



Concept Progression for Online Safety Cycle A				
Key Concepts	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Self-Image and Identity	<p>Ch will learn that they 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. Ch will explore different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'.</p> <p>Ch explain how this could be better to do in real life or online.</p>	<p>Ch recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>Ch know when I should ask an adult for help with things online that upset me.</p> <p>Ch can give examples of different adults I can ask for help.</p> <p>Ch know that people can choose different pictures online to what they actually look like in real life.</p> <p>Ch can explain why someone might want to change their appearance online.</p> <p>Ch can describe ways in which people might make themselves look different online.</p>	<p>Ch can use a search engine to find information about me and my family</p> <p>Ch can use " " to narrow my search</p> <p>Ch understand that I should check the images, news and video results as well as the regular search results.</p> <p>Ch understand what 'personal' information is</p> <p>Ch know that I must always ask before I share information about others online</p> <p>Ch can name 3 different places or people that I can go to if I am unsure if information is safe to share</p> <p>Ch understand that others may search my name online to find information about me</p> <p>Ch know that not all information about me online</p>	<p>Ch can explain someone's online identity can be different to their identity in 'real life'.</p> <p>Ch can describe how someone might change their identity online.</p> <p>Ch can explain the positive reasons for changing your online identity and the negative reasons for doing so.</p> <p>Ch understand that I can show my online identity in different ways.</p> <p>Ch know that my online identity can have an impact on others, both positively and negatively.</p> <p>Ch can demonstrate responsible choices about my online identity, depending on context.</p> <p>Ch can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.</p> <p>Ch can identify messages about stereotyped roles and make judgements based on them.</p> <p>Ch can challenge and explain why it is important to reject</p>



		<p>Ch can recognise issues online that might make me feel sad, worried uncomfortable or frightened.</p> <p>Ch know who I can go to for help.</p> <p>Ch know how to ask for help.</p>	<p>may have been posted online by me</p> <p>Ch understand that people may alter information or put untrue information about me online with or without my knowledge</p>	<p>inappropriate representations online.</p> <p>Ch can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>Ch know and can give examples of how I might get help, both on and offline.</p> <p>Ch can explain why I should keep asking until I get the help I need.</p>
Online Relationships	<p>Ch will name some ways that members of my family talk to each other and other people using the internet.</p> <p>Ch can name an app, a piece of software or a technology that I use or could use to talk to people I know.</p>	<p>Ch able to describe how you might send a message to someone you know using technology.</p> <p>Ch can list ways people might use technology to talk to:</p> <p>a pen pal in another school someone in a game (suitable for their age) an agreed adult (eg getting help with a game or interest) with adult help/supervision I can name some of the risks in doing this</p> <p>Ch understand the word consent and give examples</p>	<p>Ch understand that there are places online that are for sharing interests and can name at least an example.</p> <p>Ch understand what it means to communicate online</p> <p>Ch know that when communicating online some people use a different 'language' to when they are speaking face to face</p> <p>Ch can explain what it means to 'know' someone.</p> <p>Ch can give different examples of how well I know</p>	<p>Ch understand the concept of consequence online and give examples.</p> <p>Ch understand that reactions to events online can determine the consequences.</p> <p>Ch understand that sharing online can be positive as well as negative and be able to give examples of both.</p> <p>Ch understand what 'boundaries' are, including online.</p> <p>Ch understand the concepts of respect and self-respect and give examples of how this can be shown online.</p> <p>Ch understand how to respect others' boundaries online, particularly regarding sharing information about them.</p> <p>Ch understand the term inappropriate, give</p>



		<p>when they might ask for permission. Ch give examples of when they might need to ask for help if something happens online without their consent. Ch give examples of where to find support and who they might ask if they are unsure. Ch understand the feelings associated with being asked to do something positive and something which concerns them. Ch identify when to say 'no' and that they have the right to say 'no' online and when to seek advice. Ch identify who they might ask if they are not sure or have concerns.</p> <p>Ch understand the term permission and how it applies online, particularly when sharing. Ch empathise, understanding how someone might feel if permission is not sought or if</p>	<p>people eg friends, family, teachers.</p> <p>Ch can explain the differences between 'knowing' someone online compared to offline</p> <p>Ch can explain what is meant by trusting someone online</p> <p>Ch can give examples of what 'liking' someone online means and how it can be done</p> <p>Ch understand and can explain the difference between trusting and liking someone online.</p> <p>Ch understand and can explain what trust means and why it is so important, including online.</p> <p>Ch understand that I should be careful when sharing some information about myself and about other people online.</p>	<p>alternatives, and understand that 'inappropriate' might mean different things to different people. Ch discuss what an 'inappropriate' picture might be and give examples. Ch understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared.</p>
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		<p>content is shared against someone's wishes.</p> <p>Ch understand next steps and the importance of requesting and giving permission before sharing.</p> <p>Ch understand the online world is full of things we might not like to see.</p> <p>Ch understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend.</p> <p>Ch identify when to seek advice from a trusted adult before clicking online.</p> <p>Ch identify who they might ask if they are not sure or have concerns.</p>	<p>Ch understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.</p> <p>Ch can describe how it might feel if I/someone else has their feelings hurt by something someone says online</p> <p>Ch understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online</p> <p>Ch understand that sometimes people say or write things online which are not meant as it seems</p> <p>Ch can explain the importance of giving permission before sharing things online; I can explain the importance of gaining permission before sharing things online;</p>	
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			Ch understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	
Online Reputation	<p>Ch learn what the word 'information' means. Ch learn what 'online' means.</p> <p>Ch will understand that they can put information online for others to see.</p>	<p>Ch know how to find information online</p> <p>Ch can find information online that is older than I am</p> <p>Ch understand that my information can stay online for a very long time</p> <p>Ch can describe how anyone's online information can be seen by others.</p> <p>Ch can describe strategies to protect my online information.</p> <p>Ch know what is ok to share and what isn't</p> <p>Ch understand that if I have a worry about something someone else has put online I should talk to a trusted adult</p> <p>Ch can name 3 different people that can help me if I</p>	<p>Ch can use a search engine to find information about me and my family</p> <p>Ch can use " " to narrow my search</p> <p>Ch understand that I should check the images, news and video results as well as the regular search results</p> <p>Ch understand what 'personal' information is</p> <p>Ch know that I must always ask before I share information about others online</p> <p>Ch can name 3 different places or people that I can go to if I am unsure if information is safe to share</p>	<p>Ch can use a search engine to search for information about other people and present that information for others to read.</p> <p>Ch understand that the information I find may not be accurate.</p> <p>Ch understand that people may make judgements against others on the information that they find.</p> <p>Ch understand what an online reputation is.</p> <p>Ch understand that people may do an online search to find out information about me</p> <p>Ch understand that the information that people find about me will allow them to form an opinion about me</p>



		<p>am worried about something a friend has shared online</p> <p>Ch understand that information that is shared online can stay there for a very long time Ch know that information can be copied off the internet</p> <p>Ch understand that information about me can be copied by others</p> <p>Ch know that I should not share my personal information online</p> <p>Ch can name different types of personal information that can be shared (photos, text, video)</p> <p>Ch can name 3 adults that can help me if I am unsure about information I want to share.</p>	<p>Ch understand that others may search my name online to find information about me</p> <p>Ch know that not all information about me online may have been posted online by me</p> <p>Ch understand that people may alter information or put untrue information about me online with or without my knowledge</p>	
Online Bullying	<p>Ch explore what being 'unkind online' means to them. Ch will give specific examples/ways that people can be unkind through technology and the internet.</p>	<p>Ch recognise that certain behaviours online can upset others. Ch give examples of behaviours that are unlikely to upset others. Ch give examples of behaviours that can make others feel more pleasant</p>	<p>Ch can explain why I should be kind online vs. unkind Ch know how I should act online Ch can explain how I make sure I am being kind online</p>	<p>Ch can explain some differences between online and offline bullying. Ch know some of the different ways people can be hurtful to others online. Ch know how to be an 'upstander' online.</p>



	<p>Ch recognise differences between kind and unkind behaviours.</p> <p>Ch will give examples of unkind behaviours online.</p> <p>Ch name different emotions that someone may feel in their online experiences.</p> <p>Ch recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad).</p>	<p>emotions (e.g. happy, satisfied, proud, etc.)</p> <p>Ch identify some characteristics that are typical of bullying behaviour (online and offline)</p> <p>Ch consider the motives behind bullying behaviour.</p> <p>Show awareness of the range of emotions that people involved in a bullying situation may feel.</p> <p>Ch Identify examples of bullying behaviour.</p> <p>Ch recognise the difference between accidental and intentional behaviours that may affect others.</p> <p>Ch explain reasons why the blame lies with those who display bullying behaviours, not the target.</p> <p>Ch identify who they can turn to for help and support.</p> <p>Ch recognise some sources of support in different contexts (e.g. school, home, online).</p> <p>Ch understand why people sometimes don't ask for help when being bullied.</p>	<p>Ch can say what harmful online behaviour looks like</p> <p>Ch can describe methods people may use to bully others including online and offline methods</p> <p>Ch can provide simple examples of where online bullying can take place and what it might look like</p>	<p>Ch can describe what 'banter' is.</p> <p>C will describe how they would know if something was banter.</p> <p>Ch know that bullying is different from banter.</p> <p>Ch discuss who to speak to if someone they know was being bullied online.</p> <p>Ch can identify different support that is available to someone who is being bullied online.</p> <p>Ch understand if someone is at risk of harm they need to tell a responsible adult.</p> <p>Ch know how to block abusive users on the different platforms, apps and games that they use.</p> <p>Ch understand how to report posts, images, videos and photos on the different platforms, apps and games that they use.</p> <p>Ch describe these processes to someone else.</p>
Managing Online Information	<p>Ch will discuss how they can use the internet to find things out.</p> <p>Ch will identify devices they could use to access information on the internet.</p>	<p>Ch can use keywords in search engines.</p> <p>Ch can describe and demonstrate how to get help</p>	<p>Ch can use key phrases in search engines.</p> <p>Ch can explain what autocomplete is.</p>	<p>Ch use different search technologies.</p> <p>Ch evaluate digital content and can explain how I make choices from search results.</p>



		<p>from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Ch can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>Ch can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>Ch can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Ch can explain why some information I find online may not be true</p>	<p>Ch can explain how to choose the best suggestion.</p> <p>Ch am aware that autocomplete suggestions may not be truthful.</p> <p>Ch can explain how the internet can be used to sell and buy things.</p> <p>Ch can describe different contexts for buying/selling online e.g. websites, auctions, social media, streaming services, app store, apps, in-app/game purchases, influencers.</p> <p>Ch can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>Ch can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>Ch understand what criteria have to be met before something is a 'fact'.</p>	<p>can explain what is meant by 'being sceptical'.</p> <p>Ch 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>Ch evaluate flawed reasoning.</p> <p>Ch explain why information I see online may be personalised.</p> <p>Ch identify some of the methods used to get their attention online.</p> <p>Ch understand that the information I see may be targeted based on my interests.</p> <p>Ch understand that some online content may be commercially promoted.</p> <p>Ch know what is meant by content that is sponsored or boosted.</p> <p>Ch understand that some influencers or vloggers are paid to promote items.</p> <p>Ch recognise that where content is sponsored, it is not always apparent.</p> <p>Ch know what the term 'stereotype' means.</p>
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			<p>Ch can explain how to evaluate evidence to determine its credibility.</p> <p>Ch can identify how to get help from a trusted adult if needed.</p> <p>Ch can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>Ch can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups, product reviews, product placement, influencer reviews/use, sponsored search results, gambling, recommendation algorithms, in-game performance, fake editorial).</p> <p>Ch can describe techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags).</p>	<p>Ch understand how stereotypes may be reinforced online.</p> <p>Ch recognise how stereotypes can influence perceptions of others online.</p> <p>Ch describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Ch explain what is meant by a 'hoax'.</p> <p>Ch explain why someone would need to think carefully before they share.</p> <p>Ch describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Ch explain why some people will pretend something is true when it isn't.</p> <p>Ch explain why someone would need to think carefully before they share.</p>
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			<p>Ch can recognise some of these techniques when they appear online.</p> <p>Ch can describe what is a 'bot'.</p> <p>Ch can explain how bots are used online (e.g. boost follower/retweet numbers, chat bot for help on a site, or as part of an app or game, impersonation).</p> <p>Ch can describe techniques to identify if I'm talking to a bot.</p> <p>Ch can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>Ch can explain how recommendation algorithms can amplify inaccurate information</p> <p>Ch can describe how fake news may affect someone's emotions and behaviour,</p>	
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			<p>and explain why this may be harmful.</p> <p>Ch can explain what is meant by a 'hoax'.</p> <p>Ch can explain why some people will pretend something is true when it isn't.</p> <p>Ch can explain why someone would need to think carefully before they share.</p>	
Health, Wellbeing and Lifestyle	<p>Ch will explore the things that they are allowed/not allowed to do when using technology/the internet.</p> <p>Ch can name some things that might make them happy/unhappy/angry/sad when they use technology and the internet.</p> <p>Ch name at least one trusted adult who can help them stay safe when using technology/internet.</p> <p>Ch will give some examples of the rules they have about using technology.</p> <p>Ch will attempt to say why they are allowed or not allowed to do these things.</p>	<p>Ch recount either rules, guidance or conversations around their own use of technology that they think are important.</p> <p>Ch identify a range of simple health/ well-being issues on which technology can impact</p> <p>Ch explain how they can reduce the impact of these issues when using technology</p> <p>Ch explain ways in which they can self-manage their use of technology or with</p>	<p>Ch give examples of tech/online activities that effectively hold their attention and engagement.</p> <p>Ch explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)</p> <p>Ch recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.)</p>	<p>Ch understand simple properties of healthy sleep.</p> <p>Ch can recount simple benefits of sleep on body's health.</p> <p>Ch can offer suggestions on how use of technology before sleep could affect quality of sleep.</p> <p>Ch can identify activities when using technology that could negatively impact on sleep</p> <p>Ch can offer simple strategies to manage technology before bedtime</p> <p>Ch differentiate between fact and fake information.</p> <p>Ch make a balanced judgement when researching information online.</p>



	<p>Ch will state what to do if they are worried or unsure about something online.</p>	<p>support from their parent/carer/mentor</p> <p>Ch demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc</p> <p>Ch explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc</p> <p>Ch begin to recognise that rules and guidance can vary by context.</p>	<p>Ch give examples of tech/online activities that they engage with for extended periods of time.</p> <p>Ch demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.</p> <p>Ch give examples of what happens when they have been online for too long.</p> <p>Ch identify times when someone might need to limit the amount of time they use technology.</p> <p>Ch recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences)</p> <p>Ch begin to evaluate the effectiveness of these strategies on their own use of technology.</p>	<p>Ch know what a trusted source of online website/information looks like. Ch explain what in-app purchasing is (including loot boxes).</p> <p>Ch identify the benefits but also the risks of in-app purchases.</p> <p>Ch know that I should always ask permission when making an online purchase.</p>
Privacy and security	<p>Ch identify and name examples of their own personal information. Ch name people they trust and why.</p>	<p>Ch identify the features of effective passwords.</p>	<p>Ch recognise that passwords protect my reputation and the information that I consider important.</p>	<p>Ch recognise and select effective strategies for managing passwords.</p>



		<p>Ch identify why we need passwords for accounts/devices.</p> <p>Ch describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).</p> <p>Ch identify the appropriate types of content that can be shared online and suggest ways to protect this.</p> <p>Ch recognise the wide range of internet connected devices at home.</p> <p>Ch name some of the features of a connected device.</p>	<p>Ch able to suggest methods for keeping password safe and secure</p> <p>Ch demonstrate an awareness of the people I trust.</p> <p>Ch make decisions about what information they share and with whom.</p> <p>Ch recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage) .</p>	<p>Ch suggest methods for managing situations where passwords are lost or stolen.</p> <p>Ch know why people should keep their software and apps up to date.</p> <p>Ch describe how people can keep their software and apps up to date e.g. auto updates.</p> <p>Ch recognise that app permissions allow access to our personal information.</p> <p>Ch understand the relationship between the value of data and the ethics of collecting that data.</p> <p>Ch will be aware that the data we share is valuable to app developers.</p> <p>Ch will learn how to distinguish between genuine and fake content/sites.</p> <p>Ch will understand some tactics employed by scammers.</p> <p>Ch Identify the features of scam communications.</p> <p>Ch know that online services have terms and conditions that govern their use.</p> <p>Ch know that terms and conditions say what the company is allowed to do and what a user is allowed to do.</p> <p>Ch know that terms and conditions may include</p>
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				information about how an online service makes money.
Copyright and Ownership	<p>Ch will recognise that objects and work can belong to them.</p> <p>Ch will demonstrate how and why they own digital work they have created.</p> <p>Ch will explain why digital work belongs to them.</p> <p>Ch understand the benefits of naming my electronic work.</p> <p>Ch demonstrate ways of naming files to help me find them later.</p>	<p>Ch recognise that objects and work can belong to them.</p> <p>Ch demonstrate how and why they own digital work they have created.</p> <p>Ch explain why digital work belongs to them.</p> <p>Ch understand the benefits of naming my electronic work.</p> <p>Ch demonstrate ways of naming files to help me find them later.</p>	<p>Ch demonstrate ways of recognising who might own online content.</p> <p>Ch explain what reuse is.</p> <p>Ch give examples of when they are/are not permitted to reuse online content.</p>	<p>Ch demonstrate ways of searching for reusable content.</p> <p>Ch select content that is appropriate for reuse in my own work.</p> <p>Ch understand how to reference online sources in my own work.</p>