

## Online safety progression document

### EYFS

Mapping document linking Jigsaw and Project Evolve					
Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Online relationships	Online bullying	Self-image and identity	Lifestyle and health	Privacy and security	Managing online information
Sequence of lessons					
L1: I can recognise some ways in which the internet can be used to communicate. L2: I can give examples of how I (might) use technology to communicate with people I know	L1: I can describe ways that some people can be unkind online. L2: I can offer examples of how this can make others feel	L1: I can 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.	L1: I can identify rules that help keep us safe and healthy in and beyond the home when using technology L2: I can give some simple examples of these rules	L1: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). L2: I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	L1: I can talk about how to use the internet as a way of finding information online. L2: I can identify devices I could use to access information on the internet.

### Year 1

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Sequence of lessons					
L1: I can give examples when I should ask permission to do something online L2: I can explain why it is important to be kind to people online and respect their choices.	L1: I can describe how to behave online so I do not upset others.	L1: I know there are people online who could make someone feel sad. L2: 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 and how they can help.	L1: I can explain rules to keep myself safe when using technology both in and beyond the home.	L1: I can explain how passwords are used to protect information, accounts and devices L2: I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	L1: I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. L2: I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

## Year 2

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Online relationships	Online bullying	Self-image and identity	Lifestyle and health	Privacy and security	Managing online information
Sequence of lessons					
L1: I can give examples of how someone might use technology to communicate with others they don't also	L1: I can explain what bullying is, how people may bully others and how bullying can make someone feel.	L1: I can explain how other people may look and act differently online and offline.	L1: I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in	L1: I can explain how passwords can be used to protect information, accounts and devices. L2: I can explain and give examples of what	L1: I can use simple keywords in search engines L2: I can demonstrate how to navigate a simple webpage to get

<p>know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>L2: I can explain who I should ask before sharing things about myself or others online.</p>	<p>L2: I can explain why anyone who experiences bullying is not to blame</p>	<p>L2: I can explain how other people may look and act differently online and offline.</p>	<p>public places and the home environment.</p> <p>L2: I can say how those rules / guides can help anyone accessing online technologies</p>	<p>is meant by 'private' and 'keeping things private'.</p>	<p>to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>
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### Year 3

Mapping document linking Jigsaw and Project Evolve					
Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Online relationships	Online bullying	Self-image and identity	Lifestyle and health	Privacy and security	Managing online information
Sequence of lessons					
<p>L1: I can explain how knowing someone online is different to knowing someone offline</p> <p>L2: I can explain what is meant by trusting someone online</p>	<p>L1 – I can describe appropriate ways to behave towards others</p> <p>L2- I can give examples of how bullying behaviour can appear online</p>	<p>L1: I can explain what is meant by identity</p> <p>L2 I can explain how people can represent themselves differently online</p>	<p>L1: I can explain why spending too much time online could have a negative impact</p> <p>L2: I understand why some online activities have age restrictions</p>	<p>L1: I can describe simple ways to make passwords safe</p> <p>L2: I can explain why you should only share information with people you can trust</p>	<p>L1: I can explain how to use key words to search and gather information</p> <p>L2: I can explain how to use the internet to buy and sell things</p> <p>L3: I can explain the difference between</p>

					fact and opinion
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#### Year 4

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Online relationships	Online bullying	Self-image and identity	Lifestyle and health	Privacy and security	Managing online information
Sequence of lessons					
L1: I can describe a range of safe and fun experiences in a range of online situations L2: I can explain how to be respectful online and how to have healthy online relationships	L1: I can recognise when someone is upset or angry online L2: I can explain how people can be bullied through a range of ways online L3: I can understand how the content people post can affect others	L1: I can explain how my online identity can be different to my offline identity L2: I can describe positive ways that someone can interact with others online L3: I understand that someone can pretend to be someone else online	L1: I can explain how using technology might be a distraction from other things L2: I can identify situations when someone may need to reduce the amount of time they spend online	L1: I can describe strategies for keeping personal information safe L2: I understand that internet use is never fully private and is monitored	L1: I can analyse information to make a judgement about accuracy L2: I can describe how to search for information using a wide range of technologies.

#### Year 5

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Sequence of lessons					
L1: I can give specific examples of technology-specific forms of communication L2: I understand that some people I communicate with online may want to do me or my friends harm	L1: I can recognise that online bullying might be different to bullying in the physical world L2: I can explain how to get help when being bullied online L3: I can identify a range of ways to report concerns	L1: I can explain how identity online can be copied and altered L2: I can demonstrate how to make responsible choices about having an online identity	L1: I can describe how technology can affect well being both positively and negatively L2: I can describe some tips/advice to promote health and well being	L1: I know what a strong password is and how to create one L2: I can explain how many free apps can share private information with others	L1: I can explain the benefits and limitations of different search technologies. L2: I can explain what is meant by being sceptical

## Year 6

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Online relationships	Online bullying	Self-image and identity	Lifestyle and health	Privacy and security	Managing online information
Sequence of lessons					
L1: I can explain how sharing things online may have a either a negative or positive impact on others L2: I can describe how to be kind and show respect to others online	L1: I can describe how to capture evidence of bullying and how t share it with others L2: I can explain how someone can report online bullying	L1: I can identify and critically evaluate online content L2: I can describe issues online and how they make people feel uncomfortable and how to get help	L1: I can describe common systems that regulate age related content L2: I can recognise and discuss the pressure that technology can place on others L3: I can assess and action strategies to	L1: I can describe effective ways people can manage passwords L2: I can explain what to do if a password is shared, stolen or lost L3: I can describe simple ways to increase security on apps	L1: I can explain how search engines work L2: I can explain how to use search technologies L3: I can explain why some people present opinions as facts

<b>L3: I can explain the effect of taking and sharing images of others</b>			<b>limit the impact of technology</b>		
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