Online Safety & Digital Literacy Progression

Using the following guidance https://www.gov.uk/government/publications/teaching-online-safety-in-schools and gov.uk/government/publications/education-for-a-connected-world we have plotted this to sit alongside our PSHE and computing curriculum, as well as our EYFS curriculum within which elements of the prime areas PSED and Communication, Language and Literacy are crucial in equipping children with the skills they need as a foundation for learning to be safe online. Online safety forms part of our safeguarding curriculum and is the responsibility of all. Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. School wants to equip their pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered, and respectful way, so they are able to reap the benefits of the online world.

Year Group	Self- Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copywrite and Ownership
	This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
Nursery	I can recognise that anyone can say 'no' / 'please stop' to somebody who makes them feel sad or upset. I can identify adults I can trust.			I can describe ways that some people can be kind and unkind and say in simple terms how this can make others feel	I can identify some simple examples of my personal information (e.g. name, age) I can name the people I can trust	I can identify simple rules that help keep us safe when using technology. I can give some simple examples of these rules	I know people can share pictures and information on the internet	I know that things I create belong to me. I know my name can identify my work so that others know it belongs to me.
Reception	I can 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 I can identify adults I can trust in school and at home	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	I can identify ways that I can put information on the internet.	I can describe ways that some people can be unkind online I can offer examples of how this can make others feel	I can identify some simple examples of my personal information (e.g. name, birthday, age, location) I can describe the people I can trust and explain why I trust them I can talk about how to use the internet as a way of finding information online I can identify devices I could use to access information on the internet	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 these rules	I can identify simple ways in which people share information on the internet (e.g. emails, school website)	I know that the work I create belongs to me. I can name my work so that others know it belongs to me.
Year 1	• I can recognise that there are many people online who could make me feel sad, embarrassed or upset. • If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.	I understand I can use technology (with help from a trusted adult) to contact my friends and family such as making a phone call, emails or using a video call.	I can recognise that information can stay online and could be copied.	I understand that bullying happens in different ways. Including online. (Use child friendly policy to explore)	• 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.		• I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, 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 explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name or content).
Year 2	• 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.	• I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school / country). • I can give examples of how I might use technology to communicate with others I don't know well	• 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.	• 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.	• 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, Siri, Google Now).		• 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 describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.
Year 3	• I can explain what is meant by the term 'identity'. • I can explain how I can represent	• I can describe ways in which people who have similar likes and interests can get together online. • I	• I can search for information about myself online. • I can recognise that I need to be careful before I share	• I can describe appropriate ways to behave towards other people online and why this is important. • I can give	• I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can	• I can explain why spending too much time using technology can sometimes	• I can give reasons why I should only share information with people I choose to and	• I can explain why copying someone else's work from the internet without permission

	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).	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 very well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my, and other people's, feelings can be hurt by what is said or written online. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing some one in real life. • I can explain what is meant by 'trusting someone online.' I can explain why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing offline e.g. sharing images and videos.	anything about myself or others online. • I can give examples of what anyone may or may not be willing to share about themselves online. • I know who I should ask if I am not sure if I should put something online.	examples of how bullying behaviour could appear online and how someone can get support.	explain what autocomplete is and how to choose the best suggestion. • I can explain the difference between a 'belief', 'an opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	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, video). • I can 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 websites).	can trust. • I can explain that if I am not sure or feel pressurised, 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.	can cause problems. • I can give examples of what those problems might be.
Year 4	• I can explain how my online identity can be different to my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	• I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	• I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can 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).	• I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (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 why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • I can 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	• I can explain how using technology can be a distraction from other things, in both a positive and negative way. • I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	• I can describe strategies for keeping personal information private, depending on the context. • I can explain that internet use is never fully private and is monitored, e.g. adult supervision. • I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent	• 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 of content which I must not use without permission from the owner, e.g. videos, music, images
Year 5	• I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity; depending on context.	• I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). • 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 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. (e.g. gaming communities or social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • I can demonstrate how to support others (including those who are having difficulties) online.	• I can demonstrate how to make responsible choices about having an online identity, depending on context. Lesson 3 Online Reputation • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	• I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	• I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. • 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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by	• I can describe ways technology can affect health and well-being both positively (e.g. wellbeing apps) and negatively. • I can describe some strategies, tips or advice to promote health and well-being with regards to technology. • I 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. • I can 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.	• I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples. • I can explain what a strong password is and demonstrate how to create one	• 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 and know how this content can be found online.

					vloggers, content creators, influencers). • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.			
Year 6	• I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online. • I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed.	• I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. • I can 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; and who can help if someone is worried about this.	• I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity	• 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 explain how someone would report online bullying in different contexts.	• I understand the concept of persuasive design and how it can be used to influence peoples' choices. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news) • I can describe the difference between online misinformation and disinformation. • 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 or disinformation). • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.	• I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	• I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • 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). • I know that online services have terms and conditions that govern their use.	• 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.