Online Safety Progression Document

*with Education for a Connected World, Project Evolve and Teach Computing links 23-24

Whole School	Understand and sign Acceptable Use Policy (safe use of IT in school and at home) Click STOP –children reminded at the start of the year where the STOP button is and how to use when seeing inappropriate images/items on the screen. Online safety meeting for parents/carers Spring Term. Safer Internet Day – Computing lead provides all year groups with plans and activities for this day. Online bullying – collective worship focus -Education for a Connected World Online Safety Smartie the Penguin http://www.childnet.com/resources/smartie- the-penguin Half-termly online safety assemblies Reminders on newsletters					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	In Nursery, our team focus on ensuring our children are safe users of technology, both in and out of school. To do this, the team will use the Project Evolve resources as a foundation for building age-appropriate sessions, removing content where necessary, on areas that have been identified as needing teaching through conversations with all stakeholders, children, families and school staff. Nursery staff will also use Online Safety stories, written by authors to engage children about Online Safety, in an age-appropriate way.					
Reception	All aspects of computing are taught through the inclusion of devices/digital technology throughout continuous provision. Children are exposed to a range of devices including Bee-Bots, iPads, desktop PCs and cameras. Online Safety is taught once per half term and EFCW links are followed.					
	EFCW - Health, well-being and Lifestyle 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,	EFCW - Online Reputation I can identify ways that I can put information on the internet. EFCW - Online Bullying I can describe ways that some people can be unkind online.	EFCW - Copyright and Ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me.	EFCW - Privacy and Security. I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location). I can describe who would be	EFCW - Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use	EFCW - Self-Image and Identity EFCW - Managing Online Information I can identify devices I could use to access information on the internet. I can talk about how to use the internet as a way

	Digital Literacy/ Computer Science	Information Technology		Computer Science		
	uncomfortable, embarrassed or upset. I can give sone examples of these rules.			trustworthy to share this information with; I can explain why they are trusted	technology to communicate with people I know	of finding information online. EFCW - Online Bullying I can offer examples of how I this can make others feel
Year 1	**Technology around us** **EFCW - Health, well-being, and Lifestyle** I can explain rules to keep myself safe when using technology both in and beyond the home.	**Digital painting** **EFCW - Online Reputation** I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first **EFCW - Online Bullying** I can describe how to behave online in ways that do not	**Moving a robot** **EFCW - Copyright and Ownership** I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it').	**Grouping data** **EFCW - Privacy and Security** I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names).	**Digital writing** **EFCW - Online Relationships** I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services). I can explain why it is important to be	**Programming Animations** **EFCW - Self-Image and Identity** I can recognize that there may be people online who could make someone feel sad, embarrassed or upset. 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.

		upset others and can give examples.		I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can trust and how they can help. **EFCW - Managing Online Information** I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. 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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

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Year 2	Information Technology around us	Digital photography	Robot algorithms	Pictograms	Programming quizzes
	EFCW – Online Reputation I can describe how anyone's online information could be seen by others. I know who to talak to if something has been put online without consent or if it is incorrect	**EFCW Health, well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings e.g., accessing online technologies in public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies. EFCW - Online Bullying I can describe how to behave online in ways that do not upset others and can give examples. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who	**EFCW: Copyright and Ownership** I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.	**EFCW: Privacy and Security** I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g., creating and	**EFCW - Managing Online Information** I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g., home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. **EFCW - Online Relationships** I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g., email, online gaming, a pen-pal in another school/country). I can explain who I should ask before sharing things about myself or others online. I can describe different way to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

		experiences bullying is not to blame. I can talk about how anyone experiencing bullying. **EFCW: Self-Image and Identity** I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help.		protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g., lights, fridges, toys, televisions).	I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'y's', 'agree' or 'accept' online.

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Assemblies/ Theme days	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Project Evolve - Health, well-being, and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.	**EFCW - Online Reputation** I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	**Anti-Bullying Week–** November. **EFCW - Online Bullying**: **Safer Internet Day** Staying safe online Assembly – (Project Evolve) – Importance of not using devices before bedtime.	**EFCW - Privacy and Security**	**EFCW - Managing Online Information**	**EFCW - Online Relationships**
Key vocabulary	**EYFS** Internet Online Safe Healthy Trusted Information	**Year 1** Permission Password Personal information Protect Rules Online llying	**Year 2** Private Accounts Consent Content Report			
Cultural capital	Understand that there are different technologies and devices which serve multiple purposes.	Understand that when using technology, rules need to be followed.	Understand that some information is private and not to be shared.			
Sticky knowledge	To recognise kind and unkind behaviour.	To be able to identify the	To know the risks of sharing information without permission.			

		positives and negatives when using technology. To understand how your online activity can affect others. .	To understand the type of information you should/should not share online.