

DIGITAL LITERACY – ONLINE SAFETY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SELF IMAGE AND IDENTITY						
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.	Recognise that there may be people online who could make someone feel sad, embarrassed or upset.	Explain how other people may look and act differently online and offline.	Explain what is meant by the term 'identity'.	Explain how their online identity can be different to their offline identity.	Explain how identity online can be copied, modified or altered.	Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups
	Give examples of when and how to speak to an adult they can trust and how they can help.	Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.	Explain how people can represent themselves in different ways online	Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	Demonstrate how to make responsible choices about having an online identity, depending on context.	Explain why it is important to challenge and reject inappropriate representations online.
		Give examples of how they might get help	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.	Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.
						Know and can give examples of how to get help, both on and offline.
ONLINE RELATIONSHIPS						
Recognise some ways in which the internet can be used to communicate.	Give examples of when they should ask permission to do something online and explain why this is important.	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).	Explain what it means to 'know someone' online and why this might be different from knowing someone offline.	Describe strategies for safe and fun experiences in a range of online social environments.	Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	Explain how sharing something online may have an impact either positively or negatively Taught Autumn- Digital Literacy lesson
Give examples of how they (might) use technology to communicate with people they know	Explain why it is important to be considerate and kind to people online and to respect their choices.	Describe different ways to ask for, give, or deny their permission online and can identify who can help them if they are not sure.	Explain why it is important to be careful about who to trust online including what information and content they are trusted with.	Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	Explain that there are some people I communicate with online who may want to do me or my friends harm.	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.

	Explain why things one person finds funny or sad online may not always be seen in the same way by others.	Explain how it may make others feel if they do not ask their permission or ignore their answers before sharing something about them online.	Explain how someone's feelings can be hurt by what is said or written online.	Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	Explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Taught Autumn- Digital Literacy lesson
			Explain the importance of giving and gaining permission before sharing things online		Demonstrate how to support others (including those who are having difficulties) online.	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. Taught Autumn- Digital Literacy lesson
ONLINE REPUTATION						
Identify ways that they can put information on the internet.	Recognise that information can stay online and could be copied.	Explain how information put online about someone can last for a long time.	Explain how to search for information about others online	Describe how to find out information about others by searching online.	Search for information about an individual online and summarise the information found.	Explain the ways in which anyone can develop a positive online reputation. Taught Autumn- Digital Literacy lesson
	Describe what information they should not put online without asking a trusted adult first.	Describe how anyone's online information could be seen by others.	Give examples of what anyone may or may not be willing to share about themselves online.	Explain ways that some of the information about anyone online could have been created, copied or shared by others.	Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Taught Autumn- Digital Literacy lesson
		Know who to talk to if something has been put online without consent or if it is incorrect.	Explain the need to be careful before sharing anything personal			
			Explain who someone can ask if they are unsure about putting something online.			
ONLINE BULLYING						
Describe ways that some people can be unkind online	Describe how to behave online in ways that do not upset others and can give examples.	Explain what bullying is, how people may bully others and how bullying can make someone feel.	Describe appropriate ways to behave towards other people online and why this is important.	Recognise when someone is upset, hurt or angry online.	Recognise online bullying can be different to bullying in the physical world and can	Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to

					describe some of those differences.	share with others who can help me.
Offer examples of how this can make others feel		Explain why anyone who experiences bullying is not to blame	Give examples of how bullying behaviour could appear online and how someone can get support.	Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	Explain how someone would report online bullying in different contexts.
		Talk about how anyone experiencing bullying can get help.		Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	
					Identify a range of ways to report concerns and access support both in school and at home about online bullying.	

HEALTH, WELL-BEING AND LIFESTYLE

Identify rules that help keep us safe and healthy in and beyond the home when using technology	Explain rules to keep myself safe when using technology both in and beyond the home.	Explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	Explain why spending too much time using technology can sometimes have a negative impact on anyone.	Explain how using technology can be a distraction from other things, in both a positive and negative way.	Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
Give some simple examples of these rules		Say how those rules / guides can help anyone accessing online technologies	Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.	Identify times or situations when someone may need to limit the amount of time they use technology e.g.	Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	Recognise and discuss the pressures that technology can place on someone and how / when they could manage this.
				Suggest strategies to help with limiting this time.	Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	Assess and action different strategies to limit the impact of technology on health

PRIVACY AND SECURITY

Identify some simple examples of my personal information	Explain that passwords are used to protect information, accounts and devices.	Explain how passwords can be used to protect information, accounts and devices.	Describe simple strategies for creating and keeping passwords private.	Describe strategies for keeping personal information private, depending on context.	Explain what a strong password is and demonstrate how to create one.	Describe effective ways people can manage passwords
Describe who would be trustworthy to share this information with and why	Recognise more detailed examples of information that is personal to someone	Explain and give examples of what is meant by 'private' and 'keeping things private'.	Give reasons why someone should only share information with people they choose to and can trust.	Describe how some online services may seek consent to store information about them	Explain how many free apps or services may read and share private information with others.	Explain what to do if a password is shared, lost or stolen.
	Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to themself or others.	Describe and explain some rules for keeping personal information private.	Describe how connected devices can collect and share anyone's information with others.	Know how to respond appropriately and who they can ask if they are not sure.	Explain what app permissions are and can give some examples.	Describe simple ways to increase privacy on apps and services that provide privacy settings.
				Know what the digital age of consent is and the impact this has on online services asking for consent.		Know that online services have terms and conditions that govern their use.