



ONLINE SAFETY: Knowledge & Skills Progression

Development Matters 2020	Nursery (Class 1)	<u>Personal, Social & Emotional Development</u> - Increasingly follow rules, understanding why they are important. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Begin to understand how others might be feeling.
	Reception (Classes 2-4)	<u>Physical Development:</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
National Curriculum	Key Stage 1 (Classes 5-10)	In computing, pupils should be taught: - 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. In relationships education, by the end of primary school, pupils should know: <u>Online relationships:</u> - that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online. <u>Internet safety & harms:</u> - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.

Area	Year Group	Knowledge and skills Key vocabulary is in bold
Self-image & identity	Nursery	I can recognise the feelings of happy and sad.
	Reception	I can 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.
	Year 1	- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. - If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Year 2	- I can explain how other people may look and act differently online and offline. - I can 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.
Online relationships	Nursery	I know how to be kind to some-one.
	Reception	- I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I (might) use technology to communicate with people I know.
	Year 1	- I can give examples of when I should ask permission to do something online and explain why this is important. - I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). - I can explain why it is important to be considerate and kind to people online and to respect their choices. - I can explain why things one person finds funny or sad online may not always be seen in the same way by others.
	Year 2	- I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). - I can explain who I should ask before sharing things about myself or others online. - I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. - I can identify who can help me if something happens online without my consent. - I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. - I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
Online reputation	Nursery	I can describe some basic information about myself.
	Reception	I can identify ways that I can put information on the internet.
	Year 1	- I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first.
	Year 2	I can explain how information put online about someone can last for a long time.

		- I can describe how anyone's online information could be seen by others. - I know who to talk to if something has been put online without consent or if it is incorrect.
Online bullying	Nursery	I can recognise when someone is being unkind.
	Reception	- I can describe ways that some people can be unkind online. - I can offer examples of how this can make others feel.
	Year 1	I can describe how to behave online in ways that do not upset others and can give examples.
	Year 2	- I can explain what bullying is, how people may bully others and how bullying can make someone feel. - I can explain why anyone who experiences bullying is not to blame. - I can talk about how anyone experiencing bullying can get help.
Managing online information	Nursery	I can watch something on the internet to find out some information about something of interest.
	Reception	- I can talk about how to use the internet as a way of finding information online. - I can identify devices I could use to access information on the internet.
	Year 1	- I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). - I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
	Year 2	- I can use simple keywords in search engines. - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). - I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.
Health, well-being & lifestyle	Nursery	I can follow a basic rule.
	Reception	- I can identify rules that help keep us safe and healthy in and beyond the home when using technology. - I can give some simple examples of these rules.
	Year 1	I can explain rules to keep myself safe when using technology both in and beyond the home.
	Year 2	- I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. - I can say how those rules / guides can help anyone accessing online technologies.
Privacy & security	Nursery	I know my first and last name, my age and my class or school name.
	Reception	- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

	Year 1	• I can explain that passwords are used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
	Year 2	• I can explain how passwords can be used to protect information, accounts and devices. • I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
Copyright & Ownership	Nursery	• I can recognise something that belongs to me and something that belongs to someone else.
	Reception	• I know that work I create belongs to me. • I can name my work so that others know it belongs to me.
	Year 1	• I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). • I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). • I understand that work created by others does not belong to me even if I save a copy.
	Year 2	• I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them.