

| Early Years Foundation Stage | |
|---|--|
| Self-image and Identity | Online Relationships |
| <p>Knowledge</p> <ul style="list-style-type: none"> • That technology (tablets, computers, phones) can be used to learn and play. • That some technology is used to help people and some is just for fun. • That they can ask a trusted adult if they are unsure or worried about something they see on a screen. <p>Skills</p> <ul style="list-style-type: none"> • Talk about ways they use technology at home and at school. • Show that they can tell a trusted adult if something on screen makes them feel worried or uncomfortable. • Begin to understand that what we do online can reflect who we are. | <p>Knowledge</p> <ul style="list-style-type: none"> • That people can communicate through technology (video calls, messages, photos). • That being kind online is just as important as being kind in person. • That some people online may be strangers, even if they seem friendly. <p>Skills</p> <ul style="list-style-type: none"> • Show kindness when using technology with others (e.g. taking turns, being polite). • Identify trusted adults they would tell if someone online made them feel sad or scared. • Understand the difference between a real-life friend and someone they only know through a screen. |
| Privacy and Security | Health, Wellbeing and Lifestyle |
| <p>Knowledge</p> <ul style="list-style-type: none"> • That personal information (name, address, school) should only be shared with people they know and trust. • That they should always ask a grown-up before they do something on a screen. • That passwords are private, like a secret, and should not be shared. <p>Skills</p> <ul style="list-style-type: none"> • Know not to share their name, address or photograph online without asking a trusted adult. • Ask a trusted adult for help before using a new app, game or website. | <p>Knowledge</p> <ul style="list-style-type: none"> • That spending too much time looking at screens can make their eyes and body tired. • That it is good to take breaks from screens and play outside. • That some content online is only suitable for older people. <p>Skills</p> <ul style="list-style-type: none"> • Talk about different ways to spend time away from screens. • Recognise when they feel tired from using technology and know to take a break. • Understand that a trusted adult can help them choose what is safe to watch or play. |

| Year 1 | |
|---|--|
| Self-image and Identity | Online Relationships |
| <p>Knowledge</p> <ul style="list-style-type: none"> • That we have an identity online as well as in real life. • That images and information shared online may be seen by others and can be difficult to remove. • That not all information about them should be shared online. <p>Skills</p> <ul style="list-style-type: none"> • Describe some differences between who they are online and in real life. • Identify examples of information that is safe and not safe to share online. | <p>Knowledge</p> <ul style="list-style-type: none"> • That technology can be used to communicate with people who are far away. • That behaving kindly online matters and affects how others feel. • That they should not accept contact from people they do not know without asking a trusted adult. <p>Skills</p> <ul style="list-style-type: none"> • Give examples of kind and unkind online behaviour. |

| | |
|--|---|
| <ul style="list-style-type: none"> • Tell a trusted adult if something they see online makes them feel worried. | <ul style="list-style-type: none"> • Recognise that they should tell a trusted adult if someone they do not know contacts them online. • Understand that online friendships may be different from real-life friendships. |
| Managing Online Information | Health, Wellbeing and Lifestyle |
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That information found online may not always be true. • That some websites and apps have been created just for children. • That images online can be changed to look different from real life. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Begin to make simple judgements about whether online content looks reliable. • Identify websites or apps that have been designed for their age group. • Talk about how a picture can be changed to make it look different. | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That spending a long time on screens without a break can cause tiredness and affect mood. • That there are many enjoyable activities that do not involve screens. • That rules about screen time are there to keep them healthy. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Identify activities they enjoy both on and off screens. • Explain why it is important to have breaks from technology. • Follow simple rules about screen time and explain why those rules help. |

| Year 2 | |
|--|--|
| Online Relationships | Privacy and Security |
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That the same rules for being kind and respectful apply online as they do offline. • That unkind behaviour online (cyberbullying) can hurt people’s feelings. • That people online may not always be who they say they are. • That trusted adults can help if something online feels wrong or upsetting. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Explain what cyberbullying is and give examples of unkind online behaviour. • Identify what they should do if someone is unkind to them or someone else online. • Explain the importance of only communicating online with people they know in real life. • Know how to use a ‘report’ or ‘block’ feature with the help of an adult. | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That a password should be kept secret and should be hard for others to guess. • That personal information (full name, address, school, photos) must not be shared with strangers online. • That some websites and apps collect information about you, and trusted adults can help decide what to share. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Explain why passwords should be kept private and not shared, even with friends. • Identify different types of personal information and explain which are safe to share and with whom. • Know to ask a trusted adult before signing up for or sharing information on any website or app. |
| Managing Online Information | Health, Wellbeing and Lifestyle |
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That not everything online is true and some content is made up or exaggerated. • That search engines find information from lots of places and some of it may not be accurate. • That some online advertising is designed to make people want to buy things. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Talk about how to check whether something found online might be true or made up. • Begin to recognise the difference between factual content and | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That everyone is different and people choose to present themselves differently online. • That comparing yourself to images or people online is not always helpful. • That time online should be balanced with physical activity, sleep and time with friends. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Identify positive and negative feelings that can come from using technology. • Suggest strategies for balancing time online with other activities. |

advertising.
 • Explain why it is important to check information from more than one place.

• Recognise that some images and lifestyles shared online are not a realistic picture of real life.

Progression of Knowledge and Skills - Online Safety

Year 3

Smart Rules (BBC)

Health, Wellbeing and Lifestyle

Knowledge

- To know what SMART stands for
- To know why it is important to follow these rules
- To know not to share information
- To know not to meet someone you meet online
- To know to tell a trusted adult if you are asked to meet someone you met online
- To know not to accept friend requests from people you don't know
- To know that information seen and heard online is not always reliable
- To know to tell a trusted adult if anything online makes you feel sad, unsure, worried or scared

Skills

- Be able to keep their own and other people's information safe online
- To locate and press the 'report' button
- To know how to check information found for reliability

Knowledge

- Spending too much time using technology can negatively affect mood, sleep, body, or relationships, and they know examples of both positive and negative activities that can take up lots of time.
- That some online activities have age restrictions, why it is important to follow them, and who to talk to if they feel pressured to access unsuitable content.

Skills

- Explain why spending too much time on technology can affect health, mood, sleep or relationships
- Give examples of positive and negative online activities
- Explain how using technology can be a distraction in both positive and negative ways
- Identify times when technology use should be limited and suggest strategies to manage time online

| Passwords, privacy and security | Online Relationships |
|---|---|
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Simple strategies for creating and keeping passwords private. <p>That information should only be shared with people they choose and can trust, and that if they are unsure or feel pressured, they should tell a trusted adult.</p> <ul style="list-style-type: none"> • That connected devices can collect and share people’s information with others. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Create strong passwords using letters, numbers, and symbols. • Keep passwords private and know what to do if someone else learns them. • Share personal information only with people they choose and trust. • Tell a trusted adult if they feel unsure or pressured to share information. • Identify connected devices at home, such as smart TVs, tablets, or speakers. • Explain how connected devices can collect and share information with others. | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That people with similar likes and interests can connect online • What it means to ‘know someone’ online and why this is different from knowing someone offline. • What it means to ‘trust someone online’, why this is different from ‘liking someone online’, and why they should be careful about who to trust and with what information. <p>That someone may change their mind about trusting another person if they feel nervous, uncomfortable, or worried.</p> <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Describe how people with similar interests can connect online (e.g. gaming, messaging apps, learning platforms). • Recognise the importance of keeping personal information safe while connecting online. • Know how to use features like report and block to stay safe in online communities. • Explain what it means to ‘know someone’ online and why this is different from knowing someone offline. • Understand the risks of sharing personal information or meeting online-only contacts in real life. • Recognise the role of trusted adults when unsure about online friendships • Explain what it means to trust someone online, and why trust is different from liking someone. • Recognise that trust can be broken both online and offline (e.g. sharing secrets, pretending to be someone else). • Understand that it is OK to change their mind about trusting someone if they feel nervous, worried, or unsafe. • Recognise when it may be right to stop trusting someone if they ask for personal information or act in unsafe ways. • Identify feelings like nervousness or worry as signals that trust may need to be reconsidered. • Know that trust should be earned and treated with care both online and offline. |

Year 4

Privacy, security, consent and monitoring (recap of SMART)

Managing Online Information

Knowledge

- Strategies for keeping personal information private depending on the context.
- That internet use is never fully private and is monitored, such as through adult supervision.
- That some online services may seek consent to store information and how to respond appropriately, including asking for help if unsure.
- What the digital age of consent is and the impact this has on online services requesting consent.

Skills

- Use strategies to keep personal information private depending on the context.
- Ask a trusted adult before sharing details they are unsure about.
- Understand that internet use is never fully private and is monitored by trusted adults or services.
- Recognise the concept of a digital footprint and why it matters
- Explain how websites and apps may ask for consent to store information.
- Recognise privacy policies, terms and conditions, and cookie requests, and know when to ask for help.
- Understand what the digital age of consent is and why it exists.
- Explain how these rules protect young people’s personal information online.
- Give simple examples of content that must not be used without permission, such as videos, music, or images.
- Recognise that crediting the creator is essential, even for schoolwork.

Knowledge

- How to analyse information to make a judgement about probable accuracy and why it is important to make their own decisions about content.
- How to search for information within a wide range of technologies (e.g. Social media, image sites, video sites) and judge its probable accuracy.
- Methods used to encourage people to buy things online (e.g. Advertising offers, in-app purchases, pop-ups) and can recognise these when they appear.
- That many people sharing the same opinions or beliefs online does not make them true.
- That technology can be designed to act like or impersonate living things (e.g. Bots) and can describe the benefits and risks.
- What fake news is and that some people create stories or alter photographs to pretend something is true when it isn’t.

Skills

- Analyse information online and make judgements about its probable accuracy.
- Recognise why it is important to make their own decisions about what to believe and to respect the decisions of others.
- Search for information using a wide range of technologies, such as search engines, social media, AI, and video sites.
- Judge the probable accuracy of information found on different platforms.
- Recognise methods used to encourage people to buy things online, including adverts, pop-ups, and inapp purchases.
- Explain how persuasive language and design are used to influence people’s choices.
- Explain why lots of people sharing the same opinions or beliefs online does not make them true.
- Recognise the role of peer pressure, echo chambers, and confirmation bias in spreading false idea
- Explain how technology can be designed to act like or impersonate living things, such as bots or chatbots.
- Describe the benefits and risks of using virtual assistants and chatbots in everyday life. negative emojis, sudden silence, or withdrawing from games.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Describe the different ways people can be bullied through media such as images, videos, text, and chat.• Understand the impact of online bullying on feelings, including sadness, fear, and embarrassment. |
|--|---|

Year 5

Online relationships

Knowledge

- Examples of technology-specific communication such as emojis, memes, and gifs.
- That some people they communicate with online may want to do them or their friends harm, and that this is not their fault.
- How people can take part in online communities, collaborate constructively, and make positive contributions (e.g. Gaming groups, social media).
- How to get help if they are having problems and when to tell a trusted adult.
- How to support others online, including those having difficulties.

Skills

- Recognise different technology-specific forms of communication such as emojis, memes, GIFs, slang, and text speak.
- Understand the benefits and drawbacks of using these forms of communication in different contexts.
- Use creative digital tools to design their own meme, GIF, or emoji to express feelings or ideas.
- Understand that some people online may want to cause harm, and that this is never their fault.
- Identify different types of harmful online behaviour such as scams, fraud, bullying, and unsafe requests.
- Recognise the importance of reporting harmful behaviour and seeking help from a trusted adult.
- Describe how people join and take part in online communities based on shared interests.
- Recognise positive contributions such as collaboration, sharing advice, and supporting charitable causes.
- Understand the importance of protecting personal information and reporting inappropriate content.
- Explain how to get help if they encounter problems online.
- Identify trusted adults they can talk to when they feel unsafe or uncomfortable.
- Recognise when it is important to report worrying online content about themselves or others.
- Demonstrate how to support others who are struggling online.
- Recognise signs that someone may be having difficulties (e.g. sad posts, withdrawing from chats).
- Offer support through kindness, inclusion, reporting unkind behaviour, or encouraging breaks.

Self image and identity

Knowledge

- That identity online can be copied, modified, or altered.

Health, wellbeing lifestyle

Knowledge

- Ways technology can affect health and well-being both positively, such as

| | |
|---|--|
| <ul style="list-style-type: none"> • How to make responsible choices about having an online identity, depending on the context. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Explain how online identities can be copied, modified, or altered. • Recognise positive and negative reasons for changing identity online (e.g. safety vs. deception). • Evaluate how these changes affect themselves and others • Demonstrate how to make responsible choices about online identity depending on context. • Understand that identity should be adapted for different spaces (e.g. education vs. gaming). • Recognise how online identity affects safety, perception, and digital footprint. | <p>through mindfulness apps, and negatively.</p> <ul style="list-style-type: none"> • Strategies, tips, and advice to promote health and wellbeing when using technology. • The benefits and risks of accessing health and well-being information online, and the importance of balancing this with advice from trusted adults and professionals. • How and why some apps and games may request or take payment for extra content, and the importance of seeking permission from a trusted adult before purchasing. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Describe how technology can affect health and well-being positively, such as through mindfulness apps, and negatively through overuse. • Recognise how tiredness, poor posture, and eye strain can result from too much technology use • Use strategies to promote health and wellbeing with technology, such as breaks, healthy posture, and limiting screen time. <ul style="list-style-type: none"> • Recognise the importance of healthy habits including good sleep, physical activity, and balancing online with offline interactions. • Recognise benefits and risks of accessing health and wellbeing information online and balance this with advice from trusted adults or professionals. • Evaluate whether online information is reliable by comparing it with offline sources and credible sites. • Explain why apps and games may include in-app purchases or loot boxes. • Recognise the risks of spending money online and know the importance of seeking permission from a trusted adult. |
|---|--|

| Year 6 | |
|--|---|
| Managing online information | Privacy and security |
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • How search engines work and how results are selected and ranked. • How to use search technologies effectively. • That some online information is opinion and can give examples. • That some people present opinions as facts, and that popularity or personality does not | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Effective ways to manage passwords, such as storing them securely or saving them in a browser. • What to do if a password is shared, lost, or stolen • How and why people should keep their software and apps up to date, including auto-updates. • Simple ways to increase privacy on apps and services that offer privacy settings. • That some online content targets people to gain money or information illegally and can describe strategies to identify this, such as spotting scams or phishing. • That online services have terms and conditions that govern their use. |

make an opinion true, fair, or legal.

- The meaning of influence, manipulation, and persuasion, and how these can be encountered online (e.g. Advertising, fake news).

What persuasive design is and how it is used to influence choices.

- How to analyse and evaluate the validity of facts and information and why this is important.

- That companies and news providers target people with stories they are more likely to engage with and how to recognise this.

- The difference between misinformation and disinformation.

- That information appearing on many sites may still be inaccurate or untrue, and how this happens through the spread of misinformation or disinformation.

- How to identify, flag, and report inappropriate content.

Skills

- Explain what a hoax is and why people create them.

- Recognise why it is important to check information before sharing to avoid spreading misinformation.

- Use search technologies effectively by choosing keywords and phrases.

- Check reliability of content using strategies such as cross-checking, looking for evidence, and checking the source and date.

- Describe how some online information can be opinion rather than fact.

- Give examples of beliefs, opinions, and facts and explain how to tell the difference

- Explain how and why people may present opinions as facts online.

- Recognise that popularity or endorsement by influencers does not make content true or fair.

- Define the terms influence, manipulation, and persuasion.

- Recognise how these may be encountered online in adverts, targeting, or fake news.

- Understand persuasive design and how it is

Skills

- Describe effective ways to manage passwords, such as using password managers or secure browser storage.

- Recognise the importance of keeping passwords safe, even on shared devices.

- Explain what to do if a password is shared, lost, or stolen.

- Recognise the importance of acting quickly, such as changing the password and telling a trusted adult

- Explain how and why to keep software and apps updated, including bug fixes, new features, and security.

- Recognise the benefits of auto-updates for safety and performance.

- Describe simple ways to increase privacy on apps and services, such as checking app permissions or privacy settings.

- Recognise how to be mindful about what personal information they share online.

- Explain what scams and phishing are and how they target people to steal money or information.

- Identify strategies to spot scams, such as checking links, avoiding urgent messages, and thinking before clicking.

- Explain what terms and conditions are and why it is important to read them before agreeing.

- Recognise how websites and apps may use terms and conditions to collect data or set rules for behaviour.

| | |
|---|--|
| <p>used to influence people’s choices online.</p> <ul style="list-style-type: none"> • Recognise examples such as notifications, autoplay, in-app rewards, scarcity, and social proof. • Analyse and evaluate the validity of facts and information online. • Recognise the importance of evidence, reliable sources, and scientific methods when assessing content | |
| Online bullying | Online relationships |
| <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • How to capture bullying content as evidence (e.g. Screenshot, URL, profile) to share with others who can help. • How to report online bullying in different contexts. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Capture bullying content as evidence, such as screenshots, URLs, or profiles. • Share evidence with trusted adults or organisations that can help stop the bullying. • Report online bullying in different contexts, including on social media, gaming platforms, and messaging apps. • Identify who to talk to at school or at home when raising concerns about online bullying. • Use platform-specific reporting tools confidently to protect themselves and others. | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • That sharing something online may have either a positive or negative impact. • How to be kind and respectful to others online, including respecting boundaries about what is shared, and how to support others if those boundaries are not respected. • That things shared privately online can still have unintended consequences (e.g. Screen-grabs). • That taking or sharing inappropriate images, even with permission, may still have an impact for themselves and others, and who can help if they are worried. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Explain that sharing something online can have both positive and negative consequences. • Consider how different types of shared content (e.g. images, posts, videos) can affect others. • Understand that once content is online, it is difficult to remove completely. • Describe how to be kind and respectful to others online, especially by respecting boundaries. • Understand the importance of asking for permission before sharing content involving others. • Recognise how to support people if their boundaries are not respected. • Explain how things shared privately online (e.g. screenshots) can spread and have unintended consequences. • Understand that private content may still become public and affect others. • Recognise the importance of thinking carefully before sharing and discussing concerns with a trusted adult • Recognise that taking or sharing inappropriate or embarrassing images can harm both the person in the photo and the sharer. • Understand that even if consent is given, sharing certain images may still cause harm. • Know who can help if they feel worried about inappropriate content being shared. |