



# Online Safety- Progression of Skills and Coverage

Our Online Safety curriculum has been created using Education for a connected world objectives [Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

We use Project Evolve Resources to support our teaching of online safety.

Some objectives are covered within our Jigsaw PSHE scheme of work.

We have linked learning to High Quality Texts.

ELG:

**Managing Self** Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly.

**Building Relationships** Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

**National Curriculum Computing KS1- Pupils should be taught to:**

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**National Curriculum Computing KS2- Pupils should be taught to:**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4+ (EYFS)	<u>Self-image and Identity</u>	<u>Online Bullying</u>	<u>Online reputation</u>	<u>Health, Wellbeing and Lifestyle</u>	<u>Online Relationships</u>	<u>Privacy and Security</u>
	I can recognise online or offline that anyone can say 'no, please stop, I'll tell to someone who makes them feel sad, uncomfortable, embarrassed or upset. (Stranger Danger)	I can describe ways that some people can be kind online.  I can offer examples of how this can make others feel. <b>Celebrating Difference Pieces 5 and 6</b>	I can identify ways that I can put information on the internet  Safer Internet Day- <b>Chicken Clicking</b>  <u>Managing Online information</u>	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.  I can give some examples.	I can recognise some ways in which the internet can be used to communicate.  I can give some examples of how I might use technology to communicate with people I know. <b>(taught in isolation)</b>	I can identify some simple examples of my personal information (eg. name, address, birthday, age, location).  I can describe who would be trustworthy

	<p><b>Being Me Pieces 2 and 4</b></p> <p><b><u>Copyright and Ownership</u></b> I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me. <b>(taught indirectly)</b></p>		<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet. <b>(to be taught in isolation linked to Dreams and Goals)</b></p>	<b>Healthy Me Piece 6</b>		<p>to share this information with.</p> <p><b>(taught in isolation)</b></p>
<b>Year 1</b>	<p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology in and beyond the home</p> <p><b>Computing Curriculum- Technology Around Us</b></p> <p><b><u>Self-image and Identity</u></b></p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p>	<p><b><u>Online Bullying</u></b></p> <p>I can describe how to behave online in ways that do not upset others and can give examples (Anti Bullying Week)</p> <p><b>Digiducks Big Decision</b></p> <p><b>Celebrating Difference Pieces 3, 5</b></p>	<p><b><u>Managing Online information</u></b></p> <p>I can give examples of how to find information using digital technology</p> <p><b>Computing Curriculum- Technology Around Us</b></p> <p>Internet Safety Day</p> <p><b>Jigsaw additional lesson</b></p> <p>I know/understand that we can encounter a range of things online including things that we like/don't like as well as things which are real or make believe/a joke</p>	<p><b><u>Copyright and Ownership</u></b></p> <p>I can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me</p> <p>I can save my work under a suitable title/name so that others know it belongs to me</p> <p>I understand that work created by others does not belong to me.</p> <p><b>Computing Curriculum- Grouping data</b></p>	<p><b><u>Privacy and Security</u></b></p> <p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (eg. where someone lives and goes to school, family names).</p> <p>I can explain why it is always important to ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p><b>Computing Curriculum -Digital Writing</b></p>	<p><b><u>Online Reputation</u></b></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><b>Goldilocks a hashtag cautionary tale</b></p>

	<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of how and when to speak to an adult I can trust and how they can help.</p> <p><b>Jigsaw additional lesson</b></p>		<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>		<p><b>Digiduck and the Magic Castle</b></p> <p><b><u>Online relationships Relationships</u></b></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p><b>Piece 4</b></p> <p>I can use the internet with adult support to communicate with people I know (eg. video call, apps or services).</p> <p><b>Piece 1</b></p> <p>I can explain why it is important to be considerate and kind to other people online and to respect their choices.</p> <p><b>Piece 2</b></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><b>Piece 1</b></p>	
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<p><b>Year 2</b></p>	<p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how these rules/guides can help anyone accessing online technology.</p> <p><b>Computing Curriculum- Information Technology Around Us</b></p>	<p><b><u>Managing Online information</u></b></p> <p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need.</p> <p>I can explain what voice activated searching is, how it is not a real person and how it may be used (eg. Alexa, Siri, Google Translate)</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 real or true.</p> <p><b>Computing Curriculum- Digital</b></p>	<p>INTERNET SAFETY DAY- BOOK FOCUS</p> <p><b><u>Self-image and identity</u></b></p> <p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help.</p> <p><b>PenguinPig</b></p>	<p><b><u>Privacy and security</u></b></p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain what is meant by 'private and keeping things private.</p> <p>I can describe and explain some rules for keeping personal information private (eg. creating and protecting passwords)</p> <p><b>Oscar's adventure</b></p> <p><b>Computing Curriculum- Pictograms</b></p>	<p><b><u>Online relationships</u></b></p> <p>I can give examples of how someone might use technology to communicate with others they don't know offline and explain why this may be risky.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and who can help me if I am not sure.</p> <p>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 am feeling under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify someone who can</p>	<p><b><u>Copyright and Ownership</u></b></p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p> <p><b>(taught in isolation).</b></p> <p><b>Digiduck Saves the Day</b></p>
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		<p><b>Photography and English research work</b></p> <p><b>Detective Digiduck</b></p> <p><b><u>Online Bullying</u></b></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.</p> <p><b>Celebrating Difference Pieces 4 and 5</b></p> <p><b>Anti-Bullying Week</b></p> <p><b>Troll Stinks</b></p>			<p>help me if something happens online without my consent.</p> <p>I can explain how it might make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking yes, agree or accept online.</p> <p><b>Digiducks Big Decision- they read this before in Year 1. Relationships Pieces 4 and 5</b></p> <p><b><u>Online reputation</u></b></p> <p>I can explain how information put online about me can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others</p>	
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					I know who to talk to if something has been put online without consent or if it is incorrect. <b>Relationships Pieces 4 and 5</b>	
Year 3	<p><b><u>Self-image and identity</u></b></p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p><b>Being Me Piece 4</b></p>	<p><b><u>Online Bullying</u></b></p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><b>Celebrating Difference Pieces 3-5</b></p>	<p><b><u>Safer Internet Day</u></b></p> <p><b><u>Privacy and Security</u></b></p> <p><b>Monkeycow</b></p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p><b><u>Managing Online information</u></b></p> <p>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. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others</p>	<p><b><u>Online Relationships</u></b></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be</p>	<p><b><u>Online Reputation</u></b></p> <p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>

		<p><b><u>Managing online information</u></b> I can use key phrases in search engines. I can use search technologies effectively.</p> <p><b><u>Copyright and ownership</u></b> 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.</p> <p><b>Computing Curriculum- Stop Frame Animation</b></p>	<p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>(e.g. monsters under the bed).</p> <p>I can 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><b>Healthy Me- Pieces 4-6</b></p> <p><b><u>Health, Wellbeing and Lifestyle</u></b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships;</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities</p>	<p>careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p><b>Relationships Piece 3</b></p> <p><b><u>Managing online information</u></b></p>	<p><b>The Technology Tail- A Digital Footprint</b></p>
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				<p>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><b>Tek the Modern Cave Boy</b></p>	<p>I can use key phrases in search engines I can use search technologies effectively</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p><b><u>Copyright and ownership</u></b></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 demonstrate the use of search tools to find and access online content which can be reused by others</p> <p><b>Computing Curriculum- Desktop Publishing</b></p>	
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<p>Year 4</p>	<p><b><u>Self-Image and Identity</u></b></p> <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them</p> <p><b>Being me pieces 1 and 4</b></p> <p><b><u>Managing online information</u></b></p> <p>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.</p>	<p><b><u>Online Bullying</u></b></p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>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).</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p><b>Celebrating Difference pieces 3-6</b></p> <p><b><u>Copyright and ownership</u></b></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 of content</p>	<p><b><u>Internet Safety Day</u></b> BOOK FOCUS</p> <p><b>Once Upon a Time Online</b></p> <p><b><u>Health, well-being and Lifestyle</u></b></p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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.</p> <p><b>Dreams and goals Pieces 2-3</b></p> <p><b>Hello! Matthew Cordell</b></p>	<p><b><u>Online Relationships</u></b></p> <p><b>Healthy Me-Pieces 2 &amp; 6</b></p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p><b><u>Privacy and Security</u></b></p> <p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me;</p>	<p><b><u>Online Relationships</u></b></p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p> <p><b>Relationships Pieces 1 and 4</b></p> <p><b><u>Self-image and identity</u></b></p> <p>I can describe ways in which people might make themselves look different online</p>	<p><b><u>Online Reputation</u></b></p> <p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><b>The Cyber Spying Glass</b></p>
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	<p>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.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers).</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p><b>Computing Curriculum – The Internet</b></p>	<p>which I must not use without permission from the owner, e.g. videos, music, images.</p> <p><b>Computing Curriculum- Creating Media- Audio Production</b></p>		<p>I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p><b>Computing Curriculum- Creating Media- Photo Editing</b></p>	
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