




AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION – E-Safety

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Self-Image and Identity  | <p>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</p> | <p>I can recognise that there may be people online who could make someone 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 and how they can help.</p> | <p>I can explain how other people may look and act differently online and offline.</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 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 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>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> | <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> | <p>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.</p> |
| Online Relationships | <p>I can name some ways that members of my family talk</p> | <p>I can give examples of when I should ask</p> | <p>I can identify who can help me if something happens</p> | <p>I can describe ways people who have similar likes and</p> | <p>I can describe strategies for safe and fun</p> | <p>I can give examples of technology-specific forms of</p> | <p>I can explain how sharing something online may have</p> |



to each other and other people using the internet

I can name an app, a piece of software or a technology that I use or could use to talk to people I know

permission to do something online and explain why this is important.

I can explain why it is important to be considerate and kind to people online and to respect their choices.

online without my consent.

I can explain who I should ask before sharing things about myself or others online.

interests can get together online.

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

I can explain how someone's feelings can be hurt by what is said or written online.

experiences in a range of online social environments (e.g. livestreaming, 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.

communication (e.g. emojis, memes and GIFs).

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 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;



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| | | | | | | | and who can help if someone is worried about this. |
| <p>Online Reputation</p>  | <p>I know what the word 'information' means</p> <p>I know what 'online' means</p> <p>I understand that I can put information online for others to see</p> | <p>I can recognise that information can stay online and could be copied.</p> | <p>I can explain how information put online about someone can last for a long time.</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. 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>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>I can search for information about an individual online and summarise the information found.</p> <p>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</p> | <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> |



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| <p>Online Bullying</p>  | <p>Say what being 'unkind online' means to them.</p> <p>Give specific examples/ways that people can be unkind through technology and the internet.</p> <p>Recognise differences between kind and unkind behaviours.</p> | <p>I can describe how to behave online in ways that do not upset others and can give examples.</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.</p> <p>I can talk about how anyone experiencing bullying can get help.</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>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</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 recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to</p> | <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> |
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| | | | | | | <p>report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> | |
| <p>Managing online information</p>  | <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 using digital technologies, e.g. search engines, voice activated searching.</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</p> | <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can describe and demonstrate how we can get help from a trusted</p> | <p>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,</p> | <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain the benefits and limitations of using different types of search technologies</p> | <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> |




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| | | <p>I know / 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 / a joke.</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>find online may not be real or true.</p> | <p>adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>I can explain how the internet can be used to sell and buy things.</p> | <p>image sites, video sites).</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>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.</p> <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</p> | <p>e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p> | <p>I can 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.</p> <p>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.</p> |
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| | | | | | pretend something is true when it isn't. | | |
| <p>Health, Well-being and Lifestyle</p>  | <p>Tell you the things that they are allowed/not allowed to do when using technology/the internet.</p> <p>Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet</p> <p>Name at least one trusted adult who can help them stay safe when using technology/internet .</p> | <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p> | <p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> | <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>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</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>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>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</p> | <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> |



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| | | | | that makes me feel uncomfortable. | | 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 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). |
| Privacy and Security  | Identify and name examples of their own personal information. Name people they trust and why. | I can explain how passwords are used to protect information, accounts and devices. I can explain why it is important to always ask a | I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by | I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with | I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private | I can explain why someone should use a strong and separate password for their email account, as the gateway to other online accounts. | I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). |



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| | | trusted adult before sharing any personal information online, belonging to myself or others. | 'private' and 'keeping things private'. | people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. | 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. | I can explain the terms 'connectivity' and the 'Internet of things'. I understand the benefits of two factor authentication and use it where available. I can explain why backing up data is important and how this can be done. I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware). | 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 know that online services have terms and conditions that govern their use. |
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| | | | | | | <p>I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).</p> <p>I can demonstrate ways in which someone can change their browser settings to make their online browsing more secure (e.g. cookie permissions, do-not-track-me, password storage, incognito).</p> <p>I can explain how the security of devices connected to the internet may be compromised e.g.</p> | |
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| | | | | | | <p>webcams, monitors, phones or toys. I can demonstrate actions people can take to minimise such compromise (e.g. covering cameras on computers when not in use).</p> <p>I can identify choices and demonstrate strategies to control the personal data online services hold.</p> <p>I can explain why it's important to know how to recover a device or account if it gets compromised / hacked.</p> | |
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| <p>Copyright and Ownership</p>  | <p>Recognise that objects and work can belong to them.</p> <p>Demonstrate how and why they own digital work they have created.</p> <p>Explain why digital work belongs to them.</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. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy</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>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</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 which I must not use without permission from the owner, e.g. videos, music, images.</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 and know how this content can be found online.</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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We have used Project Evolve and the *Education for a Connected World Framework* (2020) to help shape our progression in E-Safety at Austhorpe.