



Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16
Progression of Knowledge and Skills in E-Safety

Bold – Project Evolve

Italics – Covered in Teach Computing Lessons

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Important Vocabulary	online, chat, computer, safe, permission, belong, trusted adult, rules, bullying, private	online, permission, information, personal, password, search, rules, bullying, private	online/offline, email, pressure, consent, digital, voice-activate search, flag, block, protect	identity, avatar, alias, plagiarism, bias, targeted advertisements, influence, manipulate, privacy settings, fake news	represent, interact, scams, in-app purchases, copyright, accuracy/reliability, restrictions, cross-check	identity theft, profile, stereotyping, reference, URL, creative commons, sceptical, commercial boosting, agenda	offensive, challenge, anonymous, phishing, spam, screen-grab, acknowledge, misinformation, disinformation, hoax
E safety Health, well-being and Lifestyle Digital Literacy	<p><u>Skills</u> Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples of these rules.</p> <p><u>Knowledge</u> It is important to follow rules to make sure that we are healthy & safe at home. It is important to follow rules to make sure that we are healthy and safe when using technology.</p>	<p><u>Skills</u> <i>Create rules for using technology safely. (Teach Computing – Technology Around Us)</i></p> <p><u>Knowledge</u> We have rules so that we stay safe, we make sure we are all happy, we can learn and to help us to be good people. The rules keep us safe and healthy when we are using technology in and beyond the home. Hold your device carefully Stop using your device when someone is talking to you Take turns with your partner Use only the apps you have been asked to used Don't share your passwords Following age ratings</p>	<p><u>Skills</u> <i>Explain how to use information technology safely. (Teach Computing – IT Around Us)</i></p> <p><u>Knowledge</u> We have rules for using IT for different reasons - Keeping safe, Seeing appropriate content due to watershed or age ratings on games, Devices not getting broken. Stop using IT when you should be listening Keep personal information private Be nice to other people Ask before taking someone's photo</p>	<p><u>Skills</u> Explain why spending too much time using technology can sometimes have a negative impact. Give some examples of activities where it is easy to spend a lot of time engaged. 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</p> <p><u>Knowledge</u> Spending too much time using technology can sometimes have a negative impact on mood, sleep, body and relationships. Some apps, games, and online activities have age restrictions, they are unsafe/inappropriate for younger people.</p>	<p><u>Skills</u> Explain how using technology can be a distraction from other things, in both a positive and negative way. Identify times or situations when I might need to limit the amount of time I use technology. Suggest strategies to help me limit this time.</p> <p><u>Knowledge</u> Too much time online gaming can cause a lack of sleep/exercise leading to tiredness, mood swings and obesity. You should be aware of the different age restrictions for various games, apps, and sites. Use Net Aware to check age restrictions for yourself.</p>	<p><u>Skills</u> Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. Describe some strategies, tips or advice to promote healthy sleep with regards to technology 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 how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p><u>Knowledge</u> It is important to take breaks from technology. Stop playing games/ apps if they make you feel angry or worried. There are also many ways in which technology can influence our lives positively, e.g. mindfulness/health apps. Check with adults before making in-app purchases.</p>	<p><u>Skills</u> Describe common systems that regulate age-related content and describe their purpose. Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Recognise features of persuasive design and how they are used to keep users engaged (current and future use). Assess and action different strategies to limit the impact of technology on health.</p> <p><u>Knowledge</u> PEGI set the age ratings for video games. BBFC set age ratings for films and videos. There are many different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet, exercise).</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E safety Managing online information Digital Literacy	<p>Skills Talk about how to use the internet as a way of finding information online. Identify devices I could use to access information on the internet.</p> <p>Knowledge The internet is a good way to find information that we need. We can access the internet using phones, laptops, tablets, computers and tvs. Search engines, for example Google, help us to find information that we need online. We should always ask permission before searching for things online.</p>	<p>Skills Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. 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. Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Knowledge Search engines, for example Google, help us to find information that we need online. We should always ask permission before searching for things online. We should always make sure 'safe search' is on when we search for things online. Some things online are real and some things are a joke/ not real. Ask a trusted adult to be sure.</p>	<p>Skills Use keywords in search engines. Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Explain why some information I find online may not be true.</p> <p>Knowledge We should use simple key words in order to find information. E.g. 'date great fire London' instead of the full sentence/ question/ request. The 'home' button takes you back to the home page. 'Back' button takes you to the last webpage. We should always make sure 'safe search' is on when we search online. Some things online are not real. Ask a trusted adult to be sure. Voice-activated search aids, like Alexa/Siri are not real people.</p>	<p>Skills Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things. Explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared. Explain that not all opinions shared may be accepted as true or fair by others. 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>Knowledge Search engines use algorithms to rank the results of searches. Factors like your key words, location & settings count. Not all information on the internet is accurate. Some information is fact and some is opinion. Some information is biased (not balanced, unfair). Some information online deliberately tries to influence or mislead people (e.g. fake news). It can even be illegal. Advertisements can be targeted at people depending on their browsing history (things they have done online).</p>	<p>Skills Analyse information to make a judgement about probable accuracy. Explain what is meant by fake news. Describe how fake news may affect emotions and behaviour, and explain why this may be harmful. 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). (Teach Computing –The Internet) Describe some of the methods used to encourage people to buy things online and recognise some of these when they appear online. Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. 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>Knowledge Check the type of sources, e.g. Twitter is more likely to be opinion, BBC News more likely to be factual. Fake news - Some information online deliberately tries to influence/mislead people. This may be to show someone/thing in a good or bad way. Advertisements can be targeted at people deliberately who are the most vulnerable/ likely to buy a product. Websites can pay to have their results displayed towards the top (commercial boosting).</p>	<p>Skills Explain what is meant by 'being sceptical'; Give examples of when and why it is important to be 'sceptical'. Evaluate digital content and explain how to make choices about what is trustworthy. Identify ways the internet can draw us to information for different agendas. Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p>Knowledge Make decisions about the accuracy of information by cross-checking multiple sources. It is important to be skeptical of information/offers until you have checked. The internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. Check by reading the URL and extension.</p>	<p>Skills 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. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online. Describe the difference between online misinformation and dis-information. Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen. Identify, flag and report inappropriate content.</p> <p>Knowledge Online misinformation is information that is false and is created and spread online. Disinformation is deliberate and includes malicious content such as hoaxes, spear phishing and propaganda. It spreads fear and suspicion among the population. Think: is it reliable? If in doubt, do not share! Tell a trusted adult or report.</p>

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<p>E safety</p> <p>Copyright and Ownership</p> <p>Digital Literacy</p>	<p><u>Skills</u> Know that work I create belongs to me. Name my work so that others know it belongs to me.</p> <p><u>Knowledge</u> Work that you create belongs to you. It does not belong to anyone else, unless you give it to them! You should always make sure that you put your name on your work, so that others know it belongs to you.</p>	<p><u>Skills</u> Explain why work I create using technology belongs to me. Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). Save my work so that others know it belongs to me. Understand that work created by others does not belong to me even if I save a copy.</p> <p><u>Knowledge</u> Work that you create using technology belongs to you. For example, if you filmed something, designed something or made something using technology, it belongs to you. We should save our work with a suitable title/ filename so that people know it belongs to us. Work that is created by others does not belong to you, even if you create a copy.</p>	<p><u>Skills</u> Recognise that content on the internet may belong to other people. Describe why other people's work belongs to them.</p> <p><u>Knowledge</u> For other people to use things that I have created, they should have my consent. Most of the things that we see online belong to other people. Work that is created by others does not belong to you so you should not share it or use it without their consent.</p>	<p><u>Skills</u> Explain why copying someone else's work from the internet without permission isn't fair and explain what problems this might cause.</p> <p><u>Knowledge</u> For other people to use your work, they should have your consent. You should save our work with a suitable title/ filename so that people know it belongs to you. You should ensure that you save your work in a safe digital space. (e.g. a password protected online space or computer). Copying someone else's work from the internet without permission isn't fair. This is called plagiarism (a type of cheating) & is treated seriously.</p>	<p><u>Skills</u> 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. Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p><u>Knowledge</u> An original work is covered by copyright. This gives the owner (the person who made it) the right to decide what others can do with it.</p>	<p><u>Skills</u> <i>Assess and justify when it is acceptable to use the work of others.</i> <i>Describe what is meant by the term 'fair use'</i> <i>Give examples of content that is permitted to be reused and know how this content can be found online. (Teach Computing – Web Page Creation)</i></p> <p><u>Knowledge</u> You can find out if a picture is free to use by selecting tools/ rights/ Creative Commons licenses in a Google image search.</p>	<p><u>Skills</u> <i>Demonstrate the use of search tools to find and access online content which can be reused by others.</i> <i>Demonstrate how to make references to and acknowledge sources I have used from the internet. (Teach Computing – Web Page Creation)</i></p> <p><u>Knowledge</u> If you use text or images from online, then you need to reference this. Quote the publisher, the URL and the date you accessed it. This helps to ensure that the creator gets credit for their creations.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>E safety Privacy and Security</p> <p>Digital Literacy</p>	<p><u>Skills</u> Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p><u>Knowledge</u> Some information is personal to you. For example: -Your name -Your birthday -Your age -Your address -Your location (where you are) -You shouldn't give this information to strangers. Ask a trusted adult if unsure.</p>	<p><u>Skills</u> Explain how passwords can be used to protect information and devices. Recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p><u>Knowledge</u> A password is something that is used to protect our information, accounts and belongings. Passwords can protect our personal information. They should be difficult for other people to guess, but we need to remember them!</p>	<p><u>Skills</u> Explain how passwords can be used to protect information, accounts and devices. Explain and give examples of what is meant by 'private' and 'keeping things private'. Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p> <p><u>Knowledge</u> We can keep our digital files safe by only saving them to our device and putting a password on the device. We should protect our passwords by not telling them to others.</p>	<p><u>Skills</u> Describe simple strategies for creating and keeping passwords private. Give reasons why someone should only share information with 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. Describe how connected devices can collect and share anyone's information with others.</p> <p><u>Knowledge</u> Ask a trusted adult to ensure your privacy settings are on so your location and profile are not public.</p>	<p><u>Skills</u> Describe strategies for keeping my personal information private, depending on context. Explain that internet use is never fully private and is monitored, e.g. adult supervision. 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. Know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p><u>Knowledge</u> Remember that the internet is never fully private and is monitored, e.g. adult supervision. The digital age of consent is 16. So you must ask trusted adults for consent.</p>	<p><u>Skills</u> Explain what a strong password is and demonstrate how to create one. Explain how many free apps or services may read and share my private information with others. Explain what app permissions are and can give some examples.</p> <p><u>Knowledge</u> Passwords should have a combination of letters, symbols and numbers. They should not include easy-to-guess details such as your name, date of birth or where you live. Many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	<p><u>Skills</u> Describe effective ways people can manage passwords. Explain what to do if a password is shared, lost or stolen. Describe how and why people should keep their software and apps up to date. 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. Know that online services have terms and conditions that govern their use.</p> <p><u>Knowledge</u> You can manage passwords by storing them securely or saving them in the browser. Many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. This information can be passed on to companies for advertising. You should keep software and apps up to date, e.g. auto updates. This helps creators to keep your apps/information safe and secure. We should read privacy terms and conditions before downloading apps (even if they're free!)</p>

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<p>E Safety</p> <p>Self-image and identity</p> <p>Digital Literacy</p>	<p><u>Skills</u> 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><u>Knowledge</u> It can be fun chatting with friends online. If things online make us feel sad, uncomfortable or upset, we can say: '<i>No</i>' '<i>Please stop</i>' '<i>I'll tell</i>' '<i>I'll ask</i>' We can also let a trusted adult know.</p>	<p><u>Skills</u> Recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened. Give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><u>Knowledge</u> It can be fun chatting with known friends. However, there may be people online who make us feel sad, embarrassed, uncomfortable or upset. If you see or hear something that makes you feel like this, tell a trusted adult as soon as you can.</p>	<p><u>Skills</u> Explain how other people may look and act differently online and offline. 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><u>Knowledge</u> It can be fun chatting with people that we know. However, we need to be sure who we are chatting to. Some people may look and act differently offline and online. There may be people online who make us feel sad, embarrassed, uncomfortable or upset. If you see or hear something that could make someone feel like this, tell a trusted adult.</p>	<p><u>Skills</u> Explain what is meant by the term 'identity'. Explain how people can represent themselves in different ways online. 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><u>Knowledge</u> Your identity is who you are. It includes your name, what you like, your family and friends, everything about you! People can take steps to change or hide their identity online. Some people do this to keep themselves safe. E.g. you should use an avatar and an alias when online gaming, rather than your own name and picture of you. Others may change their identity to trick others. You should be aware that you do not always know who you are talking to online.</p>	<p><u>Skills</u> Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p><u>Knowledge</u> Reasons people may represent themselves differently online: to protect themselves, to deceive others, to try and look good, for fun. How you present yourself and interact with others online affects how others see you.</p>	<p><u>Skills</u> Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context</p> <p><u>Knowledge</u> Some people may represent themselves differently online for criminal/ immoral purposes. It is possible for people to modify and steal parts of your identity, e.g. setting up profiles using your pictures/ name/ details. This can create problems when contacts do not know it is a fake account. The best way to avoid your account being stolen is to set your account to private. Most social media platforms have options to report fake accounts.</p>	<p><u>Skills</u> 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. Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. Explain the importance of asking until I get the help needed.</p> <p><u>Knowledge</u> Stereotyping is a set (and often false) idea that people have about what someone is like based on an aspect of their identity (e.g. their race, gender, religion etc.) People may share views involving stereotyping online. It is important to challenge and reject inappropriate representations online. You can report incidents that incite hatred/ stereotypes to social media providers.</p>

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E safety Online Relationships Digital Literacy	<p>Skills Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know.</p> <p>Knowledge The internet can help us to talk to other people, through: -Messaging -Videos/ Facetime -Emails I should ask permission to do these things.</p>	<p>Skills Give examples of when I should ask permission to do something online and explain why this is important. Use the internet with adult support to communicate with people I know (e.g. video call apps or services). Explain why it is important to be considerate and kind to people online and to respect their choices. Explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Knowledge There are times when I should ask permission to do things online, e.g. before going online, before chatting online. With adult support, it can be fun to talk to people online, e.g. on video calls or messaging apps. It is important to always be kind to people at all times (including online). Sometimes, things that we think are funny are not funny to other people.</p>	<p>Skills Give examples of how we use technology to communicate with others they don't also know offline and explain why this might be risky. Explain who I should ask before sharing things about myself or others online. Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. Explain why I have a right to say 'no' or 'I will have to ask someone'. Identify who can help me if something happens online without my consent. Explain how it may make others feel if I do not ask their permission or ignore something about them online. Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Knowledge You should ask permission before communicating with anyone you don't know, e.g., when online gaming, or sending emails You should always ask a trusted adult before giving out information about yourself online. When someone asks you for something online, you have the right to say 'no' or to ask someone first. Tell a trusted adult if you feel under pressure to do something online. Ask permission before clicking 'yes', 'agree' or 'accept' online to make sure that I stay safe.</p>	<p>Skills Describe ways people who have similar likes and interests can get together online. Explain what it means to 'know someone' online and why this might be different from knowing someone offline. Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. Explain how someone's feelings can be hurt by what is said or written online.</p> <p>Knowledge We may like people who we meet online, because of our similarities (e.g. gaming/ hobbies.) however liking someone is different to trusting someone. You should be careful about who you trust online. Ask a trusted adult before trusting anyone who you meet online. When someone asks you for something online, you have the right to say 'no' or to ask someone first. Tell a trusted adult if you feel pressure to do something online.</p>	<p>Skills Describe strategies for safe and fun experiences in a range of online social environments. Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. 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>Knowledge For online games: 1.Choose a safe username that doesn't include your own name or location; 2.Don't share any personal details; 3.Don't accept gifts or offers that seem too good to be true, be wary of scams; 4.Be nice to others you're playing with; 5.No in-app purchases without permission.</p> <p>When livestreaming/ uploading videos: 1.Keep your parents aware of what you are doing. This helps them to keep you safe. 2.Change your privacy settings and age filters, to control what you and others see. 3.Flag anything you see that is inappropriate. 4.'Go live' in public places, rather than home. This will limit the personal info you share.</p>	<p>Skills Give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). 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. (e.g. gaming communities or social media groups).</p> <p>Knowledge Technology-specific forms of communication include emojis, memes and GIFs, -Emojis are small images that can be inserted into text to convey an emotion, object or symbol. They started as faces to show emotions, but now include pictures for hundreds of objects/ideas. -Memes are a piece of media, that spreads rapidly through the internet. They often include a picture and humorous caption. -GIFs are images that form an animation. They loop continuously</p>	<p>Skills Explain how sharing something online may have an impact either positively or negatively. Describe the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Explain that taking or sharing inappropriate images of someone. 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> <p>Knowledge Spam emails are emails from companies offering products and services. They contact you without your permission. Phishing is when someone tries to trick someone into giving out information. Forward it to report@phishing.gov.uk then delete the original e-mail. Tell a trusted adult. The National Cyber Security Centre can help with phishing.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E safety Online Bullying Digital Literacy	<p>Skills Describe ways that some people can be unkind online. Offer examples of how this can make others feel.</p> <p>Knowledge Sometimes, people can be unkind online. This can make others feel sad, upset or uncomfortable. We should behave in ways online that do not upset others. You should be as kind to people online as you would be in person.</p>	<p>Skills Describe how to behave online in ways that do not upset others and can give examples.</p> <p>Knowledge You should be as kind to people online as you would be in person. If someone is unkind, Several Times On Purpose then this could be bullying and we need to make it STOP. Tell a trusted adult.</p>	<p>Skills Explain what bullying is, how people may bully others and how bullying can make someone feel. Explain why anyone who experiences bullying is not to blame. Talk about how anyone experiencing bullying can get help.</p> <p>Knowledge You should be as kind to people online as you would be in person. If we think someone is being bullied online, we need to make it STOP. Tell a trusted adult. If someone is being bullied online, it is not their fault.</p>	<p>Skills Describe appropriate ways to behave towards other people online and why this is important. Give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Knowledge What one person sees as a joke (or banter) might be experienced by others as bullying. This could be via a text, an image or chat. Bullying, online or offline, is always unacceptable and you must report it whenever you see it.</p>	<p>Skills Recognise when someone is upset, hurt or angry online. Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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>Knowledge Bullying can take place through many forms (text, image, video, chat). Carefully consider how the things you say and post can impact on others' feelings. Things that are a joke to you may not be to other people.</p>	<p>Skills Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. Identify a range of ways to report concerns and access support both in school and at home about online bullying. explain how to block abusive users. Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>Knowledge Ways to deal with online bullying: Report the unkind actions to a teacher at school. Block the person who is being unkind. Contact Childline: 0800 11 11 or chat online to Childline: www.childline.org.uk</p>	<p>Skills Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Explain how someone would report online bullying in different contexts.</p> <p>Knowledge Capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help</p>
E safety Online reputation Digital Literacy	<p>Skills Identify ways that I can put information on the internet.</p> <p>Knowledge There are different devices that we can use for sharing information and communicating: -Computer -Tablet -Smart Phone -Laptop -Games Console -TV We should always get permission from a trusted adult before we put information online.</p>	<p>Skills Recognise that information can stay online and could be copied. Describe what information I should not put online without asking a trusted adult first</p> <p>Knowledge Some of our information is personal to us and should not be put online without the permission of an adult first. Sometimes, information that is put online is difficult to delete and can be copied and saved by other people. We should think carefully and ask an adult before putting any information online. Information that is personal to us includes our full names, our address, our email address or our telephone number.</p>	<p>Skills Explain how information put online about me can last for a long time. Describe how anyone's online information could be seen by others. Know who to talk to if I think something has been put online without consent or if it is incorrect.</p> <p>Knowledge The information that we put online can stay there for a long time. Information that is personal to us includes our full names, our address, our email address or our telephone number. You should let a trusted adult know if something personal to you has been put online without your consent.</p>	<p>Skills Explain how to search for information about others online. 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. Explain who someone can ask if they are unsure about putting something online.</p> <p>Knowledge Sometimes, information that is put online is difficult to delete and can be copied and saved by other people. We should think carefully and ask an adult before putting information online. Never share your full name or address with people you have met online.</p>	<p>Skills Describe how to find out information about others by searching online. Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>Knowledge Information about others can be found: 1.Through Google/search engine results; 2.Through their social media accounts; 3.Through online news/information stories; 4.Through content they have uploaded; 5.Through entries in online information sources e.g. Wikipedia/ Kiddle/ Britannica;</p>	<p>Skills Search for information about an individual online and summarise the information found. Describe ways that information about people online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>Knowledge Be aware of what information about you is available online. Tell a trusted adult if it is there without your consent. Do not share images or videos of others without their consent. Do not tag your friends into content unless you have their consent.</p>	<p>Skills Explain the ways in which anyone can develop a positive online reputation. Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>Knowledge You can protect your own digital personality by (where appropriate) remaining anonymous.</p>

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Statutory Guidance

EYFS curriculum ELG Goals	Personal, Social and Emotional Development	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.
	Communication and Language	Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary.

Key Stage 1 National Curriculum	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.
Key Stage 2 National Curriculum	Pupils should be taught to: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Curriculum context (<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>)

As part of the statutory [relationships and health education](#) in primary schools pupils are taught about online safety and harms. This includes being taught:

- what positive, healthy and respectful online relationships look like
- the effects of their online actions on others
- how to recognise and display respectful behaviour online

Throughout these subjects, teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to their pupils' lives.

This complements the [computing curriculum](#), which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes:

- how to use technology safely, responsibly, respectfully and securely
- where to go for help and support when they have concerns about content or contact on the internet or other online technologies

There are also other curriculum subjects which include content relevant to teaching pupils how to use the internet safely. For example, [citizenship education](#) explores:

- freedom of speech
- the role and responsibility of the media in informing and shaping public opinion
- the concept of democracy, freedom, rights, and responsibilities