

## Progression of knowledge and skills in E-Safety **RED = PSHE links**

### Computing - Computing contexts - Digital Literacy – Managing online information

(Ongoing throughout each theme rather than specific lessons, however the knowledge and skills below should be explicitly covered during ALL research / online lessons)

| EYFS   | Year One   | Year Two   | Year Three   | Year Four  | Year Five  | Year Six  |
|--|--|--|--|--|--|---|
| <p><b>EYFS - Reception</b><br/>Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices I could use to access information on the internet.</p> | Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching                         | Use simple keywords in search engines.   | Ask questions and use key phrases in search engines to gather accurate information online.   | Search for information and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).   | explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine                                 | explain how search engines work and how results are selected and ranked   |
|  | understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe | Demonstrate how to navigate a simple webpage to get to information I need (  | Use autocomplete to choose the best suggestion or filter the results.  | Understand why it is important to make my own decisions regarding content and that my decisions are respected by others.   | Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.                                       | explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).  |
|  | Understand how to get help from a trusted adult if the content we see makes us feel sad, uncomfortable worried or frightened                       | Explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).   | explain that not all opinions shared may be accepted as true or fair by others.  | explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.   | Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and different search results | explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. |
|  |  | Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.  | 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. | 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. | Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.   | define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online  |
|  |  | Explain why some information I find online may not be real or true.  | <b>L12 How to make safe reliable choices from search results online.</b>   | <b>L12 How to assess the reliability of sources of information online.</b>   | Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate.  | Check plausibility of information from a variety of chosen sources on the same topic  |
|  |  | <b>L7 – How the internet and digital devices can be used safely to find things out and to communicate with others. L8 Understand the role of the internet in every day life.</b> |  | <b>L13 identify the different ways information and data is shared and used online including for commercial purposes.</b>   | <b>L14 information on the internet is ranked selected and targeted at specific individuals and groups.</b>   | <b>H49 Understand about the mixed messages in the media about drugs including alcohol and smoking / vaping.</b>   |
|  |  |  |  |  |  |   |

**Computing - Computing contexts - Digital Literacy – Copyright and ownership (Ongoing throughout each theme rather than specific lessons, however the knowledge and skills below should be explicitly covered during ALL computing lessons)**

| <b>EYFS</b>  | <b>Year One</b>  | <b>Year Two</b>  | <b>Year Three</b>   | <b>Year Four</b>  | <b>Year Five</b>   | <b>Year Six</b>   |
|--|--|--|---|---|--|---|
| <p><b><u>EYFS – Three &amp; Four Years</u></b><br/>Understand that work created belongs to the person who made it.</p> | Explain why work created using technology belongs to the person who made it.                                 | Recognise that content on the internet may belong to other people. | Explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause. | Explain the need to consider who owns a piece of work and whether we have the right to reuse it.                      | Assess and justify when it is acceptable to use the work of others.  | Demonstrate the use of search tools to find and access online content which can be reused by others e.g usage rights. |
| <p><b><u>EYFS - Reception</u></b><br/>Understand that we name our work so others know who it belongs to.</p>           | Save work under a suitable title / name so that others know who it belongs (e.g. filename, name on content). | Describe why other people’s work belongs to them.                  |   | Give some simple examples of content which not be used without permission from the owner, e.g. videos, music, images. | Give examples of content that is permitted to be reused and know how this content can be found online e.g. copyright free sites. | Demonstrate how to make references to and acknowledge sources.  |
|  | Understand that work created by others does not belong to anyone else even if they save a copy.              |  |   |   |  | Accurately define the concept of plagiarism.  |

| E- Safety - Self image and identify  |  |  |   |   |   |  |
|--|--|--|---|---|---|--|
| EYFS   | Year One   | Year Two   | Year Three  | Year Four   | Year Five   | Year Six   |
| <p><b>EYFS - Birth to Three Years</b><br/>To talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p><b>EYFS – Three &amp; Four Years</b><br/>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p><b>EYFS – Reception</b><br/>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.</p> | Recognise that there may be people online who could make someone feel sad, embarrassed or upset. | Explain how other people may look and act differently online and offline.  | Explain what is meant by the term 'identity'  | Explain how my online identity can be different to my offline identity.   | Explain how identity online can be copied, modified or altered.   | Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups,  |
|  | Give examples of when and how to speak to an adult I can trust and how they can help.            | Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and explain how they might get help. | Explain how people can represent themselves in different ways online.                             | Describe positive ways for someone to interact with others online.  | Demonstrate how to make responsible choices about having an online identity, depending on context                                     | Explain why it is important to challenge and reject inappropriate representations online   |
|  |  | <b>PSHE Ob R14</b><br>Sometimes people may behave differently online, including pretending to be who they are not                          | Explain ways in which someone might change their identity depending on what they are doing online | Explain that others online can pretend to be someone else and can suggest reasons why they might do this.   | Explain how my online identity can be different to my offline identity and why.   | Explain how anyone can change and experiment with their identity online and why they might wish to do this e.g. body image   |
|  |  | <b>PSHE Ob L9</b><br>That not all information seem online is true.   |   | <b>R12</b><br>To recognise what is means to know someone online and how this differs from knowing someone face to face.                                     | <b>R1</b><br>To recognise that there are different types of relationships e.g. friendships family relationships, romantic, and online | Give examples of how the internet and social media can be used for positive self-promotion.  |
|  |  |  |   | <b>R23</b><br>Someone may behave different online including pretending to be someone they are not. Describe strategies for managing risk & report concerns. | <b>R24</b><br>How to respond safely and appropriately to adults they may encounter whom they do not know.                             | <b>L11</b><br>Recognise ways in which the internet and social media can use positively and negatively.   |
|  |  |  |   | <b>R24</b><br>How to respond saefyl and appropriately to adults they may encounter whom they do not know.   |   | <b>L16</b><br>How text and images in the media and on social media can be manipulated or invented & develop strategis to evaluate the reliabilty of sources and identify misinformation. |

| E Safety - Online relationships  |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
| EYFS   | Year One  | Year Two   | Year Three   | Year Four  | Year Five   | Year Six   |
| <p><b><u>EYFS - Birth to Three Years</u></b><br/>To start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p><b><u>EYFS – Three &amp; Four Years</u></b><br/>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p><b><u>EYFS – Reception</u></b><br/>Recognise some ways in which the internet can be used to communicate</p> | Give examples of how I (might) use technology to communicate with people I know.                                | <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p>   | Explain what is meant by 'trusting someone online', why this is different from 'liking someone online'     | describe strategies for safe and fun experiences in a range of online social environments  | 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                    | Explain how sharing something online may have an impact either positively or negatively.   |
|  | Give examples of when I should ask permission to do something online and explain why this is important          | <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. 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 feel under pressure to agree to something I am unsure about or don't want to do</p> | Explain how someone's feelings can be hurt by what is said or written online.                              | give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.              | 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 | Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them                     |
|  | Use the internet with adult support to communicate with people I know   | <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>  | Explain the importance of giving and gaining permission before sharing things online;                      | Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. | Demonstrate how to support others (including those who are having difficulties) online  | Describe how things shared privately online can have unintended consequences for others.   |
|  | I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</p>   | <b>R10</b><br>The importance of friendships and strategies for building positive relationships             | <b>R11</b><br>Understanding what constitutes and positive healthy friendship   | <b>R28</b><br>Understand how to recognise pressure from others to do something unsafe for that makes them feel uncomfortable. Develop strategies for managing this.       | 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 |
|  |   | <b>R19</b><br>understand the basic techniques for resisting pressure to do something they don't want to do which may make them unsafe.   | <b>R18</b><br>To recognise if a friendship online is making them feel unsafe or uncomfortable.             | <b>R15</b><br>To recognise the effect of online actions on each other.   | <b>R18</b><br>To recognise if a friendship online is making them feel unsafe or uncomfortable.  | <b>R15</b><br>Develop strategies for recognising and managing peer influence and a desire for peer approval.   |
|  |   | <b>R20</b><br>Knowing what to do if they feel unsafe for themselves or others.   | <b>R22</b><br>Understand about privacy and personal boundaries and what is appropriate within friendships. | <b>R18</b><br>To recognise if a friendship online is making them feel unsafe or uncomfortable,   |   | <b>R18</b><br>To recognise if a friendship online is making them feel unsafe or uncomfortable.   |
|  |   |  |  |  |   |  |

## E-Safety - Online reputation

| EYFS   | Year One  | Year Two  | Year Three   | Year Four   | Year Five  | Year Six  |
|--|---|---|--|---|--|---|
| <b>EYFS - Reception</b><br>Identify ways that I can put information on the internet. | Recognise that information can stay online and could be copied.                         | Explain how information put online about someone can last for a long time.                        | Explain how to search for information about others online.                               | Describe how to find out information about others by searching online.  | Search for information about an individual online and summarise the information found.   | Explain the ways in which anyone can develop a positive online reputation   |
|  | Describe what information I should not put online without asking a trusted adult first. | Describe how anyone's online information could be seen by others.                                 | Give examples of what anyone may or may not be willing to share about themselves online. | Explain ways that some of the information about anyone online could have been created, copied or shared by others.          | Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. | Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. |
|  |   | Understand who to talk to if something has been put online without consent or if it is incorrect. | Explain the need to be careful before sharing anything personal.                         | <b>R30</b><br>Understand that your own personal behaviour can effect other people and to model respectful behaviour online. | <b>R31</b><br>To understand recognise the importance of self respect and how this can affect them and others.                                  | Understand the problems associated with a negative digital footprint.   |
|  |   |   | Explain who someone can ask if they are unsure about putting something online            |   |  | <b>R31</b><br>To understand recognise the importance of self respect including when you are communicating anomously             |

## E safety - Online Bullying

| EYFS  | Year One   | Year Two   | Year Three  | Year Four   | Year Five   | Year Six   |
|---|--|--|---|---|---|--|
| <p><b>EYFS – Three &amp; Four Years</b><br/>To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p><b>EYFS - Reception</b><br/>Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel.</p> | Describe how to behave online in ways that do not upset others and can give examples   | Explain what bullying is, how people may bully others and how bullying can make someone feel.                                | Describe appropriate ways to behave towards other people online and why this is important.                              | Recognise when someone is upset, hurt or angry online   | Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.              | Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me                                      |
|   | R10<br>Understand that people can say hurtful things online.   | Explain why anyone who experiences bullying is not to blame  | Give examples of how bullying behaviour could appear online and how someone can get support                             | Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).   | Describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. | Explain how someone would report online bullying in different contexts.  |
|   | R12<br>That hurtful behaviour including teasing, name calling, bullying and deliberately excluding others is not acceptable. | Talk about how anyone experiencing bullying can get help.  | R19<br>Understand the impact of online bullying and the consequences of hurtful behaviour.                              | 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). | Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.                           | I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism) |
|   | R12<br>Understand how to report the bullying by telling a trusted adult.   | R10<br>Understand that people can say hurtful things online.   | R20<br>Understand and use strategies to respond to bullying including teasing and name calling through online messages. | R20<br>Understand and use strategies to respond to bullying including teasing and name calling through online messages.   | Identify a range of ways to report concerns and access support both in school and at home about online bullying.                      |  |
|   |  | R12<br>That hurtful behaviour including teasing, name calling, bullying and deliberately excluding others is not acceptable. |   |   | Describe the helpline services which can help people experiencing bullying, and how to access them                                    |  |
|   |  | R12<br>Understand how to report the bullying by telling a trusted adult  |   |   | Explain how to block abusive users.   |  |
|   |  |  |   |   | R20<br>Understand and use strategies to respond to bullying including trolling, harassments, and deliberate excluding of others.      |  |

## E-Safety - Health, well-being and lifestyle

| EYFS   | Year One   | Year Two   | Year Three  | Year Four  | Year Five  | Year Six  |
|--|--|--|---|--|--|---|
| <p><b>EYFS – Three &amp; Four Years</b><br/>Be introduced to and Identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p><b>EYFS – Reception</b><br/>To know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'</p> <p>Give some simple examples of rules that help keep us safe and healthy in and beyond the home when using technology</p> | explain rules to keep myself safe when using technology both in and beyond the home.   | Explain simple guidance for using technology in different environments and settings  | Explain why spending too much time using technology can sometimes have a negative impact on anyone  | Explain how using technology can be a distraction from other things, in both a positive and negative way.  | Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively   | Recognise features of persuasive design and how they are used to keep users engaged (current and future use).   |
|  | H9 Understand about different ways to learn and play. To recognise the importance of knowing when to take a break from time online or TV | Identify a range of simple health/ well-being issues on which technology can impact  | Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.  | Identify times or situations when someone may need to limit the amount of time they use technology   | Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.   | Explain and assess different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). |
|  | H28 Understand about rules and age restrictions that keep us safe.   | Explain how they can reduce the impact of these issues when using technology   | Suggest strategies to help me limit this time and understand who I can talk to if I need help.  | H13 Understand the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online | 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.  | Explain the importance of self-regulating technology use; I can demonstrate strategies to do this   |
|  |  | H9 To recognise the importance of knowing when and why to take a break from time online or TV.   | H13 Understand the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online  |  | 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. | H13 Understand the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online                      |
|  |  | H28 Understand about rules and age restrictions that keep us safe and why is is important that we only watch / play things that are appropriate. | 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 web sites). |  | H13 Understand the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online   | Identify commercial content (e.g. pop-ups, spam, phishing) and discuss simple strategies to manage such content   |
|  |  |  |   |  | H37 Reasons why age restrictions are important to promote personal safety.   | Recognise and can discuss the pressures that technology can place on someone  |
|  |  |  |   | H37 Reasons for following and colpying with regulations online including age restrictions on TV, films and Games.                                  |  | H37 Understand age restrictions in relation to social media, online gambling and gaming and why they are important.   |
|  |  |  |   |  |  | L23 Understand the Risks involved in gambling. Different ways in which money can be won or lost through gambling related activities and its impact on                   |

## E-Safety - Privacy and security / consent

| EYFS   | Year One   | Year Two  | Year Three   | Year Four  | Year Five   | Year Six   |
|--|--|---|--|--|---|--|
| <p><b>EYFS – Reception</b><br/>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>Describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> | Explain that passwords are used to protect information, accounts and devices.  | Explain how passwords can be used to protect information, accounts and devices.   | Describe simple strategies for creating and keeping passwords private.   | Explain that internet use is never fully private and is monitored.   | Explain what a strong password is and demonstrate how to create one.  | Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).  |
|  | Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). | Explain and give examples of what is meant by 'private' and 'keeping things private'.   | Give reasons why someone should only share information with people they choose to and can trust.   | Describe how some online services may seek consent to store information about me.  | Explain how many free apps or services may read and share private information (e.g. friends, contacts, geolocation) with others.  | Explain what to do if a password is shared, lost or stolen.  |
|  | Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).  | Explain that if they are not sure or feel pressured then they should tell a trusted adult.   | Explain what the digital age of consent is and the impact this has on online services asking for consent.  | Explain what app permissions are and can give some examples.  | Describe how and why people should keep their software and apps up to date, e.g. auto updates.   |
|  | <b>R17</b><br>Knowing there are situations when they should ask for permission and when permission should be sought.                     | Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).  | Describe how connected devices can collect and share anyone's information with others.   | <b>L15</b><br>Recognise things appropriate to share and things that should not be shared on social media: rules surrounding distribution of images.  | 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; I can describe strategies to help me identify such content (e.g. scams, phishing).   |
|  | <b>H34</b><br>Understand basic rules to keep safe online and what is meant by personal information and what should be kept private.      | <b>R18</b><br>The importance of not keeping adult secrets.<br><b>H34</b><br>Understand rules to keep safe online and what is meant by personal information and what should be kept private and why this is important. | <b>H42</b> Understand the importance of keeping personal information private in order to stay safe online.<br><br><b>H42</b> Understand what to do if frightened or worried by something they have seen or read online and how to report concerns about inappropriate content or contact.<br><br><b>R26</b> Understand about seeking and giving consent in different situations before sharing information.<br><br><b>R27</b> Understand when it is appropriate and when it is not appropriate to keep a secret. Understand when it is ok to break a secret. | <b>H42</b> Understand the how to manage requests for personal information or images of themselves or others.<br><br><b>H42</b> Understand what to do if frightened or worried by something they have seen or read online and how to report concerns about inappropriate content or contact.<br><br><b>R27</b> Understand what is meant by confidentiality.<br><br>Understand when and when it is right to break confidentiality. | <b>L15</b><br>Recognise things appropriate to share and things that should not be shared on social media: rules surrounding distribution of images.<br><br><b>H42</b><br>Understand what to do if frightened or worried by something they have seen or read online and how to report concerns about inappropriate content or contact.<br><br><b>R27</b><br>Understand what is meant by confidentiality.<br><br>Understand when and when it is right to break confidentiality. | Understand that online services have terms and conditions that govern their use.<br><br><b>L15</b> Recognise things appropriate to share and things that should not be shared on social media.<br><br>Rules surrounding the taking and distribution of inappropriate images of themselves or others.<br><br><b>H42</b> Understand what to do if frightened or worried by something they have seen or read online and how to report concerns about inappropriate content or contact.<br><br><b>R27</b> Understand what is meant by confidentiality. |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  | Understand when and when<br>it is right to break<br>confidentiality. |
|--|--|--|--|--|--|--|