E-safety and Equipping children for digital life.

National Curriculum	
KS1	Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
KS2	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Relationships Education, Relationships and Sex Education (RSE) and Health Education	
Online Relationships	Pupils should know: - The people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online.
Internet Safety and harms	People should know: - That for most people the internet is an integral part of life and has many benefits. - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online and on their own and others' mental and physical well-being. - How to consider the effect of their online actions on others and know how to recognise and display respective behaviour online and the importance of keeping personal information private. - Why social media, some computer games and online gaming, for example, are age restricted. - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - Where and how to report concerns and get support with issues online.

Self-image and Identity	Online Relationships	Online reputation	Online Bullying
Managing online information	**Health, Wellbeing and Lifestyle**	**Privacy and Security**	**Copyright and Ownership**

Self-Image and Identity	Reception
	Recognise they can say 'no' / 'please stop' / 'i'll tell' / 'i'll ask' to somebody who asks them to do something that makes them feel sad, embarrassed or upset. Explain how this could be either in real life or online.
	Year 1
	Recognise that there may be people online who can make them feel sad, embarrassed or upset. If something happens that makes them feel sad, worried, uncomfortable or frightened - they can give examples of when and how to speak to an adult they can trust.
	Year 2
	Explain how other people's identity online can be different to their identity in real life. Describe ways in which people might make themselves look different online. Give examples of issues online that might make them feel sad, worried, uncomfortable or frightened. Give examples of how they might help.
	Year 3
	Explain what is meant by the term 'identity'. Explain how they can represent themselves in different ways online. Explain ways in which and why they might change their identity depending on what they are doing online (e.g gaming; using an avatar, social media)
	Year 4
	Explain how their online identity can be different to the identity they present in 'real life'. Describe the right decision about how they interact with others and how others perceive them.
	Year 5
	Explain how identity online can be copied, modified and altered. Demonstrate responsible choices about their online identity, depending on context.
	Year 6
	Describe ways in which media can shape ideas about gender. Identify messages about gender roles and make judgements based on them. Challenge and explain why it is important to reflect on inappropriate messages about gender online. Describe issues online that might make them or others feel sad, worried, uncomfortable or frightened. Know and can give examples of how they might get help, both on and offline. Explain why they should keep asking until they get help.
End Goal	Children are able to give examples of how the internet and social media can be used for positive self-promotion. Children can explain how people create and experiment with their identity online and why they might want to do it. Children are aware of their own personal activity, history and profile (digital personality). Children know how their digital personality will affect the type of information returned to them on a search or social media stream. Children are aware of intended influence, beliefs, actions and choices. Children know where to source and ask for help.

Online relationships	**Reception**
	Recognise some ways in which the internet can be used to communicate. Give examples of how they might use technology to communicate with people they know.
	Year 1
	Use the internet with adult support to communicate with people they know. Explain why it is important to be considerate and kind to people online.
	Year 2
	Use the internet to communicate with people they don't know well (e.g email a penpal in another school/country) Give examples of how they might use technology to communicate with others they don't know well.
	Year 3
	Describe ways people who have similar interests can get together online. Give examples of technology - specific forms of communication (e.f emojis, acronyms, text, speak). Explain some of the risks of communicating online with others they don't know well. Explain why they should be careful with who they trust online and what information they can trust them with. Explain how theirs and other people's feelings can be hurt by what is said and written online. Explain why they can take back trust in someone or something if they feel nervous, comfortable or worried. Explain what it means to 'know someone' online and why this might be different from knowing someone in real life. Explain what is meant by 'trusting someone online'. Explain why this is different from 'liking someone online'.
	Year 4
	Describe strategies for safe and fun experiences in a range of online social environments. Give examples of how to be respectful online.
	Year 5
	Explain that there are some people you can communicate with online who may not want to do them or their friends harm. Recognise that this is not their fault. Make positive contributions and be part of online communities. Describe some of the communities in which they are involved and describe how they collaborate with others positively.
	Year 6
	Understand and show responsibility for the well-being of others in their online social group. Explain how impulsive and rash communications online may cause problems (e.g flaming, content produced in live streaming) Demonstrate how they would support others (including those who are having difficulties) online. Demonstrate ways of reporting problems online for both themself and their friends.
End Goal	Children can explain how and why people who they communicate with online may try to influence others negatively. They can offer examples on grooming, radicalisation, coercion, etc. Children can explain strategies for assessing the degree of trust they place in people or organisations online. Children can describe initial signs of potential problematic situations e.g grooming, cyberbullying. Children can assess when they need to take action and explain what to do if they are concerned about an online relationship. Children know different ways of reporting e.g ceop, flag as inappropriate, childline, police.

Online Reputation	Reception
	Identify ways that can put information on the internet.
	Year 1
	Recognise that information can stay online and could be copied. Describe what information they should not put online without asking a trusted adult first.
	Year 2
	Explain how information put online about them can last a long time. Know who to talk to if they think someone has made a mistake about putting something online.
	Year 3
	Search for information about themselves online. Recognise the need to be careful before they share anything about themselves or others online. Know who they should ask if they are not sure about if they should put something online.
	Year 4
	Describe how others find out information about them by looking online. Explain ways that some of the information about them online could have been created, copied or shared by others.
	Year 5
	Search for information about an individual online and create a summary report of information they find. Describe ways that information about people online can be sued by others to make judgements about an individual.
	Year 6
	Explain how they are developing an online reputation which will allow other people to form an opinion on them. Describe some simple ways that help build a positive online reputation.
End Goal	Children can describe and assess the benefits and the potential risks to sharing information online. Children can describe what is appropriate to say and do in different online settings / platforms (e.g opinions, values, information, shares, likes, forwards).

Online Bullying	**Reception**
	Describe ways that some people can be unkind online. Offer examples of how this can make others feel.
	Year 1
	Describe how to behave online in ways that do not upset others and give examples.
	Year 2
	Give examples of bullying behaviour and how it could look online. Understand how bullying can make someone feel. Talk about how someone can/would get help about being bullied online or offline.
	Year 3
	Explain what bullying is and can describe how people may bully. Describe rules about how to behave online and how they follow them.
	Year 4
	Identify some online technologies where bullying might take place. Describe ways people can be bullied through a range of media (e.g image, video, text, chat). Explain why they 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).
	Year 5
	Recognise when someone is upset, hurt or angry online. Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone. Explain how they would block abusive users. Explain how they would report online bullying on the apps and platforms that they use. Describe the helpline services who can support them and what they would say and do if they needed their help (e.g childline).
	Year 6
	Describe how to capture bullying content as evidence (e.g screen-grab, url, profile) to share with others who can help them. Identify a range of ways to report concerns both in school and at home about online bullying.
End Goal	Children can describe how bullying may change as they grow older. Children can recognise when bullying is taking place online. Children can describe a range of different bullying types and behaviours. They can assess when these are occuring (e.g homophobic, racist, gender, exclusion). Children can identify and demonstrate actions to support others who are experiencing difficulties online.

Managing online information	**Reception**
	Talk about how they can use the internet to find things out. Identify devices they could use to access information on the internet. Give simple examples of how to find information (e.g search engine, voice activated searching).
	Year 1
	Can use the internet to find things out. Use simple keywords in search engines. Describe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them feel sad, uncomfortable worried or frightened.
	Year 2
	Use keywords in search engines. Demonstrate how to navigate a simple webpage to get this information they need (e.g home, forward, back buttons; links, tabs and sections). Explain what voice activated searching is and how it might be used (e.g Alexa, Google Now, Siri). Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
	Year 3
	Use key phrases in search engines. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things. Explain the difference between a 'belief', an 'opinion' and a 'fact'.
	Year 4
	Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. Describe how they can search for information within a wide group of technologies (e.g social media, image sites, video sites) 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. Explain that some people they 'meet online' (e.g through social media) may be computer programmes pretending to be real people. Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
	Year 5
	Can use different search technologies. Evaluate digital content and can explain how they make choices from search results. Explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) Explain what is meant by 'being sceptical'. Give examples of when and why is it is important to be 'sceptical'. Explain what is meant by a 'hoax'. Explain why they need to think carefully before they forward anything online. Explain why some information they find online may not be honest, accurate and legal. Explain why information that is on a large number of sites may still be inaccurate and untrue. Assess how this might happen (e.g the sharing of misinformation either by accident or on purpose).
	Year 6
	Use search technologies effectively Explain how search engines work and how results are selected and ranked

	Demonstrate the strategies they would apply to be discerning in evaluating digital content. Describe how some online information can be opinion and can offer examples. Explain how and why some people may present 'opinions' as 'facts'. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g advertising and 'ad targeting') Demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and can explain why using these strategies are important. Identify, flag and report inappropriate content.
End Goal	Children can explain who online 'marketplaces' can enable small businesses to individuals to do business within a global market. Children can assess the benefits and limitations of online commerce. Children can explain different terms (e.g connectivity, influence, manipulation, persuasion) and know where they might encounter these. Children can use various tools to refine their searches (e.g search filters: size, type, usage rights, etc) Children can explain how to use search effectively and use examples from their own practice to illustrate it. Children are aware of the content they are publishing online and how it can be interpreted by others. Children are aware of how online content can change people's opinions on them and how this contributes to their online reputation.

Health, well-being and lifestyle	**Reception**
	Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples.
	Year 1
	Explain rules to keep safe when they are using technology both in and beyond the home. Give examples of some of the rules.
	Year 2
	Explain simple guidance for using technology in different environments and settings. Say how those rules/guides can help them.
	Year 3
	Explain why spending so much time using technology can sometimes have a negative impact on them, give examples of activities where it is easy to spend a lot of time engaged (e.g games, films, videos)
	Year 4
	Explain how using technology can distract them from other things they might do or should be doing. Can identify ties or situation when they might need to limit the amount of time they use technology. Suggest strategies to help them limit this time.
	Year 5
	Describe ways technology can affect healthy sleep and describe some of the issues. Describe some strategies, tips or advice to promote healthy sleep with regards to technology.
	Year 6
	Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. 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). Explain the importance of self-regulating their use of technology; demonstrate the strategies they use to do this (e.g monitoring their time online, avoiding accidents).
End Goal	Children can recognise and discuss the pressures that technology can place on them and how/when they think they should respond. Children can give examples of some of the pressures of technology and those that impact on health. Children can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties. Children explain how they might recognise that they need to control their use of technology and who might provide support.

Privacy	**Reception**

and Security	Identify some simple examples of their personal information (e.g name, address, birthday, age, location). Describe the people they can trust and can share this with; explain why they can trust them. Say how old they old and begin to recognise their age in numbers.
	Year 1
	Recognise more detailed examples of information that is personal to them (e.g where they live, family's names, where they go to school). Explain why they should always ask a trusted adult before they share any information about themself online. Explain how passwords can be used to protect information and devices. Know their age and be able to recognise age symbols.
	Year 2
	Describe how online information about them could be seen by others. Describe and explain some rules for keeping their information private. Explain what passwords are and use passwords for their accounts and devices. Explain how many devices in their home could be connected to the internet and list some of those devices. Understand that games have different age symbols on.
	Year 3
	Give reasons why they should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured, they should ask a trusted adult. Understand and give reasons why passwords are important. Describe simple strategies for creating and keeping passwords private. Describe how connected devices can collect and share their information with others. Know that age verification exists and that some online content have age restrictions.
	Year 4
	Explain what a strong password is. Describe strategies for keeping personal information private, depending on context. Explain that others online can pretend to be them or other people, including their friends. Suggest reasons why they might do this. Explain how internet use can be monitored. Know that age restrictions exists and that some sites require users to verify their age.
	Year 5
	Create and use strong and secure passwords. Explain how many free apps or services may read and share private information (e.g friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain how and why some apps may request or take payment for additional content (e.g in-app purchases) and explain why they should seek permission from a trusted adult before purchasing. Know why some sites require a user to verify their age and why age restrictions exists. They understand how this content could be disturbing material to under-age consumers.
	Year 6
	Use different passwords for a range of online services. Describe effective strategies for managing those passwords (e.g password manager, acronyms, stories). Know what to do if my password is lost or stolen. Explain what app permissions are and can give some examples from the technology or services they use. Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help them identify such content (e.g scams, phishing). Explain why there are age restrictions and know the age of digital consent and explain how the

	content can be damaging to underage consumers.
End Goal	Children know how to create different safe and secure passwords for different online services. Children begin to understand about safe and secure online payments and app permissions. They are able to identify commercial content and scams (pop-ups, spam). They know how to such strategies to control and manage content. Children know how to increase privacy on apps and services, where there are privacy settings. They are aware of virus and the impact this can have on the device or user. They can explain how the internet they use if often monitored, including app permissions. Children know the age of digital consent. They know the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations and why it is important and what it means in practice.

Copyright and Ownership	**Reception**
	Know that work they create belongs to them. Name work so that others know it belongs to them.
	Year 1
	Explain why work they create using technology belongs to them. Say why it belongs to them (e.g 'it is my idea' or 'I designed it'). Save their work so that others know it belongs to them (e.g filename, name on content).
	Year 2
	Describe why other people's work belongs to them. Recognise that content on the internet may belong to other people.
	Year 3
	Explain why copying someone else's work from the internet without permission can cause problems. Give examples of what those problems might be.
	Year 4
	When searching on the internet for content to use, explain why they need to consider who owns it and whether they have the right to reuse it. Give some simple examples.
	Year 5
	Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused.
	Year 6
	Demonstrate the use of search tools to find and access online content which can be reused by others. Demonstrate how to make references to and acknowledge sources they have used from the internet.
End Goal	Children know that commercial online content can be viewed, accessed or downloaded illegally. Children understand the concept of plagiarism. Children are able to reference different online sources they have used.