

E-Safety								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Image and Identity.	I am beginning to recognise that I can say 'no' /'please stop' / 'I'll tell' / 'ill ask' to someone who asks me to do something that makes me feel upset	I can recognize that I can say 'no' /'please stop' / 'I'll tell' / 'ill ask' to someone who asks me to do something that makes me feel upset I can explain what is meant by the term 'identity'. I can recognize that I can say 'no' /'please stop' / 'I'll tell' / 'ill ask' to someone who asks me to do something that makes me feel upset	I can explain how saying no/ please stop etc. this could be either in real life or online. I can explain how I can represent myself in different ways online.	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)	I can recognise that there may be people online who could make me feel sad, embarrassed or upset. I can explain how my online identity can be different to the identity I present in 'real life'.	Knowing the difference between my real life and online identity, I can describe the right decisions about how I interact with others and how others perceive me.	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. I can explain how identity online can be copied, modified and altered.	I can demonstrate responsible choices about my online identity, depending on context. I can explain strategies to reduce potential risks online.
Online Relationships	I am beginning to recognise how I can communicate with people on the internet.	I can recognise some ways in which the internet can be used to communicate.	I can give examples of how I (might) use technology to communicate with people I know. I can describe ways people who have similar likes and interests can get together online. I can explain some	I can explain some risks of communicating online with others I don't know well. I can give examples of technology- fault. specific forms of communication (e.g. emojis, acronyms, text	I can explain why it is important to be considerate and kind to people online. I can explain why I can take back my trust in someone or something if I feel nervous,	I can use the internet with adult support to communicate with people I know. I can explain 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'	I can give examples of how I might use technology to communicate with others I don't know well I can give examples of how to be respectful to others online.

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			risks of communicating online with others I don't know well.	speak).	uncomfortable or worried.			
Online Reputation	I know I can share information on the internet.	I can identify ways that I can put information on the internet.	I can recognise I need to be careful find. before I share anything about myself or others online.	I know who I should ask if I am not sure if I should put something online. I can describe and assess the benefits and the potential risks of sharing information online.	I can recognise that information can stay online and could be copied.	I can explain ways that some of the information about me online could have been created, copied or shared by others.	I can describe what information I should not put online without asking a trusted adult first.	I can explain strategies to manage and protect my 'digital personality'.
Online Bullying	I am beginning to understand right and wrong.	I can describe ways that some people can be unkind online. I can explain how online content can influence the way that people behave; I can evaluate different factors and their impact.	I can offer examples of how this can make others feel. I can explain what bullying is and can describe how people may bully others.	I can describe rules about how to behave online and how I follow them. I can describe how bullying may change as we grow older and recognise when it is taking place online.	I can identify some online technologies where bullying might take place.	I can describe how to behave online in ways that do not upset others and can give examples.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	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 give examples of effective strategies which might help myself or others.

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Managing Online Information	I am beginning to talk about using the internet to find things.	I can talk about how I can use the internet to find things out.	I can identify devices I could use to access information on the internet.	I can use the internet to find things out I can use key phrases in search engines	I can give simple examples of how to find information (e.g. search engine, voice activated searching). I can use simple keywords in search engines I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	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.	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
Health, Wellbeing and Lifestyle	I am beginning to understand how to keep safe online and with technology.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give examples.	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 rules to keep us safe when we are using technology both in and beyond the home. I can explain how using technology can distract me from other things I might do or should be doing.	I can explain rules to keep us safe when we are using technology both in and beyond the home and give examples. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me	I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

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						limit this time.		
Privacy and Security	I can talk about who I am, my age and where I live. I know who I can trust.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	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 why I should always ask a trusted adult before I share any information about myself online.	I can explain how passwords can be used to protect information and devices.	I can describe how online information about me could be seen by others. I understand and can give reasons why passwords are important.	I can describe and explain some rules for keeping my information private. I can describe simple strategies for creating and keeping passwords private.	I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.
Copyright and Ownership	I understand that my work belongs to me.	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' or 'I designed it'). I can describe why other people's work belongs to them.	I can save my work so that others know it belongs to me (e.g. filename, name on content). I can recognise that content on the internet may belong to other people.	I can explain why copying someone else's work from the internet without permission can cause problems.	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 and give simple examples.