**E-Safety**

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| **Key Stage** | **Pathway** | **Topics** | **Description** | **Key Stage End Point (KSEP)** |
| KS1&2 | 2 | - Using Equipment Safely and Respectfully  - Where we go for Help and Support  - Privacy and Security  - What to do if I am Worried about Content or Contact  - Developing Good Online Behaviours  - Trusting Content | I know that I can refuse to do something or ask an adult for help if something happens online that I don’t like. I can give examples of how I (might) use technology to communicate with people I know. I can use the internet with adult support to communicate with people I know. I know it is important to be kind to people online. I can accept that there are some risks of communicating online with others I don’t know well. I have had safe and fun experiences in an online social environment. I can identify a range of devices I can use to communicate online. I know how people use the internet to find things out. I can give simple examples of how to find information (e.g. search engine, voice activated searching). I can identify rules that help keep us safe in and beyond the home when using technology. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe simple reasons for creating and keeping passwords private. I know that to be healthy, it is important to be active and not just sit-down using technology all the time. I am starting to understand that my name and address are my personal information. I know some adults that I can trust online, and I know if I should share information with them. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if I am not sure or feel pressured then I should tell a trusted adult. I know that if I am not sure or I feel pressured, I should ask a trusted adult. I know that work I create belongs to me. I can name my work so that others know it belongs to me. | Age 11 |
| KS1&2 | 3 | **Based on UKCCIS ‘Education for a Connected World’ Framework:**  - Self-image and Identity  - Online relationships  - Online reputation  - Online bullying  - Managing online information  - Health, wellbeing and lifestyle  - Privacy and security  - Copyright and ownership  - Virtual Reality | I know that people’s online identity might be different to their identity in real life. I know how to get help online. I know I can talk to adults in real life about online issues. I can use the internet to communicate with people I don’t know. I know some people on the internet might be unkind or try to trick me but this is not my fault. I can explain that information put online about me can last for a long time. I can tell if I am being bullied online and I know that I would need to tell an adult. I know that online bullying is not okay and I need to be careful that I am not unkind to someone online. I can use the internet to find things out. I can use keywords in search engines. I know what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships. I can explain how using technology can be a distraction from other things, in both a positive and negative way. I know the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’. I know some rules to keep us safe when we are using technology both in and beyond the home. 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. 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. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. I can 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). I know I should always ask a trusted adult before I share any information about myself online. | Age 11 |

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| KS3 | 1 | **Based on UKCCIS ‘Education for a Connected World’ Framework:**  - Self-image and Identity  - Online relationships  - Online reputation  - Online bullying  - Managing online information  - Health, wellbeing and lifestyle  - Privacy and security  - Copyright and ownership  - Virtual Reality and AI | I engage with events e.g., Safer Internet Day to promote positive online behaviours. I am beginning to understand what is meant by identity. I recognise that people can pretend to be someone else in person and online. I can identify some examples of key personal information. I can identify benefits of technology that impact me personally. I know that technology can impact me negatively. I can identify work that belongs to me from a visual cue. I can label my work so others know it belongs to me. I can select devices to access online information. I know how to start and end a video call. I know people can express themselves using emojis. I know how to skip an advert on a video streaming platform. I am able to close a document or website. I show a tangible reaction when accessing something I like. I react in an observable way if I access something I do not like. I can categorise online behaviours as being kind or unkind. I can identify familiar people with whom I have developed trusting relationships. I can seek help from a trusted adult if something has upset me. I access and use technology in close proximity to trusted adults. I demonstrate self-control when screen-time is limited. | Age 14 |
| KS3 | 2 | I can demonstrate how my online identity can be different to my offline identity. I can suggest positive ways for someone to interact with others online and understand how this will positively impact on how others see them. With prompts I can demonstrate strategies to reduce potential risks. I am beginning to recognise online bullying. I understand how online bullying can be different to bullying in the physical world. I can recognise that I can say ‘no’, ‘please stop’, ‘I’ll tell’, to somebody who asks me to do something that makes me feel sad or upset online. I know that it is important to be kind online. I know that I can hurt people’s feelings online. I can identify the ways in which someone can develop a positive online reputation. I can tell a trusted adult if something online upsets me. I know that I should keep my personal information safe when online. I can know how to find out information about others by searching online.  I am starting to understand the term screen-time and that it needs to be limited. I know that passwords help to keep my information safe. I know how to create a password. I can demonstrate how to use search engines effectively. I understand that copying someone's work from the internet without permission is not fair. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. I know that spending too much time using technology can sometimes have a negative impact on me. I understand how being online can help me form relationships. | Age 14 |
| KS3 | 3 | I can reflect on the role that digital media plays in my life and give clear examples of where it benefits my lifestyle. I can describe some of the pressures that people can feel when they are using social media, e.g. peer pressure, ‘FOMO’. I can give examples of how the internet and social media can be used for positive self-promotion. I can identify the challenges raised by both unhealthy and healthy online sexual behaviour. I can explain what is meant by sharing explicit images, the different terms used for this, and a range of possible outcomes. I can monitor my online reputation and can take steps to ensure that it promotes a positive image. I know there are laws governing online behaviour and reputation and the criminal implications. I can explain how ‘liking’, ‘sharing’ or ‘forwarding’ online content can change people’s opinions of someone (e.g. contribute to or damage their online reputation). I can explain the dark web and why this may be dangerous. I can explain and assess a variety of routes to report bullying both in school and at home that include social reporting, peer support, anonymous routes and helpline services. I know there are laws that govern online behaviour and bullying and the potential implications of breaking them. I can explain what actions I can take if I believe laws have been broken. I can identify online content and/or groups that promote unhealthy coping strategies, e.g. suicide, eating disorders, self-harm and I can identify some of the potential risks of seeking help or harmful advice from these sites. I can identify who I would talk to if I thought someone was at risk of being influenced by such sites. I can explain how and assess when more secure use may require more advanced password management, e.g. dual-factor authentication, regular rolling, security questions. I can explain how to manage and report issues if I discover or suspect a device has been compromised or I, or someone I know, are the victim of a scam, e.g. phishing, identity theft, ransomware. I know that accessing some websites or services may increase the risk of encountering viruses and other types of malware. I understand what a Creative Commons Licence is. I understand that downloading illegal content is against the law and the impact of doing so on those people who create online content. I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers. | Age 14 |
| 14-19 | 1 | **Based on UKCCIS ‘Education for a Connected World’ Framework:**  - Body-image and Identity  - Online relationships  - Online reputation  - Online bullying  - Managing online information  - Health, wellbeing and lifestyle  - Privacy and security  - Copyright and ownership  - Virtual Reality and AI | I can recognise well-known icons for social media apps and platforms. I can identify apps that help me communicate with other people. I can identify trusted people using images. I can enter a simplified password. I know that a password should only be shared with trusted adults. I can use the lock and unlock feature on a tablet. I can identify information including names and addresses as personal data. I will take part in a video call with a trusted person. I can take responsibility for a personal AAC device and store it safely. I can create a positive message and share this both offline and online. I enjoy using the internet with adult assistance to explore a personal interest. I will access content aimed at promoting my health and wellbeing. I can identify examples of online bullying. I can ignore and close adverts that pop up when using tech-devices. I can navigate away from content online that I do not like. I can communicate a ‘no’ or ‘stop’ message to content that upsets or worries me. I can express a need for help or support if I experience tech-related problems. I know that web filters help keep me safe online. I am willing to use tech devices in communal areas. I can use tech-devices for a limited time. | Age 18 |
| 14-19 | 2 | I can demonstrate ways I can use the internet and social media for positive self-promotion including enhancing employment prospects. I understand the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g., monitoring time spent online). I can identify the pressures that technology can place on someone (e.g., immediate response on social media and messaging apps). I understand how I should represent myself online, e.g., profile pictures. I understand how online content might be targeted to influence body image. I know how to appropriately challenge negative comments or expectations concerning my online identity. I can make positive contributions to other’s self-identity, where appropriate, e.g., avoiding negative comments on profile pictures. I am beginning to understand the laws that govern online behaviour and how they inform what is acceptable or legal, e.g. sexting, (and related terminology), trolling, and harassment. I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums. I can say what actions I could take if I or someone else experiences or is targeted by illegal online behaviour. I can identify bullying behaviours in a variety of online contexts. I can work to challenge bullying behaviours to help prevent them recurring. I can explain how and why I could be targeted to influence my beliefs, actions and choices, e.g., gaslighting. With support I can identify the validity and credibility of information I receive. I understand the laws around age related access to certain types of online content, e.g., gaming gambling, alcohol/drugs related, sexual content. I can give examples of how a computer account could be hacked. I can describe actions that can minimise risks. I can describe why copying someone else’s work from the internet without permission isn’t fair and describe what problems this might cause. When searching the internet, I can identify materials I can and cannot use. I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers. | Age 18 |
| 14-19 | 3 | I can describe how online content can be shaped and targeted to influence body image, purchasing choices and behaviour (e.g. fashion, pornography, lifestyle sites and social media influencers). I can explain why some social media influencers promoting products and lifestyle can be ‘virtual’ (computer generated personalities) and not real people. I can explain what is meant by artificial intelligence (AI) and how it can harvest my identity and shape my online experiences. I can describe the laws governing online sexual content and ways in which viewing online sexual content can influence expectations and behaviour in relationships. I know how unrealistic or unreciprocated expectations could damage a relationship or be abusive. I can identify online role models who manage a positive identity and give examples from my own research/experience to support my understanding. I can explain the difference between freedom of expression and legal accountabilities. I understand the benefits of the laws that govern online behaviour and reputation, and I can differentiate between ethical and legal issues, e.g. libel, slander, racism, homophobia, trolling. I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming obsessive communication via online platform. I can demonstrate how I would affect positive change in the online groups to which I belong when bullying behaviours arise. I can recognise when articles or stories on-line might not be a true account of real events or people’s behaviour. I can describe ways someone’s own personal online choices, history and profile will be increasingly affecting the type of information returned to them in a search, on a social media stream or through targeted advertising (e.g. cookies). I can analyse mechanisms providers might use to regulate/advise on age-related online access, e.g. age verification, parental controls. I can identify and assess features that might indicate that a site or social group could negatively impact on my well-being. I can describe some key aspects of the law governing data use, e.g. DPA, GDPR. I can give examples of those laws and their impact, e.g. data breaches. I can identify when data needs to be transferred securely and can describe strategies to achieve this, e.g. encryption. I can explain why it is essential to recognise and follow my future employer’s online security policy and protocols. I can explain key aspects of copyright law including creative commons. I can explain the effects of plagiarism within my own work and assess the impact it can have on accrediting achievement. | Age 16-18 |