online.</p>	<p>meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'</p> <p>Know and can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>Know and can give examples of how to be respectful to others online.</p>	<p>of the communities in which I am involved and describe how I collaborate with others positively.</p>	<p>how I would support others (including those who are having difficulties) online.</p> <p>Know and can demonstrate ways of reporting problems online for both myself and my friends.</p>
Online Reputation						
EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B

Know and can identify ways that I can put information on the internet.	Know that information can stay online and could be copied.  Know and can describe what information I should not put online without asking a trusted adult first.	Know and can explain how information put online about me can last for a long time.  Know who to talk to if I think someone has made a mistake about putting something online.	Know that I can search for information about myself online.  Know that I need to be careful before I share anything about myself or others online.  Know who I should ask if I am not sure if I should put something online.	Know and can describe how others can find out information about me by looking online.  Know and can explain ways that some of the information about me online could have been created, copied or shared by others.	Know that I can search for information about an individual online and create a summary report of the information I find.  Know and can describe ways that information about people online can be used by others to make judgments about an individual.	Know and can explain how I am developing an online reputation which will allow other people to form an opinion of me  Know and can describe some simple ways that help build a positive online reputation.
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**Online Bullying**

EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
Know that some	Know and	Know and can	Know and can	Know and can	Know and can	Know how to

<p>people can be unkind online. I can say how this can make others feel.</p>	<p>describe how to behave online in ways that do not upset others and can give examples.</p>	<p>give examples of bullying behaviour and how it could look online</p> <p>Know and can understand how bullying can make someone feel.</p> <p>Know how someone can/would get help about being bullied online or offline.</p>	<p>explain what bullying is and can describe how people may bully others.</p> <p>Know and can describe rules about how to behave online and how I follow them.</p>	<p>identify some online technologies where bullying might take place.</p> <p>can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>Know and can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>recognise when someone is upset, hurt or angry online</p> <p>Know and can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>Know how I would report online bullying on the apps and platforms that I use.</p> <p>Know and can describe the helpline services who can support me</p>	<p>block abusive users</p> <p>Know and can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>Know and can identify a range of ways to report concerns both in school and at home about online bullying.</p>
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					and what I would say and do if I needed their help (e.g. Childline).	
<b>Managing Online Information</b>						
<b>EYFS</b>	<b>KS1</b>		<b>Year 3 and 4</b>		<b>Year 5 and 6</b>	
	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>
Know how I can use the internet to find things out.	Know that I can use the internet to find things out.	Know how to use keywords in search engines.	Know how to use key phrases in search engines.	Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.	Know how to use different search technologies	Know how to use search technologies effectively.
Know and can name devices I could use to access information on the internet.	Know how to use simple keywords in search engines.	Know how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	Know and can explain what autocomplete is and how to choose the best suggestion.	Know and understand what criteria have to be met before something is a 'fact'.	Evaluate digital content and can explain how I make choices from search results.	Know and can explain how search engines work and how results are selected and ranked
Know how to find information (e.g. search engine, voice activated)	Know and can describe and demonstrate how to get help from a trusted adult or helpline if I find content	Know and can explain what voice activated	Know and can explain how the internet can be used to sell and buy things.	Know and can describe some	Know and can explain key concepts including: data, information, fact, opinion	Know and can demonstrate the strategies I would apply to be discerning in

<p>searching)</p>	<p>that makes me feel sad, uncomfortable worried or frightened.</p>	<p>searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>Know that there are differences between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p>	<p>Know and can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>Know and can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p>	<p>of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>Know and can explain why lots of people sharing the same opinions</p>	<p>belief, true, false, valid, reliable and evidence.</p> <p>Know and understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>Know and can explain what is meant by 'being sceptical'. I can give examples of when and why it is</p>	<p>evaluating digital content.</p> <p>Know what is meant by a 'hoax' and can explain why I need to think carefully before I forward anything online</p> <p>Know how some online information can be opinion and can offer examples.</p> <p>Know and can explain how and why some people may present 'opinions' as 'facts'</p> <p>Know and can define the</p>
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				<p>or beliefs online does not make those opinions or beliefs true.</p>	<p>important to be 'sceptical'.</p> <p>Know and can explain why some information I find online may not be honest, accurate or legal.</p> <p>Know and can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>Know and can demonstrate strategies to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>Know can identify, flag and report inappropriate content</p>
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## Health, Well-Being and Life-Style

EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Know and can talk about rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p>Know and can explain rules to keep us safe when we are using technology both in and beyond the home.</p>	<p>Know and can explain simple guidance for using technology in different environments and settings.</p> <p>Know and can say how those rules/guides can help me</p>	<p>Know why spending too much time using technology can sometimes have a negative impact on me</p> <p>Know and can give some examples of activities where it is easy to spend a lot of time engaged in technology (e.g. games, films, videos).</p>	<p>Know how using technology can distract me from other things I might do or should be doing.</p> <p>Know that there are times or situations when I might need to limit the amount of time I use technology.</p> <p>Know and can suggest strategies to help me limit this time.</p>	<p>Know and can describe ways technology can affect healthy sleep and can describe some of the issue.</p> <p>Know and can describe some strategies, tips or advice to promote healthy sleep with regards to technology</p>	<p>Know and can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>Know, can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct</p>

						<p>posture, sleep, diet and exercise).</p> <p>Know and can explain the importance of self-regulating my use of technology, demonstrating the strategies I use to do this (e.g. monitoring my time online, avoiding accidents ).</p>
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Privacy and Security

EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
Know and can give some simple examples of my personal information (e.g. name,	Know and can talk about more detailed examples of information that is personal	Know and can describe how online information about me could be seen by	Know reasons why I should only share information with people I choose to and	Know what a strong password is Know some strategies for keeping my	Know how to create and use strong and secure passwords	Know why I need to use different passwords for a range of online services.

<p>address, birthday, age, location).</p> <p>Know the people I can trust and can share my personal information with</p> <p>Know and can explain why I can trust them.</p>	<p>to me (e.g. where I live, my family names, where I go to school).</p> <p>Know and can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>Know and can explain how passwords can be used to protect information and devices.</p>	<p>others.</p> <p>Know, can describe and explain some rules for keeping my information private.</p> <p>Know what passwords are and can use passwords for my accounts and devices.</p> <p>Know how many devices in my home could be connected to the internet and can list some of those devices.</p>	<p>can trust.</p> <p>Know that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>Know, understand and can give reasons why passwords are important.</p> <p>Know some simple strategies for creating and keeping passwords private</p> <p>Know how connected devices can collect and share my</p>	<p>personal information private, depending on context.</p> <p>Know that others online can pretend to be me or other people, including my friends and can suggest reasons why they might do this.</p> <p>Know how internet use can be monitored.</p>	<p>Know how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>Know how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	<p>Know effective strategies for managing passwords (e.g. password managers, acronyms, stories).</p> <p>Know what to do if my password is lost or stolen.</p> <p>Know what app permissions are and can give some examples from the technology or services I use.</p> <p>Know simple ways to increase privacy on apps and services that provide</p>
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			information with others.			privacy settings.  Know ways in which some online content targets people to gain money or information illegally; can describe strategies to help me identify such content (e.g. scams, phishing).
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Copyright and Ownership

EYFS	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
Know that work I create belongs to me.  Know that I can name my work	Know why work I create using technology belongs to me  Know that my	Know and can describe why other people's work belongs to them.	Know why copying someone else's work from the internet without	Know that when searching on the internet for content to use why I need to consider who	Know, can assess and justify when it is acceptable to use the work of others.	Know how to demonstrate the use of search tools to find and access online content

so that others know it belongs to me.	work belongs to me (e.g. 'it is my idea' or 'I designed it'). Know how to save my work so that others know it belongs to me (e.g. filename, name on content).	Know that that content on the internet may belong to other people.	permission can cause problems.  Know and can give examples of problems related to permission online	owns it and whether I have the right to reuse it. Know and can give some examples of why I need to consider who owns digital content	Know and can give some examples of content that is permitted to be reused.	which can be reused by others.  Know how to make references to and acknowledge sources I have used from the internet
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### Suggested Resources:

<https://projectevolve.co.uk/toolkit/>

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources>

<https://www.childnet.com/parents-and-carers/hot-topics/critical-thinking>

<https://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety/e-safety-classroom-materials>

<https://www.commonsense.org/education/>