

Online Safety Progression of Skills

	Skills
EYFS	In EYFS, children will use technology to support their learning in all areas of the curriculum. Children will be taught how to use the internet safely and what to do if they feel something isn't right.
Year 1	• Recognise that there may be people online who could make people feel sad, embarrassed or upset. • If something happens that makes them feel sad, worried, uncomfortable or frightened, they can give examples of when and how to speak to an adult they can trust • Use the internet with adult support to communicate with people they know. • Explain why it is important to be considerate and kind to people online. • Recognise that information can stay online and could be copied. • Describe what information should not put online without asking a trusted adult first. • Describe how to behave online in ways that do not upset others and can give examples. • Identify rules that help keep us safe and healthy in and beyond the home when using technology. • Explain rules to keep us safe when we are using technology both in and beyond the home and give examples of some of these rules. • Recognise more detailed examples of information that is personal to them (e.g. where I live, my family's names, where I go to school). • Explain why they should always ask a trusted adult before they share any information about myself online. • Explain how passwords can be used to protect information and devices. • Explain why work they create using technology belongs to them. • Say why it belongs to them (e.g. 'it is my idea' or 'I designed it'). • Save their work so that others know it belongs to them (e.g. filename, name on content).

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Year 2

- Explain how other people's identity online can be different to their identity in real life.
- Describe ways in which people might make themselves look different online.
- Give examples of issues online that make them feel sad, worried, uncomfortable or frightened and give examples of how they might get help.
- Understand that they can use the internet to communicate with people they don't know and can give examples.
- Explain how information put online about them can last for a long time.
- Know who to talk to if they think someone has made a mistake about putting something online.
- Give examples of bullying behaviour and how it could look online.
- Understand how bullying can make someone feel.
- Talk about how someone can/would get help about being bullied online or offline.
- Explain simple guidance for using technology in different environments and settings.
- Say how those rules/guides can help them.
- Describe how online information about them could be seen by others.
- Describe and explain some rules for keeping their information private.
- Explain what passwords are and can use passwords for their accounts and devices.
- Explain how many devices in their home could be connected to the internet and can list some of those devices.
- Describe why other people's work belongs to them.
- Recognise that content on the internet may belong to other people.

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Year 3

- Explain what is meant by the term 'identity'.
- Explain how they can represent themselves in different ways online.
- Explain ways in which and why they might change their identity depending on what they are doing online.
- Describe ways people who have similar likes and interests can get together online.
- Give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).
- Explain some risks of communicating online with others they don't know well.
- Explain why they should be careful who they trust online and what information they can trust them with.
- Explain how theirs and other people's feelings can be hurt by what is said or written online.
- Explain why they can take back their trust in someone or something if they feel nervous, uncomfortable or worried.
- Explain what it means to 'know someone' online and why this might be different from knowing someone in real life.
- Explain what is meant by 'trusting someone online' and explain why this is different from 'liking someone online'.
- Search for information about themselves online.
- Recognise they need to be careful before they share anything about themselves or others online.
- Know who they should ask if they are not sure if they should put something online.
- Explain what bullying is and can describe how people may bully others.
- Describe rules about how to behave online and how they follow them.
- Explain why spending too much time using technology can sometimes have a negative impact on me and give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).
- Understand and can give reasons why passwords are important.
- Describe simple strategies for creating and keeping passwords private.
- Describe how connected devices can collect and share their information with others.
- Give reasons why they should only share information with people they choose to and can trust and can explain that if they are not sure or feel pressured, they should ask a trusted adult.
- Explain why copying someone else's work from the internet without permission can cause problems.
- Give examples of what those problems might be.

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Year 4	• Explain how their online identity can be different to the identity they present in 'real life'. • Knowing this, describe the right decisions about how they interact with others and how others perceive them. • Describe strategies for safe and fun experiences in a range of online social environments. • Give examples of how to be respectful to others online. • Describe how others can find out information about them by looking online. • Explain ways that some of the information about them online could have been created, copied or shared by others. • Identify some online technologies where bullying might take place. • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • Explain why they need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them. • Explain how using technology can distract them from other things they might do or should be doing. • Identify times or situations when they might need to limit the amount of time, they use technology. • Suggest strategies to help them limit this time • Explain what a strong password is. • Describe strategies for keeping my personal information private, depending on context. • Explain that others online can pretend to be me or other people, including my friends. • Suggest reasons why they might do this. • Explain how internet use can be monitored • When searching on the internet for content to use, explain why they need to consider who owns it and whether they have the right to reuse it
Year 5	• Explain how identity online can be copied, modified or altered. • Demonstrate responsible choices about their online identity, depending on context. • Make positive contributions and be part of online communities. • Describe some of the communities in which they are involved and describe how they collaborate with others positively • Search for information about an individual online and create a summary report of the information they find. • Describe ways that information about people online can be used by others to make judgments about an individual. • Recognise when someone is upset, hurt or angry online. • Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone. • Explain how to block abusive users. • Explain how they would report online bullying on the apps and platforms that they use. • Describe the helpline services who can support them and what they would say and do if they needed their help. • Create and use strong and secure passwords. • Explain how many free apps or services may read and share their private information with others. • Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing. • Assess and justify when it is acceptable to use the work of others. • Give examples of content that is permitted to be reused.

Online Safety Progression of Skills

Year 6

- Describe ways in which media can shape ideas about gender.
- Identify messages about gender roles and make judgements based on them.
- Challenge and explain why it is important to reject inappropriate messages about gender online.
- Describe issues online that might make them, or others feel sad, worried, uncomfortable or frightened and can give examples of how they might get help, both on and offline.
- Explain why they should keep asking until they get the help they need.
- Show they understand their responsibilities for the well-being of others in their online social group.
- Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).
- Demonstrate how they would support others (including those who are having difficulties) online.
- Demonstrate ways of reporting problems online for both themselves and their friends
- Explain how they are developing an online reputation which will allow other people to form an opinion of them.
- Describe some simple ways that help build a positive online reputation.
- Describe how to capture bullying content as evidence to share with others who can help them.
- Identify a range of ways to report concerns both in school and at home about online bullying.
- Describe common systems that regulate age-related content and describe their purpose.
- Use different passwords for a range of online services.
- Describe effective strategies for managing those passwords
- Know what to do if their password is lost or stolen.
- Explain what app permissions are and can give some examples from the technology or services I use.
- 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 and can describe strategies to help them identify such content
- Demonstrate the use of search tools to find and access online content which can be reused by others.
- Demonstrate how to make references to and acknowledge sources I have used from the internet.