

Online Safety Curriculum Progression from EYFS to Y6

We currently have 1 mixed Reception/Year 1 class at Tavistock Primary. We deliver the EYFS and Year 2 curriculum topics simultaneously through practical, playful approach to learning, based on the needs and interests of our children. We teach children individually, in small groups and as a whole class. Through a combination of teacher led activities and continuous provision opportunities, we encourage children to develop their learning independently through exploration and challenge.

Year 1 and Year 2 mix - All children will still be taught and will learn the skills relevant to their age group, despite the mixing of year groups. This may be done by careful planning, or adaptations throughout the lesson to best meet the needs of the children which will then ensure they meet the learning outcomes for the sequence.

Year Group	Learning Outcome	Teaching could include:
EYFS	Self Image and Identity	<p>I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'.</p> <p>I can explain how this could be better to do in real life or online.</p>
	Online Relationships	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can name some ways that members of my family talk to each other and other people using the internet.</p> <p>I can name an app, a piece of software or a technology that I use or could use to talk to people I know.</p>
	Online Reputation	<p>I can identify ways that I can put information on the internet.</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>
	Online Bullying	<p>I can describe ways that some people can be unkind online.</p> <p>I can say what being 'unkind online' means to me.</p> <p>Recognise differences between kind and unkind behaviour</p> <p>I can name different emotions that someone may feel in their online experiences.</p> <p>I can recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad).</p>

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	Managing Online Information	<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.</p>
	Health, Well-being and Lifestyle	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can discuss the things that I am allowed/not allowed to do when using technology/the internet.</p> <p>I can name some things that might make me happy/unhappy/angry/sad when they use technology and the internet.</p> <p>I can name at least one trusted adult who can help us stay safe when using technology/internet.</p> <p>Give some examples of the rules they have about using technology.</p> <p>Attempt to say why they are allowed or not allowed to do these things.</p> <p>State what to do if they are worried or unsure about something online.</p>
	Privacy and Security	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can identify and name examples of my own personal information.</p> <p>I can name people I trust and why.</p>
	Copyright and Ownership	<p>I know that work I create belongs to me.</p> <p>I recognise that objects and work belongs to me.</p> <p>I can demonstrate how and why I own work I have created.</p> <p>I can understand the benefit of naming my work.</p> <p>I can demonstrate ways of naming files to help me find them later.</p>

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Year 1	Self-Image and Identity	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>I know when I should ask an adult for help with things online that upset me.</p> <p>I can give examples of different adults I can ask for help.</p>
	Online Relationships	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not be seen the same way by others.</p>
	Online Reputation	<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>
	Online Bullying	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>
	Managing Online Information	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <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>
	Health, Well-being and Lifestyle	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>

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	Privacy and Security	<p>I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>
	Copyright and Ownership	<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>

Year 2	Self-Image and Identity	<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 worries, sad, uncomfortable or frightened; I can give examples of how they might get help.</p>
	Online Relationships	<p>I can give examples of how someone might use technology to communicate with others they don't know offline and explain why this is 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 can identify 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'. 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> <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> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>I can explain how information put online about someone can last for a long time.</p>

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	Online Reputation	<p>I can describe how anyone's online information could be seen by others.</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>
	Online Bullying	<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>.</p>
	Managing Online Information	<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 (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can 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).</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>
	Health, Well-being and Lifestyle	<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 say how those rules / guides can help anyone accessing online technologies.</p>
	Privacy and Security	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>
	Copyright and ownership	<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>

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Year 3	Online Bullying	<p>I can describe appropriate ways to behave towards other people online and why this is important</p> <p>What does online bullying look like and how can someone get support?</p>
	Managing online information	<p>I can use key phrases when searching online</p> <p>I can explain what auto complete is and how to select the best suggestion</p> <p>I can explain the internet can be used to buy and sell things</p> <p>I can explain the difference between belief, opinion and fact and how/where they might be shared online</p>
	Impact on quality of life, physical and mental health and relationships.	<p>I can explain how spending too much time online can have a negative impact on anybody and give examples of positive and negative activates where time may be consumed easily</p> <p>I can explain why some activities have age restrictions and why it is important that we follow them</p>
	Privacy/security	<p>I know how to ensure I keep my passwords safe</p> <p>I can describe how connected devices can collect and share information with others</p>
	Self-Image and Identity	<p>Children can explain what is meant by the term 'identity' and how people can represent themselves differently online and why</p>
	Online Relationships	<p>I can describe ways people with similar likes and interests can get together online</p> <p>I can explain what it means to 'know someone' online and why it's different to knowing someone offline</p> <p>I can explain what is meant by 'trusting someone online' and being careful about who we trust online and what we share with them</p> <p>I understand why someone may change their mind about trusting someone online</p>

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	Copyright and Ownership	I can explain why copying someone else's work from the internet without permission isn't fair and can explain the problem it may cause
Year 4	Self-Image and Identity	<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>
	Online Relationships	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, 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>
	Online Reputation	<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>
	Online bullying	<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>
	Managing online information	<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>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).</p> <p>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.</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</p>

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		<p>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 pretend something is true when it isn't.</p>
	Health, Well-being and Lifestyle	<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>
	Privacy and Security	<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; 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>
	Copyright and Ownership	<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>
Year 5	Self Image and Identify	<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>
	Online Relationships	<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>

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	Online Reputation	<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>
	Online Bullying	<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>
	Managing Online Information	<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>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).</p> <p>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.</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 pretend something is true when it isn't.</p>
	Health, Well-being and lifestyle	<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>
	Privacy and Security	<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; 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>
	Copyright and Ownership	<p>When searching on the internet for content to use, I</p>

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		<p>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>
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Year 6	Self-Image and Identity	<p>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.</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> <p>I can explain the importance of asking until I get the help needed.</p>
	Online Relationships	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>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.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p>
	Online Reputation	<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>
	Online Bullying	<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>
	Managing Online Information	<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> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion</p>

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		<p>or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>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).</p> <p>I understand the concept of persuasive design and how it can be used to influence people's choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</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> <p>I can describe the difference between online misinformation and dis-information.</p> <p>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).</p> <p>I can identify, flag and report inappropriate content.</p>
	Health, Well-being and Lifestyle	<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> <p>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).</p>
	Privacy and Security	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to I can describe simple ways to increase privacy on apps and services that provide privacy settings. date, e.g. auto updates.</p> <p>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).</p> <p>I know that online services have terms and conditions that govern their use.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>

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	Copyright and Ownership	I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can demonstrate the use of search tools to find and access online content which can be reused by others.
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Personal Data

Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'.

Privacy Setting

Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared.

Passwords

Password phishing is the process by which people try to find out your passwords so they can access protected content. What is a good password, how do you keep it safe, who should you tell? Why would someone want your password? How/why someone would want to trick you for your password? What do you do if your password is revealed?