

**Tany's Dell Primary School & Nursery**  
**Progression of Knowledge and Skills Document for Online Safety**

***We believe that children who excel in online safety have these essential characteristics:***

- Confidence in identifying effective routes for reporting online incidents as well as where to go for help and support
- Positive online interactions
- Knowledge of the importance of having a positive online reputation and use this to manage their personal digital content effectively
- An excellent knowledge of online bullying and its impact, as well as the confidence to report it
- The skills to critically evaluate information they see online
- The ability to make positive choices in order to ensure that online technologies do not negatively impact their health and wellbeing
- The knowledge to explain strategies that can be used to ensure their privacy is protected online

Big ideas	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Self-image and Identity</b>	-Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes them feel sad, embarrassed or upset, and explain how this could be either in real-life or online.	-Recognise that there may be people online who could make them feel sad, embarrassed or upset.  -If something happens that makes them feel sad, worried, uncomfortable or frightened give examples of when and how to speak to an adult they trust.	-Explain how other people's identity online can be different to their identity in real life.  -Describe ways in which people might make themselves look different online.  -Give examples of issues online that might make them feel sad, worried, uncomfortable or frightened; give examples of how they might get help.	-Explain what is meant by the term 'identity'.  -Explain how they represent themselves in different ways online.  -Explain ways in which and why they might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media).	-Explain how their online identity can be different to the identity they present in 'real life' and knowing this, describe the right decisions about how they interact with others and how others perceive them.	-Explain how identity online can be copied, modified or altered.  -Demonstrate responsible choices about their online identity, depending on context.	-Describe ways in which media can shape ideas about gender.  -Identify messages about gender roles and make judgements based on them.  -Challenge and explain why it is important to reject inappropriate messages about gender online.  -Describe issues online that might make themselves or others feel sad, worried, uncomfortable or frightened.  -Know and can give examples of how they might get help, both on and offline, and explain why they should keep asking

							until they get the help they need.
<b>Online Relationships</b>	<p>-Recognise some ways in which the internet can be used to communicate.</p> <p>-Give examples of how they might use technology to communicate with people they know.</p>	<p>-Use the internet with adult support to communicate with people they know.</p> <p>-Explain why it is important to be considerate and kind to people online.</p>	<p>-Use the internet to communicate with people they don't know well (e.g. email a penpal in another school/ country).</p> <p>-Give examples of how they might use technology to communicate with others they don't know well.</p>	<p>-Describe ways people who have similar likes and interests can get together online.</p> <p>-Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>-Explain some risks of communicating online with others they don't know well.</p> <p>-Explain why they should be careful who they trust online and what information to trust them with.</p> <p>-Explain how their own and other people's feelings can be hurt by what is said or written online.</p> <p>-Explain why they can take back their trust in someone or something if they feel nervous, uncomfortable or worried.</p> <p>-Explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>-Explain what is meant by 'trusting someone online'. Explain why</p>	<p>-Describe strategies for safe and fun experiences in a range of online social environments.</p> <p>-Give examples of how to be respectful to others online.</p>	<p>-Explain that there are some people they communicate with online who may want to do them or their friends harm. Recognise that this is not their fault.</p> <p>-Make positive contributions and be part of online communities.</p> <p>-Describe some of the communities in which they are involved and describe how they collaborate with others positively.</p>	<p>-Show they understand their responsibilities for the well-being of others in their online social group.</p> <p>-Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>-Demonstrate how they would support others (including those who are having difficulties) online. Demonstrate ways of reporting problems online for both themselves and their friends.</p>

				this is different from 'liking someone online'.			
<b>Online Reputation</b>	-Identify ways that they can put information on the internet.	-Recognise that information can stay online and could be copied.  -Describe what information they should not put online without asking a trusted adult first.	-Explain how information put online about themselves can last for a long time.  -Know who to talk to if they think someone has made a mistake about putting something online.	-Search for information about themselves online.  -Recognise they need to be careful before they share anything about themselves or others online.  -Know who they should ask if they are not sure if they should put something online.	-Describe how others can find out information about them by looking online.  -Explain ways that some of the information about them online could have been created, copied or shared by others.	-Search for information about an individual online and create a summary report of the information they find.  -Describe ways that information about people online can be used by others to make judgments about an individual.	-Explain how they are developing an online reputation which will allow other people to form an opinion of them.  -Describe some simple ways that help build a positive online reputation.
<b>Online Bullying</b>	-Describe ways that some people can be unkind online and offer examples of how this can make others feel.	-Describe how to behave online in ways that do not upset others and can give examples.	-Give examples of bullying behaviour and how it could look online.  -Understand how bullying can make someone feel.  -Talk about how someone can/would get help about being bullied online or offline.	-Explain what bullying is and can describe how people may bully others.  -Describe rules about how to behave online and how they follow them.	-Identify some online technologies where bullying might take place.  -Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  -Explain why they 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).	-Recognise when someone is upset, hurt or angry online.  -Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone.  -Explain how to block abusive users.  -Explain how they would report online bullying on the apps and platforms that they use.  -Describe the helpline services who can support them and what they would say and do if they needed their help (e.g. Childline).	-Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help them.  -Identify a range of ways to report concerns both in school and at home about online bullying.

<b>Managing Online Information</b>	<ul style="list-style-type: none"> <li>-Talk about how they can use the internet to find things out.</li> <li>-Identify devices they could use to access information on the internet and give simple examples of how to find information (eg. search engine, voice activated searching)</li> </ul>	<ul style="list-style-type: none"> <li>-Use the internet to find things out.</li> <li>-Use simple keywords in search engines.</li> <li>-Describe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them feel sad, uncomfortable worried or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>-Use keywords in search engines.</li> <li>-Demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>-Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> <li>-Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>-Explain why some information they find online may not be true.</li> </ul>	<ul style="list-style-type: none"> <li>-Use key phrases in search engines.</li> <li>-Explain what autocomplete is and how to choose the best suggestion.</li> <li>-Explain how the internet can be used to sell and buy things.</li> <li>-Explain the difference between a 'belief', an 'opinion' and a 'fact'.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Understand what criteria have to be met before something is a 'fact'.</li> <li>-Describe how they can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>-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.</li> <li>-Explain that some people they 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</li> <li>-Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</li> </ul>	<ul style="list-style-type: none"> <li>-Use different search technologies.</li> <li>-Evaluate digital content and can explain how they make choices from search results.</li> <li>-Explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</li> <li>-Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</li> <li>-Explain what is meant by 'being sceptical'. Give examples of when and why it is important to be 'sceptical'.</li> <li>-Explain what is meant by a 'hoax'. Explain why they need to think carefully before they forward anything online.</li> <li>-Explain why some information they find online may not be honest, accurate or legal.</li> </ul>	<ul style="list-style-type: none"> <li>-Use search technologies effectively.</li> <li>-Explain how search engines work and how results are selected and ranked.</li> <li>-Demonstrate the strategies they would apply to be discerning in evaluating digital content.</li> <li>-Describe how some online information can be opinion and can offer examples.</li> <li>-Explain how and why some people may present 'opinions' as 'facts'.</li> <li>-Define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and 'ad targeting').</li> <li>-Demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and explain why using these strategies are important.</li> <li>-Identify, flag and report inappropriate content.</li> </ul>
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						-Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).	
<b>Health, Well-being and Lifestyle</b>	<ul style="list-style-type: none"> <li>-Identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>-Give some simple examples of these rules.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain rules to keep themselves safe when they are using technology both in and beyond the home and give examples of some of these rules.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain simple guidance for using technology in different environments and settings.</li> <li>-Say how those rules/guides can help them.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain why spending too much time using technology can sometimes have a negative impact on them; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how using technology can distract them from other things they might do or should be doing.</li> <li>-Identify times or situations when they might need to limit the amount of time they use technology.</li> <li>-Suggest strategies to help them limit this time.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe ways technology can affect healthy sleep and can describe some of the issues.</li> <li>-Describe some strategies, tips or advice to promote healthy sleep with regards to technology</li> </ul>	<ul style="list-style-type: none"> <li>-Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>-Assess and action different strategies to limit the impact of technology on their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</li> <li>-Explain the importance of self-regulating their use of technology; demonstrate the strategies they use to do this (e.g. monitoring their time online, avoiding accidents).</li> </ul>
<b>Privacy and Security</b>	<ul style="list-style-type: none"> <li>-Identify some simple examples of their personal information (eg. name, address, birthday, age, location).</li> <li>-Describe the people they can trust and share their information</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise more detailed examples of information that is personal to them (e.g. where I live, my family's names, where I go to school).</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how online information about themselves could be seen by others.</li> <li>-Describe and explain some rules for keeping</li> </ul>	<ul style="list-style-type: none"> <li>-Give reasons why they should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured,</li> </ul>	<ul style="list-style-type: none"> <li>-Explain what a strong password is.</li> <li>-Describe strategies for keeping their personal information private, depending on context.</li> </ul>	<ul style="list-style-type: none"> <li>-Create and use strong and secure passwords.</li> <li>-Explain how many free apps or services may read and share their private information (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>-Use different passwords for a range of online services.</li> <li>-Describe effective strategies for managing those passwords (e.g.</li> </ul>

	<p>with – explain why they can trust them.</p>	<p>-Explain why they should always ask a trusted adult before they share any information about themselves online.</p> <p>-Explain how passwords can be used to protect information and devices.</p>	<p>their information private.</p> <p>-Explain what passwords are and can use passwords for their accounts and devices.</p> <p>-Explain how many devices in their home could be connected to the internet and can list some of those devices.</p>	<p>they should ask a trusted adult.</p> <p>-Understand and can give reasons why passwords are important.</p> <p>-Describe simple strategies for creating and keeping passwords private.</p> <p>-Describe how connected devices can collect and share their information with others.</p>	<p>-Explain that others online can pretend to be them or other people, including their friends.</p> <p>-Suggest reasons why they might do this.</p> <p>-Explain how internet use can be monitored.</p>	<p>friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>-Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing.</p>	<p>password managers, acronyms, stories).</p> <p>-Know what to do if their password is lost or stolen.</p> <p>-Explain what app permissions are and give some examples from the technology or services they use.</p> <p>-Describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>-Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help them identify such content (e.g. scams, phishing).</p>
<b>Copyright and Ownership</b>	<p>-Know that work they create belongs to them.</p> <p>-Name their work so that others know it belongs to them.</p>	<p>-Explain why work they create using technology belongs to them and say why (e.g. 'it is my idea' or 'I designed it').</p> <p>-Save their work so that others know it belongs to them (e.g. filename, name on content).</p>	<p>-Describe why other people's work belongs to them.</p> <p>-Recognise that content on the internet may belong to other people.</p>	<p>-Explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be.</p>	<p>-When searching on the internet for content to use, explain why they need to consider who owns it and whether they have the right to reuse it, giving some simple examples.</p>	<p>-Assess and justify when it is acceptable to use the work of others.</p> <p>-Give examples of content that is permitted to be reused.</p>	<p>-Demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>-Demonstrate how to make references to and acknowledge sources they have used from the internet.</p>