

Sir Alexander Fleming Primary School: Online Safety Progression

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing Online Information	Declarative Knowledge	I know I can use the internet to find things out.	<p>I know devices I could use to access information on the internet.</p> <p>I know simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>I know what personal information is.</p> <p>I know what information should not be shared online.</p> <p>I know who are the adults I can trust.</p>	<p>I know that I cannot trust everything and everyone online.</p> <p>I know what I should and should not share online.</p>	<p>I know why a password is important to keep me safe online.</p> <p>I know that not everything I read online is the truth.</p> <p>I know to act respectfully online.</p>	<p>I know my online identity is different to the identity I present in real life.</p> <p>I know and discuss healthy online relationships.</p> <p>I know safe ways to manage information online.</p> <p>I know means of technology that can be used in bullying.</p>	<p>I know to evaluate digital content and can explain how I make choices from search results.</p> <p>I know key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence.</p> <p>I know the difference between online mis-information and disinformation.</p> <p>I know what is meant by 'being sceptical' and a 'hoax'</p> <p>I know when and why it is important to be 'sceptical'.</p> <p>I know I need to think carefully before I forward anything online.</p> <p>I know some information I find online may not be honest, accurate or legal.</p> <p>I know why information that is on a large number of sites may still be inaccurate or untrue.</p>	<p>I know the strategies I would apply to be discerning in evaluating digital content.</p> <p>I know the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p>

	Procedural Knowledge			<p>I know how to follow the rules of using technology at home and at school.</p>	<p>I know how and who I can speak to if I am worried about something online.</p> <p>I know how to select ways to stay safe online.</p>	<p>I know how to stay safe online when communicating with others.</p> <p>I know how to use passwords to stay safe online.</p> <p>I know how to make a password that is more secure.</p> <p>I know how to identify safer and more trustworthy websites.</p>	<p>I know how to protect myself when playing games online.</p> <p>I know how and who to talk to if I am unsure about an online relationship.</p>	<p>I know how to use different search technologies.</p> <p>I know how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>I know how to use search technologies effectively.</p> <p>I know how search engines work and how results are selected and ranked.</p> <p>I know how some online information can be opinion and can offer examples.</p> <p>I know how and why some people may present 'opinions' as 'facts'.</p> <p>I know how to demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>I know how to identify, flag and report inappropriate content.</p>
Vocabulary	Safe, not safe, help, teacher, family member etc	grown-up/ adult	Personal, information, share, online, password, safety.	Permission, reliable, personal, comfortable, safe.	Passwords, decode, E-Safety, fake, strangers, trustworthy, scam, browser, weblink,	Identity, protect, online games, trust, information, record, distract, private.	digital footprint, suspicious, phishing, spear phishing, malware, encrypted, hacker, bystander, upstander.	cyber-attack, protocol, phishing troll, social media, hacking	

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Bullying	Declarative Knowledge	I know ways that some people can be unkind online.	I know examples of how being unkind can make people feel.	<p>I know that certain behaviours online can upset others.</p> <p>I know examples of behaviours that are unlikely to upset others.</p> <p>I know it is important to be considerate and kind online.</p> <p>I know examples of behaviours that can make others feel more pleasant emotions (e.g., happy, satisfied, proud, etc).</p>	<p>I know examples of bullying behaviour and how it could look online.</p> <p>I know how someone can/would get help about being bullied online or offline.</p>	<p>I know what bullying is and can describe how people may bully others.</p> <p>I know rules about how to behave online and how I follow them.</p> <p>I know motives behind bullying behaviour.</p> <p>I know the range of emotions that people involved in a bullying situation may feel.</p>	<p>I know some online technologies where bullying might take place.</p> <p>I know why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I know when someone is upset, hurt or angry online.</p> <p>I know the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p>	<p>I know to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me.</p> <p>I know a range of ways to report concerns both in school and at home about online bullying.</p>
	Procedural Knowledge			<p>I know how to behave appropriately online with others.</p> <p>I know how and when I should ask permission to be online.</p> <p>I know how to respond when someone is not kind online.</p>	<p>I know how bullying can make someone feel.</p>	<p>I know how to identify some characteristics that are typical of bullying behaviour (online and offline)</p> <p>I know how to identify who to turn to for help.</p>	<p>I know how people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p>I know how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I know how to block abusive users.</p> <p>I know how I would report online bullying on the apps and platforms that I use.</p>	<p>I know how use technology to protect myself from bullying behaviour.</p> <p>I know how to use routes for reporting bullying and harmful behaviour that I witness or experience online.</p>
Vocabulary		unkind		Online, offline, technology, behaviour, inappropriate, considerate, respectful.		Usage, timers, health risks, mental, physical.			Harassment, cyberbullying, victim, perpetrator, bystander, empathy, target, upstander, block, report.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copyright and Ownership	Declarative Knowledge	I know that work I create belongs to me.	I know to name my work so that others know it belongs to me.	I know that work I create using technology belongs to me. I know why it belongs to me.	I know why other people's work belongs to them. I know that content on the internet may belong to other people.	I know that copying someone else's work from the internet without permission can cause problems. I know examples of what those problems might be. I know that we all have rights over the content we create. I know that whilst the internet may be 'Free' not all content is 'Free to use'.	I know that 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 know some simple examples.	I know when it is acceptable to use the work of others. I know examples of content that is permitted to be reused. I know the rights and responsibilities when it comes to images I create and use	
	Procedural Knowledge			I know how to save my work so that others know it belongs to me.	I know how to explore online content and where possible identify the owner.	I know how to respect others on the internet		I know how copyright applies to creative work and apply its principles to real life scenarios.	I know how to use search tools to find and access online content which can be reused by others. I know how to make references to and acknowledge sources I have used from the internet
Vocabulary				Filename, content, design, file, save	Permission, reused, identify, copyright, public domain, content, copy, belonging, owner, searching.	Permission, free to use, content, rights, owns.		Attribute, copyright, intellectual property.	

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health- Wellbeing and Lifestyle	Declarative Knowledge	I know rules that help keep us safe and healthy in and beyond the home when using technology.	I know some simple examples of rules to keep us safe online.	I know and can explain rules to keep us safe when we are using technology both in and beyond the home.	I know rules and guidance around my own use of technology that I feel is important. I know ways in which I can self-manage my use of technology I know rules/ guidance may help me.	I know rules, guidance or conversations and relate them to my own use of technology. I know some simple well-being awareness, e.g, not physically socialising; not listening to parents/carers; being bored etc. I know that rules and guidance can vary by context.	I know examples of tech/online activities that effectively hold my attention and engagement. I know some of the limitations that tech/online activities may place on my life.	I know ways technology can affect healthy sleep and can describe some of the issues.	I know some content rating symbols and describe what they mean/what content they may cover (e.g, PEGI icons for content, BBFC symbols for age ratings, etc). I know the features of a healthy media balance.
	Procedural Knowledge				I know how to identify a range of simple health/ well-being issues on which technology can impact and ensure I act appropriately to self-manage my use of technology. I know how to choose ways to reduce the impact of issues when using technology.	I know how to show ways in which I can self-manage my use of technology independently or with support from their parent/ carer/ mentor.	I know how to select appropriate activities to participate with appropriate time limits. I know how to use technology in a safe positive way.	I know how to promote healthy sleep with regards to technology	I know how to assess and action different strategies to limit the impact of technology on health. I know how to demonstrate an awareness of why some content is age regulated. I know how to positively address peer pressure and can apply this in online situations. I know how to use strategies for mitigating the effects of persuasive design on technology use. I know how to select suitable strategies based on their own personal needs, use and experience of tech and the internet.
Vocabulary					Public places, environment, online, offline, self-manage, devices, strategies.	Empathy, online, offline, report button, block, online chat, settings, private.	Concentration, attention, positive, negative, online, distracting, lifestyle.		Personal information, screen time, health, posture, consent, privacy, digital well-being

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Privacy and Security	Declarative Knowledge	I know some simple examples of my personal information (e.g. name, address, birthday, age, location).	I know some people I can trust and can share this and explain why I can trust them.	<p>I know more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I know why I should always ask a trusted adult before I share any information about myself online.</p>	<p>I know the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).</p> <p>I know the wide range of internet connected devices at home.</p> <p>I know some of the features of a connected device.</p>	<p>I know why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I know why passwords are important.</p> <p>I know simple strategies for creating and keeping passwords private.</p>	<p>I know what a strong password is.</p> <p>I know strategies for keeping my personal information private, depending on context.</p> <p>I know that others online can pretend to be me or other people, including my friends.</p>	<p>I know that many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	<p>I know to use different passwords for a range of online services.</p> <p>I know effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>I know what to do if my password is lost or stolen.</p> <p>I know what app permissions are and can give some examples from the technology or services I use.</p> <p>I know simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I know strategies to help me identify such content (e.g. scams, phishing)</p>
	Procedural Knowledge			<p>I know how passwords can be used to protect information and devices.</p>	<p>I know how to identify why we need passwords for accounts/devices and what makes an effective password.</p> <p>I know how to create an effective password.</p> <p>I know how to identify the appropriate types of content that can be shared online and understand ways to protect this.</p>	<p>I know how connected devices can collect and share my information with others.</p>	<p>I know how to identify the risks posed by over-sharing information online and use this knowledge to keep myself safe.</p> <p>I know how to get help if I am unsure about consenting to an online service.</p> <p>I know how internet use can be monitored.</p>	<p>I know how to create and use strong and secure passwords.</p> <p>I know how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	<p>I know how some online content targets people to gain money or information illegally;</p>
Vocabulary					Device, passwords, protected, content, public, offline, online.		Digital age, consent, privacy policy, terms of use,		

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Reputations	Declarative Knowledge	I can identify ways that I can put information on the internet.		<p>I know that information can stay online and could be copied.</p> <p>I know what information I should not put online without asking a trusted adult first</p>	I know who to talk to if I think someone has made a mistake about putting something online	<p>I know ways people who have similar likes and interests can get together online.</p> <p>I know how anyone's online information can be seen by others.</p> <p>I know that my information can stay online for a very long time.</p> <p>I know some examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p>	<p>I know that others may search my name online to find information about me</p> <p>I know that not all information about me online may have been posted online by me</p> <p>I know that people may alter information or put untrue information about me online with or without my knowledge</p>	<p>I know ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>I know why it is beneficial to use different search engines.</p> <p>I know that people may make judgements against others on the information that they find.</p> <p>I know that the information I find online about people may not be accurate.</p>	<p>I know what an online reputation is.</p> <p>I know how people may conduct an online search to find out about me.</p> <p>I know how I am developing an online reputation, which will allow other people to form an opinion of me.</p> <p>I know some simple ways that help build a positive online reputation.</p> <p>I know that online anonymity can protect online reputation</p>
	Procedural Knowledge				I know how information put online about me can last for a long time.	<p>I know how to find information online.</p> <p>I know how to use strategies to keep my information safe online.</p>	<p>I know how to select appropriate settings to keep myself safe online.</p> <p>I know how to select appropriate information to share to keep myself safe.</p>	<p>I know how to use a search engine to search for information about other people.</p> <p>I know how to identify which search engines are safer to use and more reliable.</p> <p>I know how to present information about other people for others to read</p>	<p>I know how to control my online reputation.</p> <p>I know how to use strategies to protect my 'digital personality' and online reputation.</p>
Vocabulary						Protect, share, social media, public, private,	Share, information, personal, posted, fake.	Social media, chats, judgements, apps, private, trustworthy, accurate, plagiarism.	Reputation, digital footprint, privacy, phishing, digital literacy, online predator, identity theft.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Relationships	Declarative Knowledge	I know some ways in which the internet can be used to communicate.	I know examples of how I (might) use technology to communicate with people I know	I know it is important to be considerate and kind to people online.	I know how I might use technology to communicate with others I don't know well.	<p>I know examples of technology-specific forms of communication (e.g emojis, acronyms, text speak).</p> <p>I know some risks of communicating online with others I don't know well.</p> <p>I know why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I know what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p>	I know strategies for safe and fun experiences in a range of online social environments	<p>I know that there are some people I communicate with online who may want to do me harm. I can recognise that this is not my/our fault.</p> <p>I know some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I know examples of technological specific forms of communication.</p> <p>I know how online communities collaborate and the benefit of doing this</p>	<p>I know my responsibilities for the well-being of others in my online social group.</p> <p>I know impulsive and rash communications online may cause problems (e.g flaming, content produced in live streaming).</p>
	Procedural Knowledge			I know how to use the internet with adult support to communicate with people I know.	I know how to use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).	<p>I know how my and other people's feelings can be hurt by what is said or written online.</p> <p>I know how people who have similar likes and interests can get together online.</p>	I know how to be respectful to others online.	<p>I know how to make positive contributions and be part of online communities.</p> <p>I know how to deal with online harmful scenarios.</p> <p>I know how to report problems online and can name several reporting routes that I could use or suggest to someone else</p>	<p>I know how to demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I know how to demonstrate ways of reporting problems online for both myself and my friends.</p>
Vocabulary								Pressure, online communities, gaming, social media, emojis, memes, GIFs.	cyber-attack, protocol, phishing, troll, social media, hacking

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Image and Identity	Declarative Knowledge	I know 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.	I know that saying no is something I can do either in real life or online.	I know that there may be people online who could make me feel sad, embarrassed or upset. I know that I should ask an adult for help with things online that upset me.	I know ways in which people might make themselves look different online. I know some issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.	I know what is meant by the term 'identity'. I know why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)	I know my online identity can be different to the identity I present in 'real life' Knowing this, I know the right decisions about how I interact with others and how others perceive me.	I know different responsible choices about my online identity, depending on context	I know ways in which media can shape ideas about gender. I know messages about gender roles and make judgements based on them. I know issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I know why I should keep asking until I get the help I need.
	Procedural Knowledge			I know how to ask adults for help if something happens that makes me feel sad, worried, uncomfortable or frightened.	I know how other people's identity online can be different to their identity in real life.	I know how I can represent myself in different ways online.		I know how identity online can be copied, modified or altered.	I know how to challenge and explain why it is important to reject inappropriate messages about gender online.
Vocabulary				Trusted adult, grown-up, embarrassed, online, chat.					

NB: Teachers can add resources as needed dependent on what is the current trend in class, using the project evolve database of resources.

Sir Alexander Fleming Primary School – Online Safety Long Term Overview – 2023-2024

	Autumn – (15-week term)			Spring (10-week term)		Summer (14-week term)		
	1	2	3	1	2	1	2	3
EYFS	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 1	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 2	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 3	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 4	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 5	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Year 6	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership