Hitherfield Primary School Progression Framework for: Online Safety

Progression of skills in: Online Safety

* Online safety objectives covered in the PSHE curriculum are coloured black and those covered in the computing curriculum are coloured blue.

	EYFS:		Key Stage 1:		Key Stage 2:			
Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-image & Identity	Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).		Health & Wellbeing Growing and Changing Recognise what makes them special and unique Know how they are the same and different to others Know how to manage and whom to tell when finding things difficult Computing systems and networks – Technology around us Identify rules to keep us safe and healthy when we are using technology in and beyond the home	The Wider World Belonging to a Community Recognise the ways in which they are the same and different to others in their community and that they are all equal Understand the role they play in different groups e.g. classes, teams, faith groups Identify the different rights and responsibilities that they have in school and the wider community Know how a community can help people from different groups feel included Computing systems and networks – IT around us	Media Literacy & Digital Resilience Recognise that images and information online can be altered or adapted and the reasons for why this happens Health & Wellbeing Coping with Growing & Changing Recognise that everyone is an individual and has unique and valuable contributions to make Understand how strengths and interests and what we're proud of form part of a person's identity Identify some of the common challenges to self-worth e.g. finding school work difficult, friendship issues	Relationships: Respecting Ourselves and Others Know what they have in common with others e.g. shared values, likes and dislikes, aspirations Recognise and respect differences between people such as gender, race, faith Understand and develop a vocabulary to discuss difference sensitively Computing systems and networks – The Internet Explain that internet services can be used to create content online Explain what media can be found on	Media Literacy & Digital Resilience Understand that some media and online content promote stereotypes Know ways to safely challenge discrimination and how to report discrimination online	Media Literacy & Digital Resilience Know how to recognise and why images online might be manipulated, altered, or faked Relationships: Respecting Ourselves and Others Know how to express opinions and respect other points of view, including discussing topical issues Understand the link between values and behaviour and how to be a positive role model Know how to constructively challenge points of view you disagree with Know ways to participate effectively in

			Say how rules can help keep me safe	Know some basic strategies to manage and reframe setbacks e.g. asking for help, learning from mistakes, remembering what they are good at	websites		discussions online and manage conflict or disagreements

Column (Say how rules...):

Say how rules can help keep me safe

Talk about different rules for using IT

Identify the choices that I make when using IT

Creating media – Digital photography

Identify which photos are real and which have been changed

Recognise which photos have been changed

Data and information – Pictograms

Give simple examples of why information should not be shared

Use a computer program to present information in different ways

Column (Know some basic strategies...):

Know some basic strategies to manage and reframe setbacks e.g. asking for help, learning from mistakes, remembering what they are good at

Creating media – Desktop publishing

Identify the advantages and disadvantages of using text and images

Recognise that text and images can communicate messages clearly

Change font style, size, and colours for a given purpose

Edit text

Explain that text can be changed to communicate more clearly

Match a layout to a purpose

Column (websites):

websites

Recognise that I can add content to the WWW

Explain that there are rules to protect content

Explain that websites and their content are created by people

Suggest who owns the content on websites

Explain that not everything on the World Wide Web is true

Explain why I need to think carefully before I share or reshare content

Explain why some information I find online may not be honest, accurate, or legal

Creating media - Audio production

Explain that the person who records the sound can say who is allowed to use it

Creating media – Photo editing

Explain that different colour effects make you think and feel different things

Explain why I chose certain colour effects

Column (discussions online...):

discussions online and manage conflict or disagreements

Computing systems and networks - Communication and collaboration

Explain that the internet allows different media to be shared

Choose methods of communication to suit particular purposes

Explain the different ways in which people communicate

Identify that there are a variety of ways to communicate over the internet

Compare different methods of communicating on the internet

					Explain why photos might be edited		
Online relationships	Recognise 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. Identify rules that help keep us safe and healthy in and beyond the home when using technology. Describe the people I can trust and can share this with; I can explain why I can trust them	Media Literacy & Digital Resilience Understand how people communicate safely with others online Respecting Ourselves and Others Know what kind and unkind behaviour means in and out school and how it can make people feel Computing systems and networks – Technology around us Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Safe Relationships Know some strategies for positive play with friends, e.g. joining in, including others, etc. Know how to recognise hurtful behaviour, including online Know what to do and whom to tell if they see or experience hurtful behaviour, including online Computing systems and networks – IT around us Say how rules can help keep me safe Talk about different rules for using IT Explain the need to use IT in different ways Identify the choices that I make when using IT Use IT for different types of activities Data and information – Pictograms Give simple examples of why information should not be shared	Respecting Ourselves and others Know how to model respectful behaviour in different situations e.g. at home, at school, online	Families and Friendships Know how to communicate respectfully with friends when using digital devices Understand the importance of respecting the differences and similarities between people Know what to do or whom to tell if they are worried about any contact online Safe relationships Understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know Recognise hurtful behaviour and bullying, including online and know how to respond if they witness it Understand how people may behave differently online including pretending to be someone they are not Computing systems and networks – The Internet Explain that not	Families and Friendships Identify peer influence and how it can make people feel or behave Recognise the impact of the need for peer approval in different situations, including online Respecting Ourselves and others Recognise that everyone should be treated equally Families and Friendships Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable Know when and how to seek support in relation to friendships Safe Relationships Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about Computing systems and networks - Systems and	Media Literacy & Digital Resilience Know some of the risks and challenges of using social media Safe Relationships Compare the features of a healthy and unhealthy friendship Have some strategies to respond to pressure from friends including online Understand what consent means and how to seek and give/not give permission in different situations Recognise the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong Know some strategies to respond to pressure from friends including online Know how to assess the risk of different online 'challenges' and 'dares' Know how to recognise and respond to pressure from others to do

					everything on the World Wide Web is true	searching	something unsafe or that makes them feel worried or uncomfortable
					Explain why I need to think carefully before I share or reshare content	Recognise the role of computer systems in our lives	
						Explain the benefits of a given computer system	Respecting Ourselves and Others
					Explain why some information I find online may not be honest, accurate, or legal		Recognise the link between values and behaviour and know how to be a positive role model
							Know some ways to participate effectively in discussions online and manage conflict or disagreements
							Computing systems and networks - Communication and collaboration
							Explain how the internet enables effective collaboration
							Identify different ways of working together online
							Recognise that working together on the internet can be public or private
							Choose methods of communication to suit particular purposes
							Explain the different ways in which people communicate
							Identify that there are a variety of ways to communicate over

						the internet Compare different methods of communicating on the internet Decide when I should and should not share information online Explain that communication on the internet may not be private
Online reputation		Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks – IT around us Identify the choices that I make when using IT Creating media – Digital photography Identify which photos are real and which have been changed Recognise which photos have been changed Data and information – Pictograms Give simple examples of why information should not be shared	Creating media – Desktop publishing Recognise that text and images can communicate messages clearly	Media Literacy & Digital Resilience Understand that everything shared online has a digital footprint Computing systems and networks – The Internet Explain the types of media that can be shared on the WWW Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Evaluate the consequences of unreliable content Explain why I need to think carefully before I share or reshare content Creating media –	Computing systems and networks - Communication and collaboration Explain that the internet allows different media to be shared Computing systems and networks - Communication and collaboration Decide when I should and should not share information online Explain that communication on the internet may not be private

					Photo editing Explain why photos might be edited		
Online bullying	Recognise 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. Identify rules that help keep us safe and healthy in and beyond the home when using technology. Describe the people I can trust and can share this with; I can explain why I can trust them	<u>Respecting Ourselves and others</u> Understand how behaviour affects others Know what kind and unkind behaviour mean in and out school and how it can make people feel [Computing systems and networks – Technology around us](#) Identify rules to keep us safe and healthy when we are using technology in and beyond the home	<u>Safe Relationships</u> Know what to do and whom to tell if they see or experience hurtful behaviour, including online <u>Safe Relationships:</u> Know how to resist pressure and recognise hurtful behaviour: Know when and how to get help [Computing systems and networks – IT around us](#) Say how rules can help keep me safe Talk about different rules for using IT	<u>Safe Relationships</u> Recognise that bullying and hurtful behaviour is unacceptable in any situation Identify bullying online, and identify the similarities and differences to face-to-face bullying Understand the consequences of bullying and hurtful behaviour and that it is unacceptable	<u>Safe Relationships</u> Recognise hurtful behaviour and bullying, including online and know how to respond if they witness it Understand the consequences of bullying and hurtful behaviour and that it is unacceptable [Computing systems and networks – The Internet](#) Explain that not everything on the World Wide Web is true Explain why I need to think carefully before I share or reshare content Explain why some information I find online may not be honest, accurate, or legal	<u>Respecting Ourselves and others</u> Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Recognise the impact of discrimination on individuals, groups and wider society Know ways to safely challenge discrimination and how to report discrimination online	<u>Safe Relationships</u> Compare the features of a healthy and unhealthy friendship Know when to recognise and how to respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable Know what consent means and how to seek and give/not give permission in different situations [Computing systems and networks - Communication and collaboration](#) Decide when I should and should not share information online Explain that communication on the internet may not be private
Managing online information	Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and can share this with; I can explain why I can trust them	<u>Media Literacy and Digital Resilience</u> Know how and why people use the internet Understand how people find things out online Recognise that rules and age restrictions are there to keep us safe	<u>Media Literacy and Digital Resilience</u> Recognise the purpose and value of the internet in everyday life Identify that some content on the internet is factual and some is for	<u>Media Literacy and Digital Resilience</u> Know the internet can be used positively for leisure, for school and for work Recognise that images and information online	<u>Media Literacy and Digital Resilience</u> Recognise what online adverts look like and understand why people might choose to buy or not buy something online e.g. from seeing an advert	<u>Media Literacy and Digital Resilience</u> Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise Know some basic	<u>Media Literacy and Digital Resilience</u> Recognise the benefits of safe internet use e.g. learning, connecting and communicating Identify that social media sites have age restrictions and

		[Computing systems and networks – Technology around us](#) Save my work to a file Open my work from a file Identify rules to keep us safe and healthy when we are using technology in and beyond the home [Creating media – Digital writing](#) Use 'undo' to remove changes Make changes to text on a computer	entertainment e.g. news, games, videos Understand that information online might not always be true and that some media and online content promotes stereotypes Evaluate whether a game is suitable to play or a website is appropriate for their age-group [Computing systems and networks – IT around us](#) Say how rules can help keep me safe Talk about different rules for using IT Identify the choices that I make when using IT [Data and information – Pictograms](#) Give simple examples of why information should not be shared Use a computer program to present information in different ways	can be altered or adapted and the reasons for why this happens Know some strategies to recognise whether something they see online is true or accurate Begin to make safe, reliable choices from search results Know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication [Creating media – Desktop publishing](#) Choose the best locations for my content Make changes to content after I've added it	Recognise that organisations can use personal information to encourage people to buy things Compare content shared for factual purposes and for advertising Know that search results are ordered based on the popularity of the website and that this can affect what information people access Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication [Computing systems and networks – The Internet](#) Explain that internet services can be used to create content online Recognise that I can add content to the WWW Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites	strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased Know how to assess which search results are more reliable than others Recognise unsafe or suspicious content online Know how devices store and share information [Computing systems and networks - Systems and searching](#) Compare results from different search engines Refine my web search Explain that a search engine follows rules to rank results Give examples of criteria used by search engines to rank results Describe some of the ways that search results can be influenced Recognise some of the limitations of search engines	regulations for use Understand the reasons why some media and online content is not appropriate for children Know online content can be designed to manipulate people's emotions and encourage them to read or share things Know how to share things online and the rules and laws relating to this Know how to recognise what is appropriate to share online Know how to report inappropriate online content or contact [Computing systems and networks - Communication and collaboration](#) Explain that the internet allows different media to be shared Recognise how to access shared files stored online Send information over the internet in different ways Decide when I should and should not share information online Explain that communication on the internet may not

					Explain why I need to think carefully before I share or reshare content	be private Creating media – Web page creation Describe why navigation paths are useful Explain what a navigation path is Make multiple web pages and link them using hyperlinks Explain the implication of linking to content owned by others
Health, Wellbeing and Lifestyle	Identify rules that help keep us safe and healthy in and beyond the home when using technology	Staying Safe: What Rules are, how rules and age restrictions help keep us stay safe Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Keeping Safe: Know how to keep themselves safe in familiar and unfamiliar environments, such as in school, online and when 'out and about' Health & Wellbeing Know why sleep and rest are important for growing and keeping healthy Computing systems and networks – IT around us Explain how to use information technology safely List different uses of information technology Say how rules can help keep me safe Talk about different rules for using IT	Health & Wellbeing Understand how to recognise, and ask for help, when they feeling lonely or unhappy or to help someone else Health & Wellbeing Identify healthy and unhealthy choices and recognise the positive and negative effects of these choices (e.g. in food, exercise, online time, sleep)	Health & Wellbeing To evaluate whether a game is suitable to play or a website is appropriate for their age-group Health & Wellbeing Identify a wide range of factors that help to maintain a balanced, healthy lifestyle, physically and mentally.	Safe Relationships Recognise and manage peer influence and know how it can make people feel or behave	Health & Wellbeing Understand how balancing time online with other activities helps to maintain health and Wellbeing Computing systems and networks - Communication and collaboration Explain how the internet enables effective collaboration Identify different ways of working together online Recognise that working together on the internet can be public or private Choose methods of communication to suit particular purposes

			Recognise that choices are made when using information technology Explain the need to use IT in different ways Identify the choices that I make when using IT Use IT for different types of activities				Explain the different ways in which people communicate Identify that there are a variety of ways to communicate over the internet Compare different methods of communicating on the internet
Privacy & Security	Identify rules that help keep us safe and healthy in and beyond the home when using technology. Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and can share this with; I can explain why I can trust them	Safe Relationships Know how to ask for and give/not give permission or consent for someone to do something Safe Relationships: Recognise privacy and personal space; Know to seek permission from others Keeping Safe: Start to understand how to stay safe on-line and who to tell if they see something that makes you feel unhappy, worried, or scared Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these	Computing systems and networks – IT around us Talk about different rules for using IT Identify the choices that I make when using IT Creating media – Digital photography Recognise that images can be changed Identify which photos are real and which have been changed Recognise which photos have been changed Data and information – Pictograms Give simple examples of why information should not be shared	Safe Relationships Know what is appropriate to share with friends, classmates, family and wider social groups including online Understand privacy and identify personal boundaries including online Know some basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision	Safe Relationships What to do or whom to tell if they are worried about any contact online Computing systems and networks – The Internet Demonstrate how information is shared across the internet Describe the internet as a network of networks Discuss why a network needs protecting Explain that there are rules to protect content Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content	Safe Relationships Know some strategies for dealing with requests for personal information or images of themselves Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others Know how to report the misuse of personal information or sharing of upsetting content/ images online	Safe Relationships Know how to protect personal information online and identify the potential risks of this information being misused Know how to get advice and report concerns about personal safety, including online Safe Relationships Know how to report misuse of personal information or sharing of upsetting images online Know some strategies for dealing with requests for personal information or images of themselves Know what to do if they take, share or come across an image which may upset, hurt or

		rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home					embarrass them or others <u>Safe Relationships</u> Identify types of images that are appropriate to share with others and those which might not be appropriate <u>Safe Relationships</u> Know that images or text can be quickly shared with others, even when sent to one person, and what the impact might be <u>Computing systems and networks - Communication and collaboration</u> Decide when I should and should not share information online Explain that communication on the internet may not be private <u>Creating media – Web page creation</u> Explain the implication of linking to content owned by others
Copyright & Ownerships	Know that work I create belongs to me		<u>Creating media – Digital photography</u> Identify which photos are real and which have been changed Recognise which photos have been changed		<u>Computing systems and networks – The Internet</u> Demonstrate how information is shared across the internet Describe where websites are stored		<u>Computing systems and networks - Communication and collaboration</u> Explain that the internet allows different media to be shared Recognise how to

					when uploaded to the WWW Explain the types of media that can be shared on the WWW Explain that internet services can be used to create content online Recognise that I can add content to the WWW Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to use it		access shared files stored online Send information over the internet in different ways Decide when I should and should not share information online Explain that communication on the internet may not be private Creating media – Web page creation Consider the ownership and use of images (copyright) Describe what is meant by the term 'fair use' Find copyright-free images Say why I should use copyright-free images Explain the implication of linking to content owned by others