Online Safety - Progression across the school

NATIONAL CURRICULUM:

E-safety – Digital Literacy
Year 1
Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies
Year 2
Use technology safely and keep personal information private
Year 3
Use technology safely and respectfully, keeping personal information private /
use technology safely and recognise acceptable and unacceptable behaviour
Year 4
Use technology responsibly and understand that communication online may be seen by others / understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies
Year 5
Understand the need to only select age appropriate content
Year 6
Use technology respectfully and responsibly / identify a range of ways to report concerns about content and contact in and out of school

Education for a Connected World document
From UK Council for Child Internet Safety (UKCCIS) (A Government based organisation)
The objectives for each year group are taken from this document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Each half term is started with an online safety lesson.

Using the strands from the Education for a Connected World document:

Autumn Term: Privacy and Security / Online reputation / Online relationships

Spring Term: Online bullying / Self Image and Identity / Health Well being and Lifestyle

Summer Term: Managing Online information / Copyright and Ownership - linked to Research

Autumn Term: Privacy and Security / Online reputation / Online relationships

Year R
Privacy and Security
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
I can describe the people I can trust and can share this with; I can explain why I can trust them.
Online reputation
I can identify ways that I can put information on the internet.
Online relationships
I can recognise some ways in which the internet can be used to communicate.
I can give examples of how I (might) use technology to communicate with people I know.

Year 1
Privacy and Security
I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).
I can explain why I should always ask a trusted adult before I share any information about myself online.
I can explain how passwords can be used to protect information and devices.
Online reputation
I can recognise that information can stay online and could be copied.
I can describe what information I should not put online without asking a trusted adult first.
Online relationships
I can use the internet with adult support to communicate with people I know.
I can explain why it is important to be considerate and kind to people online.

Year 2
Privacy and Security
I can describe how online information about me could be seen by others.
I can describe and explain some rules for keeping my information private.
I can explain what passwords are and can use passwords for my accounts and devices.
I can explain how many devices in my home could be connected to the internet and can list some of those devices.
Online reputation
I can explain how information put online about me can last for a long time.
I know who to talk to if I think someone has made a mistake about putting something online.
Online relationships
I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
I can give examples of how I might use technology to communicate with others I don't know well.

Year 3
Privacy and Security
I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.
I understand and can give reasons why passwords are important.
I can describe simple strategies for creating and keeping passwords private.
I can describe how connected devices can collect and share my information with others.
Online reputation
I can search for information about myself online.
I can recognise I need to be careful find. before I share anything about myself or others online.
I know who I should ask if I am not sure if I should put something online.
Online relationships
I can describe ways people who have similar likes and interests can get together online.
I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).
I can explain some risks of communicating online with others I don't know well.
I can explain how my and other people's feelings can be hurt by what is said or written online.
I can explain why I should be careful who I trust online and what information I can trust them with.
I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.

Year 4

Privacy and Security

I can explain what a strong password is

I can describe strategies for keeping my personal information private, depending on context.

I can explain that others online can pretend to be me or other people, including my friends.

I can suggest reasons why they might do this.

I can explain how internet use can be monitored.

Online reputation

I can describe how others can find out information about me by looking online.

I can explain ways that some of the information about me online could have been created, copied or shared by others.

Online relationships

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.

Year 5

Privacy and Security

I can create and use strong and secure passwords.

I can explain 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.

I can explain 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.

Online reputation

I can search for information about an individual online and create a summary report of the information I I can recognise I need to be careful find.

I can describe ways that information about people online can be used by others to make judgments about an individual.

Online relationships

I can 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.

I can make positive contributions and be part of online communities.

I can describe some of the communities in which I am involved and describe how I collaborate with others positively.

Year 6

Privacy and Security

I use different passwords for a range of online services.

I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).

I know what to do if my password is lost or stolen.

I can explain what app permissions are and can give some examples from the technology or services I use.

I can describe simple ways to increase privacy on apps and services that provide privacy settings.

I can 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).

Online reputation

I can explain how I am developing an online reputation which will allow other people to form an opinion of me.

I can describe some simple ways that help build a positive online reputation.

Online relationships

I can show I understand my responsibilities for the well-being of others in my online social group.

I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).

I can demonstrate how I would support others (including those who are having difficulties) online.

I can demonstrate ways of reporting problems online for both myself and my friends.

Spring Term: Online bullying / Self Image and Identity / Health Well being and Lifestyle

Year R
Online bullying
I can describe ways that some people can be unkind online.
I can offer examples of how this can make others feel.
Self Image and Identity
I can recognise 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.
I can explain how this could be either in real life or online.
Health Well being and Lifestyle
I can identify rules that help keep us safe and healthy in and beyond the home when using technology
I can give some simple examples.

Year 1
Online bullying
I can describe how to behave online in ways that do not upset others and can give examples.
Self Image and Identity
I can recognise that there may be people online who could make me 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.
Health Well being and Lifestyle
I can explain rules to keep us safe when we are using technology both in and beyond the home.
I can give examples of some of these rules.

Year 2
Online bullying
I can give examples of bullying behaviour and how it could look online.
I understand how bullying can make someone feel
I can talk about how someone can/would get help about being bullied online or offline.
Self Image and Identity
I can explain how other people's identity online can be different to their identity in real life
I can describe ways in which people might make themselves look different online.
I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
Health Well being and Lifestyle
I can explain simple guidance for using technology in different environments and settings.
I can say how those rules/guides can help me.

Year 3
Online bullying
I can explain what bullying is and can describe how people may bully others.
I can describe rules about how to behave online and how I follow them.
Self Image and Identity
I can explain what is meant by the term 'identity'
I can explain how I can represent myself in different ways online.
I 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).
Health Well being and Lifestyle
I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).

Year 4
Online bullying
I can identify some online technologies where bullying might take place.
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

I 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).

Self Image and Identity

I can explain how my online identity can be different to the identity I present in 'real life'.

Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.

Health Well being and Lifestyle

I can explain how using technology can distract me from other things I might do or should be doing.

I can identify times or situations when I might need to limit the amount of time I use technology.

I can suggest strategies to help me limit this time.

Year 5

Online bullying

I can recognise when someone is upset, hurt or angry online.

I 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.

I can explain how to block abusive users.

I can explain how I would report online bullying on the apps and platforms that I use.

I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).

Self Image and Identity

I can explain how identity online can be copied, modified or altered.

I can demonstrate responsible choices about my online identity, depending on context.

Health Well being and Lifestyle

I can describe ways technology can affect healthy sleep and can describe some of the issues

I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.

Year 6

Online bullying

I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.

I can identify a range of ways to report concerns both in school and at home about online bullying.

Self Image and Identity

I can describe ways in which media can shape ideas about gender.

I can identify messages about gender roles and make judgements based on them.

I can challenge and explain why it is important to reject inappropriate messages about gender online.

I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline

I can explain why I should keep asking until I get the help I need.

Health Well being and Lifestyle

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).

I can explain the importance of self regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

Summer Term: Managing Online information / Copyright and Ownership - linked to Research

Year R

Managing Online information

I can talk about how I can use the internet to find things out.
I can identify devices I could use to access information on the internet.
I can give simple examples of how to find information (e.g. search engine, voice activated searching).

Copyright and Ownership

I know that work I create belongs to me.
I can name my work so that others know it belongs to me.

Year 1

Managing Online information

I can use the internet to find things out.
I can use simple keywords in search engines.
I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.

Copyright and Ownership

I can explain why work I create using technology belongs to me.
I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').
I can save my work so that others know it belongs to me (e.g. filename, name on content).

Year 2

Managing Online information

I can use keywords in search engines.
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'
I can explain why some information I find online may not be true.

Copyright and Ownership

I can describe why other people's work belongs to them.
I can recognise that content on the internet may belong to other people.

Year 3

Managing Online information

I can use key phrases in search engines.
I can explain what autocomplete is and how to choose the best suggestion
I can explain how the internet can be used to sell and buy things.
I can explain the difference between a 'belief', an 'opinion' and a 'fact'.

Copyright and Ownership

I can explain why copying someone else's work from the internet without permission can cause problems.
I can give examples of what those problems might be.

Year 4

Managing Online information

I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.
I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).
I can describe some 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.
I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.
I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

Copyright and Ownership
When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
I can give some simple examples.

Year 5
Managing Online information
I can use different search technologies
I can evaluate digital content and can explain how I make choices from search results.
I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.
I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'
I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.
I can explain why some information I find online may not be honest, accurate or legal.
I 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).
Copyright and Ownership
I can assess and justify when it is acceptable to use the work of others.
I can give examples of content that is permitted to be reused.

Year 6
Managing Online information
I can use search technologies effectively.
I can explain how search engines work and how results are selected and ranked.
I can demonstrate the strategies I would apply to be discerning in evaluating digital content.
I can describe how some online information can be opinion and can offer examples.
I can explain how and why some people may present 'opinions' as 'facts'.
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').
I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
Copyright and Ownership
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.