

Progression of knowledge and skills in Online Safety

Computing - Computing contexts - Digital Literacy – Managing online information

(Ongoing throughout each theme rather than specific lessons, however the knowledge and skills below should be explicitly covered during ALL research / online lessons)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS - Reception</u> Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices I could use to access information on the internet.</p>	<p>Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching</p>	<p>Use simple keywords in search engines.</p>	<p>Ask questions and use key phrases in search engines to gather accurate information online.</p>	<p>Search for information and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine</p>	<p>explain how search engines work and how results are selected and ranked</p>
		<p>Demonstrate how to navigate a simple webpage to get to information I need (</p>	<p>Use autocomplete to choose the best suggestion or filter the results.</p>	<p>Understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p>	<p>explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).</p>
	<p>Understand how to get help from a trusted adult if the content we see makes us feel sad, uncomfortable worried or frightened</p>	<p>Explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p>	<p>explain that not all opinions shared may be accepted as true or fair by others.</p>	<p>explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>	<p>Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and different search results</p>	<p>explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p>
	<p>understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe</p>	<p>Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p>	<p>describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>	<p>define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online</p>
		<p>Explain why some information I find online may not be real or true.</p>				<p>Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate.</p>

Computing - Computing contexts - Digital Literacy – Copyright and ownership (Ongoing throughout each theme rather than specific lessons, however the knowledge and skills below should be explicitly covered during ALL computing lessons)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS – Three & Four Years</u> Understand that work created belongs to the person who made it.</p>	<p>Explain why work created using technology belongs to the person who made it.</p>	<p>Recognise that content on the internet may belong to other people.</p>	<p>Explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.</p>	<p>Explain the need to consider who owns a piece of work and whether we have the right to reuse it.</p>	<p>Assess and justify when it is acceptable to use the work of others.</p>	<p>Demonstrate the use of search tools to find and access online content which can be reused by others e.g. usage rights.</p>
<p><u>EYFS - Reception</u> Understand that we name our work so others know who it belongs to.</p>	<p>Save work under a suitable title / name so that others know who it belongs (e.g. filename, name on content).</p>	<p>Describe why other people’s work belongs to them.</p>		<p>Give some simple examples of content which not be used without permission from the owner, e.g. videos, music, images.</p>	<p>Give examples of content that is permitted to be reused and know how this content can be found online e.g. copyright free sites.</p>	<p>Demonstrate how to make references to and acknowledge sources.</p>
	<p>Understand that work created by others does not belong to anyone else even if they save a copy.</p>					<p>Accurately define the concept of plagiarism.</p>

E- Safety - Self image and identify

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS - Birth to Three Years</u> To talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p><u>EYFS – Three & Four Years</u> To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p><u>EYFS – Reception</u> Recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p>	<p>Explain how other people may look and act differently online and offline.</p>	<p>Explain what is meant by the term 'identity'</p>	<p>Explain how my online identity can be different to my offline identity.</p>	<p>Explain how identity online can be copied, modified or altered.</p>	<p>Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups,</p>
	<p>Give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and explain how they might get help.</p>	<p>Explain how people can represent themselves in different ways online.</p>	<p>Describe positive ways for someone to interact with others online.</p>	<p>Demonstrate how to make responsible choices about having an online identity, depending on context</p>	<p>Explain why it is important to challenge and reject inappropriate representations online</p>
			<p>Explain ways in which someone might change their identity depending on what they are doing online</p>	<p>Explain that others online can pretend to be someone else and can suggest reasons why they might do this.</p>	<p>Explain how my online identity can be different to my offline identity and why.</p>	<p>Explain how anyone can change and experiment with their identity online and why they might wish to do this e.g. body image</p>
						<p>Give examples of how the internet and social media can be used for positive self-promotion.</p>



E Safety - Online relationships						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS - Birth to Three Years</u> To start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p><u>EYFS – Three & Four Years</u> To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p><u>EYFS – Reception</u> Recognise some ways in which the internet can be used to communicate</p>	<p>Give examples of how I (might) use technology to communicate with people I know.</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p>	<p>Explain what is meant by 'trusting someone online', why this is different from 'liking someone online'</p>	<p>describe strategies for safe and fun experiences in a range of online social environments</p>	<p>Explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault</p>	<p>Explain how sharing something online may have an impact either positively or negatively.</p>
	<p>Give examples of when I should ask permission to do something online and explain why this is important</p>	<p>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 why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do</p>	<p>Explain how someone's feelings can be hurt by what is said or written online.</p>	<p>give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions</p>	<p>Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them</p>
	<p>Use the internet with adult support to communicate with people I know</p>	<p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>	<p>Explain the importance of giving and gaining permission before sharing things online;</p>	<p>Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>Demonstrate how to support others (including those who are having difficulties) online</p>	<p>Describe how things shared privately online can have unintended consequences for others.</p>
	<p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</p>				<p>Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others</p>



E-Safety - Online reputation

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>EYFS - Reception Identify ways that I can put information on the internet.</p>	Recognise that information can stay online and could be copied.	Explain how information put online about someone can last for a long time.	Explain how to search for information about others online.	Describe how to find out information about others by searching online.	Search for information about an individual online and summarise the information found.	Explain the ways in which anyone can develop a positive online reputation
	Describe what information I should not put online without asking a trusted adult first.	Describe how anyone's online information could be seen by others.	Give examples of what anyone may or may not be willing to share about themselves online.	Explain ways that some of the information about anyone online could have been created, copied or shared by others.	Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
		Understand who to talk to if something has been put online without consent or if it is incorrect.	Explain the need to be careful before sharing anything personal.			Understand the problems associated with a negative digital footprint.
			Explain who someone can ask if they are unsure about putting something online			



E safety - Online Bullying

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS – Three & Four Years</u> To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p><u>EYFS - Reception</u> Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel.</p>	Describe how to behave online in ways that do not upset others and can give examples	Explain what bullying is, how people may bully others and how bullying can make someone feel.	Describe appropriate ways to behave towards other people online and why this is important.	Recognise when someone is upset, hurt or angry online	Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me
		Explain why anyone who experiences bullying is not to blame	Give examples of how bullying behaviour could appear online and how someone can get support	Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying.	Explain how someone would report online bullying in different contexts.
		Talk about how anyone experiencing bullying can get help.		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).	Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism)
					Identify a range of ways to report concerns and access support both in school and at home about online bullying.	
					Describe the helpline services which can help people experiencing bullying, and how to access them	
					Explain how to block abusive users.	



Cottingley
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E-Safety - Health, well-being and lifestyle						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>EYFS – Three & Four Years</u> Be introduced to and Identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p><u>EYFS – Reception</u> To know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'</p> <p>Give some simple examples of rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p>Explain rules to keep safe when using technology both in and beyond the home.</p>	<p>Explain simple guidance for using technology in different environments and settings</p>	<p>Explain why spending too much time using technology can sometimes have a negative impact on anyone</p>	<p>Explain how using technology can be a distraction from other things, in both a positive and negative way.</p>	<p>Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively</p>	<p>Recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p>
		<p>Identify a range of simple health/ well-being issues on which technology can impact</p>	<p>Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p>	<p>Identify times or situations when someone may need to limit the amount of time they use technology</p>	<p>Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p>	<p>Explain and assess different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>
		<p>Explain how they can reduce the impact of these issues when using technology</p>	<p>Suggest strategies to help me limit this time and understand who I can talk to if I need help.</p>		<p>Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p>	<p>Explain the importance of self-regulating technology use; I can demonstrate strategies to do this</p>
			<p>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 (e.g. age restricted gaming or web sites).</p>		<p>Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>Recognise and can discuss the pressures that technology can place on someone</p> <p>Identify commercial content (e.g. pop-ups, spam, phishing) and discuss simple strategies to manage such content</p>



E-Safety - Privacy and security / consent

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>EYFS – Reception Identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>Describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	Explain that passwords are used to protect information, accounts and devices.	Explain how passwords can be used to protect information, accounts and devices.	Describe simple strategies for creating and keeping passwords private.	Explain that internet use is never fully private and is monitored.	Explain what a strong password is and demonstrate how to create one.	Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
	Recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	Explain and give examples of what is meant by ‘private’ and ‘keeping things private’.	Give reasons why someone should only share information with people they choose to and can trust.	Describe how some online services may seek consent to store information about me.	Explain how many free apps or services may read and share private information (e.g. friends, contacts, geolocation) with others.	Explain what to do if a password is shared, lost or stolen.
	Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	Explain that if they are not sure or feel pressured then they should tell a trusted adult.	Explain what the digital age of consent is and the impact this has on online services asking for consent.	Explain what app permissions are and can give some examples.	Describe how and why people should keep their software and apps up to date, e.g. auto updates.
		Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	Describe how connected devices can collect and share anyone’s information with others.		Describe simple ways to increase privacy on apps and services that provide privacy settings.	Describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
						Understand that online services have terms and conditions that govern their use.