

Online Safety Progression

	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
My online identity	<p>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.</p> <p>I can explain how this could be either in real life or online.</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>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.</p>	<p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>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.</p>	<p>I can explain what is meant by the term 'identity'</p> <p>I can explain how I can represent myself in different ways online.</p> <p>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).</p>	<p>I can explain how my online identity can be different to the identity I present in 'real life'</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me, including showing respect.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context, and understand the importance of showing respect to others' opinions online.</p> <p>I understand that people may pretend to be someone they're not online. For example, an adult may be pretending to be a child. I know signs to spot this and how to report it.</p>	<p>I understand that children may choose to fit in to different groups or identities online that do not always match their everyday persona. I can discuss why this might happen and the dangers it can present when people try to be something they are not.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender, race or sexuality online.</p> <p>I can describe issues online that might make children my age feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help.</p> <p>I can explain why I should keep asking until I get the help I need.</p> <p>I can explain why it is important to show respect for everybody online, even when my identity is anonymous (playing a video game)</p>

Online relationships

	<p>I can appreciate the benefits of the internet.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is important to be considerate and kind to people online, just like in the real world.</p> <p>I know that I should only communicate with people online who I know in the real world.</p>	<p>I can understand how the internet can provide benefits; such as, communicating with people (e.g. email a penpal in another school or country).</p> <p>I can appreciate how the internet is an integral part of many people's everyday lives and the benefits it provides.</p>	<p>I can describe ways people who have similar likes and interests can get together online</p> <p>I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain how people's feelings can be hurt by what is said or written online and I can explain how I would deal with this if it happened to me.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain what actions to take if someone or something I trust online makes me feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (ie appropriate boundaries for friendships in an online context).</p> <p>I can give examples of how to be respectful to others online, just like in the real world.</p> <p>I understand boundaries for online friendships.</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I understand that this is rare but it does present a danger.</p> <p>I can make positive contributions online just like I do in the real world, and can be part of online communities.</p> <p>I can describe some of the communities in which I am involved in online and describe how I collaborate with others positively.</p>	<p>I can show I understand my responsibilities for the well-being of others in my online social group, including showing respect towards them.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I can show how to support others online just like I would in the real world.</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p>
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Online Reputation	<p>I can identify ways that I can put information on the internet.</p> <p>I know how to behave respectfully online.</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p>	<p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>
Cyberbullying	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Just like offline, I know how to behave appropriately towards others online.</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel and its lasting effects on an individual.</p> <p>I can talk about how someone can get help if they are being bullied online or offline.</p>	<p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p>	<p>I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat, social media).</p> <p>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).</p> <p>I can explain the impact that cyberbullying can have on mental wellbeing</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can understand what is meant by online abuse, trolling, bullying and harassment.</p> <p>I can assess when I need to do or say something if I become aware of cyberbullying and can suggest correct actions to take.</p> <p>I can explain how to block abusive users.</p> <p>I can explain how I would report online bullying on apps and platforms that I use.</p> <p>I can describe helpline services who can support me e.g. Childline, CEOP.</p>	<p>I can understand that online abuse can take place which can affect mental wellbeing.</p> <p>I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>I understand how cyberbullying can have long-lasting implications, both for the victim and the perpetrator.</p>

Managing online information

<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>I can appreciate how the internet can be used to find out new things. I can use the internet to find things out.</p> <p>I can use simple keywords in search engines.</p> <p>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 or worried or frightened.</p>	<p>I can use keywords in search engines.</p> <p>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).</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, OK Google, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I understand that information I search for is ranked.</p> <p>I can explain the usefulness of the internet in everyday life; I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I understand that information I search for is ranked.</p> <p>I can explain the usefulness of the internet in everyday life; I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand the criteria to make something a 'fact'.</p> <p>I understand the importance of and purpose behind age restrictions across a range of social media and gaming.</p> <p>I can describe how I can search for information within a variety of technologies (e.g. social media, image sites, video sites).</p> <p>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.</p> <p>I am aware that some online interactions which appear to be with a person (e.g. through social media, Alexa etc) may actually be with computer programs.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online</p>	<p>I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence</p> <p>I 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>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may</p>	<p>I can describe ways that the internet has changed the way we live today and the positive opportunities it provides.</p> <p>I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content based on their appropriateness for my age.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can demonstrate strategies to enable me</p>
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					does not make those opinions or beliefs true.	still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).	to analyse and evaluate the validity of 'facts' and explain why using these strategies is important. I can identify, flag and report inappropriate content.
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Health, Wellbeing 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 of rules I should follow.

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.

I can explain simple guidance for using technology in different environments and settings.

I can explain how those rules can help me.

I understand age restrictions and their purpose.

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).

I can discuss the negative impacts on health and wellbeing that spending too much time engaging with technology could have.

I can identify what a healthy balance of technology, active and social times might look like.

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.

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.

I can understand how to recognise when my mental wellbeing is being affected by the amount of time I spend online.

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 self-regulate (e.g. monitoring my time online verses the time I spend doing active or social activities).

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.

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.

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.

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.

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.

I can understand how information I put online can be stored and used.

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. inapp purchases) and explain why I should seek permission from a trusted adult before purchasing.

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).

Copyright and ownership	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p>	<p>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.</p> <p>I can give some simple examples.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
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Relevant Vocabulary

Real life Online Communicate Technology Information Internet Unkind Devices Search engine Rules Safe Healthy Personal information Trust	Online Adult Trust Internet Communicate Trusted adult Keyword Search engine Helpline Technology Rules Online content Personal information Password Device Save	Online Identity Internet Communicate Technology Information Bullying / cyberbullying Offline Search engine Keyword Webpage Voice activated Rules Guides Passwords Accounts Devices	Identity Online Technology Communication Emoji Risks Communicating Trust Bullying / cyberbullying Key phrase Fact Opinion Belief Game Video Passwords Private Device Permission	Online Identity Social environment Information Copied Shared Bullying Technology Media Image Video Text Chat Reputation Opinions Beliefs Facts In-app purchases Pop ups Advertisements Social media Password Personal information Online content	Online Identity Responsible Modified Altered Communicate Community Summary report Bullied Block Abusive users Trolling Harassment Online abuse Apps Platforms Helpline Digital content Search technology Data Information Fact Opinion Belief True False Valid Reliable Evidence Mis-information Dis-information Sceptical Hoax Honest Accurate Legal	Media Gender Judgements Online Offline Social group Live streaming Reporting Positive online reputation Bullying Screen-grab URL Profile Passwords Password manager Privacy Scamming Phishing Search tools Content References Sources
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