



# Online Safety—Skills Progression



	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Self-image and identity</b>	<p>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.</p> <p>I can explain how this could be either in real life or online.</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>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.</p>	<p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>	<p>I can explain what is meant by the term 'identity'</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>I can explain how my online identity can be different to the identity I present in 'real life'</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me, including showing respect.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context, and understand the importance of showing respect to others opinions online.</p> <p>I understand that people may pretend to be someone they're not online. For example, an adult may be pretending to be a child, I know signs to spot this and how to report it.</p>	<p>I can describe ways in which media can shape ideas about gender.</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>I can describe 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.</p> <p>I can explain why I should keep asking until I get the help I need.</p> <p>I can explain why it is important to show respect for everybody online, even when my identity is anonymous (ie playing a video game)</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Online relationships</b></p>	<p>I can appreciate the benefits of the internet.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is important to be considerate and kind to people online, just like in the real world.</p> <p>I know that I should only communicate with people online who I know in the real world.</p>	<p>I can understand how the internet can provide benefits; such as, communicating with people (e.g. email a penpal in another school/ country).</p> <p>I can appreciate how the internet is an integral part of many people's everyday lives and the benefits it provides.</p>	<p>I can describe ways people who have similar likes and interests can get together online</p> <p>I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (ie appropriate boundaries for friendships in an online context).</p> <p>I can give examples of how to be respectful to others online, just like in the real world.</p> <p>I understand boundaries for online friendships.</p>	<p>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.</p> <p>I can make positive contributions online just like I do in the real world, and can be part of online communities.</p> <p>I can describe some of the communities in which I am involved in online and describe how I collaborate with others positively.</p>	<p>I can show I understand my responsibilities for the well-being of others in my online social group, including showing respect towards them.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I can show how to support others online just like I would in the real world.</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p>
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<b>Online reputation</b>	<p>I can identify ways that I can put information on the internet.</p> <p>I know how to behave respectfully online.</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p>	<p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>
<b>Online bullying</b>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Just like offline, I know how to behave appropriately towards others online.</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel and its lasting effects on an individual.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p>	<p>I can explain what bullying is and can describe how people may bully others</p> <p>I can describe rules about how to behave online and how I follow them.</p>	<p>I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat, social media).</p> <p>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).</p> <p>I can explain the impact that cyberbullying can have on mental wellbeing.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can understand what is meant by online abuse, trolling, bullying and harassment.</p> <p>I can describe 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 can explain how to block abusive users</p> <p>I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>I can describe the helpline services who can support me, and I know what I would say and do if I needed their help (e.g. Childline).</p>	<p>I can understand that as well as being positive, the internet can be a negative place where online abuse can take place which can affect mental wellbeing.</p> <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>I understand how cyberbullying can affect someone's mental wellbeing and having long-lasting implications</p>
<b>Managing online</b>	<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access</p>	<p>I can appreciate how the internet can be used to find out new things. I can use the internet to find things out.</p>	<p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to</p>	<p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best</p>	<p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</p>	<p>I can use different search technologies.</p> <p>I can evaluate digital content and can explain how I make choices from</p>	<p>I can describe ways that the internet has changed the way we live today and the positive opportunities it provides.</p>



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	<p>information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>I can use simple keywords in search engines.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p>	<p>information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be true.</p>	<p>suggestion.</p> <p>I can understand how information I search for is ranked.</p> <p>I can explain the usefulness of the internet in everyday life; I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I understand the importance of and purpose behind age restrictions across a range of social media and gaming.</p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>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 online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p>search results.</p> <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content based on their appropriateness for my age.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can 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 can identify, flag and report inappropriate content.</p>
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<b>Health, well-being and lifestyle</b>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p>	<p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can give examples of some of these rules.</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me.</p> <p>I understand age restrictions and their purpose.</p>	<p>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).</p>	<p>I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time.</p>	<p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p>I can understand how to recognise when my mental wellbeing is being affected by the amount of time I spend online.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p>
<b>Privacy and security</b>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p>	<p>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).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>I can explain how passwords can be used to protect information and devices.</p>	<p>I can describe how online information about me could be seen by others.</p> <p>I can describe and explain some rules for keeping my information private</p> <p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p>	<p>I can give reasons 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 understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can explain what a strong password is</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people, including my friends.</p> <p>I can suggest reasons why they might do this.</p> <p>I can explain how internet use can be monitored.</p> <p>I can understand how information I put online can be stored and used.</p>	<p>I can create and use strong and secure passwords.</p> <p>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.</p> <p>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.</p>	<p>I use different passwords for a range of online services.</p> <p>I can describe 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 can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content</p>



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							targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
<b>Copyright and ownership</b>	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p>	<p>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.</p> <p>I can give some simple examples.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Real life</li> <li>Online</li> <li>Communicate</li> <li>Technology</li> <li>Information</li> <li>Internet</li> <li>Unkind</li> <li>Devices</li> <li>Search engine</li> <li>Voice activating</li> <li>Rules</li> <li>Safe</li> <li>Healthy</li> <li>Personal information</li> <li>Trust</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Adult</li> <li>Trust</li> <li>Internet</li> <li>Communicate</li> <li>Trusted adult</li> <li>Keyword</li> <li>Search engine</li> <li>Helpline</li> <li>Technology</li> <li>Rules</li> <li>Online content</li> <li>Personal information</li> <li>Password</li> <li>Device</li> <li>File name</li> <li>Save</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Identity</li> <li>Internet</li> <li>Communicate</li> <li>Technology</li> <li>Information</li> <li>Bullying</li> <li>Offline</li> <li>Search engine</li> <li>Keyword</li> <li>Webpage</li> <li>Voice activate</li> <li>Rules</li> <li>Guides</li> <li>Passwords</li> <li>Accounts</li> <li>Devices</li> </ul>	<ul style="list-style-type: none"> <li>Identity</li> <li>Online</li> <li>Technology</li> <li>Communication</li> <li>Emoji</li> <li>Risks</li> <li>Communicating</li> <li>Trust</li> <li>Bullying</li> <li>Key phrase</li> <li>Fact</li> <li>Opinion</li> <li>Belief</li> <li>Game</li> <li>Video</li> <li>Passwords</li> <li>Private</li> <li>Device</li> <li>Permission</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Identity</li> <li>Social environment</li> <li>Information</li> <li>Copied</li> <li>Shared</li> <li>Bullying</li> <li>Technology</li> <li>Media</li> <li>Image</li> <li>Video</li> <li>Text</li> <li>Chat</li> <li>Reputation</li> <li>Opinions</li> <li>Beliefs</li> <li>Facts</li> <li>In-app purchases</li> <li>Pop ups</li> <li>Advertisements</li> <li>Social media</li> <li>Password</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Identity</li> <li>Responsible</li> <li>Modified</li> <li>Altered</li> <li>Communicate</li> <li>Community</li> <li>Summary report</li> <li>Bullied</li> <li>Block</li> <li>Abusive users</li> <li>Trolling</li> <li>Harassment</li> <li>Online abuse</li> <li>Apps</li> <li>Platforms</li> <li>Helpline</li> <li>Digital content</li> <li>Search technology</li> <li>Data</li> <li>Information</li> <li>Fact</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Gender</li> <li>Judgements</li> <li>Online</li> <li>Offline</li> <li>Social group</li> <li>Live streaming</li> <li>Reporting</li> <li>Positive online reputation</li> <li>Bullying</li> <li>Screen-grab</li> <li>URL</li> <li>Profile</li> <li>Passwords</li> <li>Password manager</li> <li>Privacy</li> <li>Scamming</li> <li>Phishing</li> <li>Search tools</li> <li>Content</li> <li>References</li> <li>Sources</li> </ul>



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					Personal information Online content	Opinion Belief True False Valid Reliable Evidence Mis-information Dis-information Sceptical Hoax Honest Accurate Legal Geolocation Permission	
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