Online Safety – Learning Progression through 'Education for a Connected World' and One Decision Unit Links 2026-2027 (Use Project Evolve Resources, Common Sense Education or Barefoot Computing to supplement teaching)							
Key Strand	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Self-image and Identity **AUTUMN 1**	I can 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.	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.	One Decision- Image Sharing 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.	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain how my online identity can be different to my offline identity I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.
Online Relationships **AUTUMN 2**	I can recognise some ways in which the internet can be used to communicate.	I can give examples of when I should ask permission to do something online and explain why this is important.	I can give examples of how someone might use technology to communicate	One Decision- Making Friends Online I can describe ways people who have similar likes	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to	I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).	One Decision- Making Friends Online I can explain how sharing something online may have

	I can give examples of how I (might) use technology to communicate with people I know.	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.	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 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	and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is	interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

			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.	the same as sharing offline e.g. sharing images and videos.			
Online Reputation **SPRING 1**	I can identify ways that I can put information on the internet.	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.	I can explain how information put online about me 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.	I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	I can describe how others can find out information about me by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
Online Bullying **SPRING 2**	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	One Decision- Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel (I can give examples of bullying behaviour	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how	One Decision- Online Bullying I can recognise when someone is upset, hurt or angry online.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.

			and how it could look online). I can talk about how anyone experiencing bullying can get help.	bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain 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).	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can describe the helpline services who can support me and what I would say and do if I needed their help e.g. Childline. I can explain how to block abusive users.	I can explain how someone could report online bullying in different contexts.
Managing Online Information **SUMMER 1**	I can talk about how I can use the internet to find things out. I can identify devices I could use to access information online. I can identify devices I could use to access information on the internet.	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.	One Decision- Computer Safety Documentary I can demonstrate how to navigate a simple webpage to get 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 (e.g. Alexa, Google Now, Siri).	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can 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.	One Decision- Image Sharing I can explain what is meant by 'being sceptical'. I can give some examples of when and why it is important to be sceptical. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).

		I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	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 true.		I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	I understand the concept of persuasive design and how it can be used to influences peoples' choices.
Health, well-being and lifestyle **SUMMER 1**	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.	I can explain rules to keep us safe when we are using technology both in and beyond home. I can give examples of some of these rules.	I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use) I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

				gaming or web sites).			
Privacy and Security **SUMMER 2**	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.	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain that passwords are used to protect information, accounts and devices. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	I can explain how passwords can be used to protect information, accounts and devices. I can describe and explain some rules for keeping my information private. I can explain how many devices in my home could be connected to the internet and can list some of those devices.	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	I can explain that internet use is never fully private and is monitored e.g. adult supervision. I can describe strategies for keeping personal information private, depending on context.	I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice messages, geolocation) with others. I can explain 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.	I can describe effective strategies for managing passwords. I know what to do if my password is lost or stolen. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
Copyright and Ownership **SUMMER 2**	I know that work I create belongs to me. I can name my work so that others know it belongs to me.	I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. "It is my idea" / "I designed it")	I can describe why other people's work belongs to them. I can recognise that content on the internet may	I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what	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 can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be	I can demonstrate the use of search tools to find and access online content which can be reused by others.

		I can save my work so that others know it belongs to me (e.g. filename, name on content).	belong to other people.	these problems might be.	I can give some simple examples.	reused and know how this content can be found online.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.
Key vocabulary	Internet Online Safe Healthy Trusted Information	Permission Password Personal information Protect Rules	Private Accounts Consent Online bullying Content Report	Identity Social Media Age Restriction Belief Opinion Fact Appropriate behaviour Consequences	Devices Positive Negative Copyright Fake news Rumour Posting	Online identity Strong password Validity Reliability Sceptical ChildLine Offensive	False content Illegal Boundaries Digital Personality Online reputation Influence Manipulation Persuasion Ad-targeting Scams/Phishing
Cultural capital	Understand that there are different technologies and devices which serve multiple purposes.	Understand that when using technology, rules need to be followed.	Understand that some information is private and not to be shared.	Understand that online Apps and Games can be used to communicate with others.	Understand that not all online communication is positive.	Understand the consequences of untrue/negative information being shared.	Understand the need to and some strategies for evaluating online content.
Church vale values	Possibilities- Office Manager Community – What devices do my family use? Self awareness – Building independence	Possibilities- Data analyst Community – How is the internet used in my house? Self awareness – Knowing when to ask permission to use devices/access the internet.	Possibilities- News reporter. Community- What Apps and Games do my peers access? Self awareness- The ability to share resources with others.	Possibilities-Games designer/App designer Community – How is the internet used to communicate within our local area? Self awareness – Being respectful to others.	Possibilities-Film maker, producer, news editor. Community – Where can I find true online information? Self awareness – Understand the positive and negative impact of my actions.	Possibilities- journalist Community – How do my friends and family connect via the internet? Self awareness – Understand when to be sceptical about online information.	Possibilities- politician, librarian, animator, Scientist Community – How do I safely connect with others online? Self awareness – Understand that information I post online is there forever.
Sticky knowledge	To recognise kind and unkind behaviour.	To be able to identify the positives and negatives when using technology.	To know the risks of sharing information without permission.	To understand the difference between safe and risky choices online.	To recognise the key values that are important in positive online relationships.	To recognise possible influences and pressures that may present themselves online.	To understand the relationship between online and offline behaviours and

		To understand how your online activity can affect others.	To understand the type of information you should/should not share online.	To know why passwords are important.	To identify how and who to ask for help.	To know when to act upon negative online behaviours.	their impact on myself and others. To understand and be able to name healthy strategies when using technology and going online.