Online Safety - Progression Map

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE

Year 1 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – Feeling sad, uncomfortable, embarrassed or upset; Lesson 2 – Mapping our mood; Lesson 3 – My trusted adults; Copyright and Ownership - Lesson 1 – Making documents	Lesson 1 – Asking permission; Lesson 2 – Communicating with technology; Lesson 3 – Being kind and considerate	Lesson 1 – Sharing information; Lesson 2 – What not to share; Lesson 3 – Getting help	Lesson 1 – Devices and the internet; Lesson 2 – Finding information; Lesson 3 – Real or make-believe?; Copyright and Ownership - Lesson 2 – Is it mine?	Lesson 1 – Being healthy with technology; Lesson 2 – Technology rules; Lesson 3 – Following the rules	Lesson 1 – My private information; Lesson 2 – Can I share my information?; Lesson 3 – Passwords; Copyright and Ownership - Lesson 3 - Copies	Lesson 1 – Ways people can be unkind online; Lesson 2 – How being unkind can make people feel; Lesson 3 – Kind behaviour online
Objective	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. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that might make someone 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. 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. I can explain why I create using technology belongs to me. I can save my work using technology belongs to me. I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content).	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 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. 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 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 identify ways that I can put information on the internet. I can give examples of what I can put online. 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.	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching). I know/understand that I can encounter a range of things online, including things I like and don't like as well as things which are not or make believe/a joke. I know how to get help from a trusted adult if I see content that makes me feel sad, uncomfortable worried or frightened. Copyright and Ownership. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	I can identify rules that help us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. I can explain rules to keep myself safe when using technology both in and beyond the home.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I can explain that 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. Copyright and Ownership. I understand that work created by others does not belong to me even if I save a copy.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that do not upset others and can give examples.

Year 2 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – What I want to look like online; Lesson 2 – Risky situations online; Lesson 3 – Giving advice; Copyright and Ownership - Lesson 1 – Does it belong to me?	Lesson 1 – How to ask permission; Lesson 2 – Consent; Lesson 3 – Consent and sharing online	Lesson 1 – My school; Lesson 2 – My profile; Lesson 3 – Speaking to trusted adults	Lesson 1 – The main parts of a webpage; Lesson 2 – Voice-activated searching; Lesson 3 – True or not?; Copyright and Ownership - Lesson 2 – Does it belong to them?	Lesson 1 – Using technology; Lesson 2 – Following our technology rules; Lesson 3 – Family rules	Lesson 1 – Keeping things private; Lesson 2 – Stronger passwords; Lesson 3 – The internet at home; Copyright and Ownership - Lesson 3 – Copying work and ownership	Lesson 1 – What is bullying?; Lesson 2 – How bullying makes someone feel; Lesson 3 – Getting support
Knowledge	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. Copyright and Ownership. I can recognise that content on the internet may belong to other people.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain the risks. I can explain who I should ask before sharing things about myself or others online. I can explain why I have a right to say, 'no' or 'I will have to ask someone'. I can identify who can help me if something happens online without my consent. I can explain how I 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 'yes', 'agree' or 'accept' online.	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	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 I 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. Copyright and Ownership. I can describe why other people's work belongs to them.	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.	I can explain how passwords can be used to protect information, accounts and devices. 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 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). 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.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.

Year 3 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – Avatars; Lesson 2 – Usernames online; Lesson 3 – Changing identity online; Copyright and Ownership - Lesson 1 – My digital work	Lesson 1 – Sharing information; Lesson 2 – Hurtful situations online; Lesson 3 – Permission and sharing	Lesson 1 – Researching online; Lesson 2 – Things I don't want to share online; Lesson 3 – Being unsure and seeking help	Lesson 1 – Autocomplete; Lesson 2 – Facts, opinions and beliefs; Lesson 3 – Preferences; Copyright and Ownership - Lesson 2 – Saving my digital work part 1	Lesson 1 – Activities in my day; Lesson 2 – Spending time and positive activities; Lesson 3 – Age ratings	Lesson 1 – Keeping passwords private; Lesson 2 – Reporting and blocking; Lesson 3 – Collecting data; Copyright and Ownership - Lesson 3 – Saving my digital work part 2	Lesson 1 – Appropriate behaviour online; Lesson 2 – Bullying online; Lesson 3 – Getting support
Knowledge	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. Copyright and Ownership. I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online, including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).	I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain who someone can ask if they are unsure about putting something online.	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a belief, an opinion and a fact and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories). I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes me feel sad, uncomfortable worried or frightened. Copyright and Ownership. I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured, they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Copyright and Ownership. I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.

Year 4 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – My online and offline identities; Lesson 2 – Positive interactions; Lesson 3 – Identity theft; Copyright and Ownership - Lesson 1 – The impact of plagiarism	Lesson 1 – Online friends; Lesson 2 – Online friend behaviour; Lesson 3 – Respect and privacy	Lesson 1 – Tips for searching online; Lesson 2 – Finding reliable information online; Lesson 3 – Researching a celebrity	Lesson 1 – Adverts online; Lesson 2 – Searching for reliable information; Lesson 3 – Adverts and pop-ups; Copyright and Ownership - Lesson 2 – Can I use other people's work?	Lesson 1 – Being healthy online; Lesson 2 – Taking care of your mind; Lesson 3 – Our free time	Lesson 1 – Making choices; Lesson 2 – Data saved online; Lesson 3 – Consent online; Copyright and Ownership - Lesson 3 – Copyright and usage rights	Lesson 1 – Being kind online; Lesson 2 – Recognising when someone is hurt, angry or upset; Lesson 3 – Positive and negative comments
Knowledge	I can explain how my online identity can be different from my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this. Copyright and Ownership. I can give some simple examples of content that I must not use without permission from the owner (e.g. videos, music, images).	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can 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. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. Copyright and Ownership. 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.	I can explain how using technology can be a distraction from other things in a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time.	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored. I can describe how some online services may seek consent to store information about me. I know what the digital age of consent is and the impact this has on online services asking for consent. Copyright and Ownership. 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.	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people 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 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – Copy, modify, alter; Lesson 2 – Creating a digital avatar; Lesson 3 – Photos online; Copyright and Ownership - Lesson 1 – Using online content	Lesson 1 – Strangers online; Lesson 2 – Emojis; Lesson 3 – Our communities	Lesson 1 – The perfect profile; Lesson 2 – Researching online; Lesson 3 – Making judgements	Lesson 1 – Trustworthy content; Lesson 2 – Targeted adverts; Lesson 3 – Assessing online information; Copyright and Ownership - Lesson 2 – Google SafeSearch	Lesson 1 – The pros and cons of being online; Lesson 2 – Looking after our mental health; Lesson 3 – Spending money in games	Lesson 1 – Developing passwords; Lesson 2 – Our data online; Lesson 3 – App permissions; Copyright and Ownership - Lesson 3 – Copyright rules	Lesson 1 – Online and offline bullying; Lesson 2 – Telling jokes; Lesson 3 – Helpline services
Knowledge	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Copyright and Ownership. I can give some examples of content that is permitted to be reused and know how this content can be found online.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. I can explain how some technology can limit the information I am presented with, for example voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be sceptical. I can evaluate digital content and can explain how to make choices about what is trustworthy. I can explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads). I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how stereotypes are amplified and reinforced online and why accepting stereotypes may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a hoax. I can explain why someone would need to think carefully before they share. Copyright and Ownership. I can assess and justify when it is acceptable to use the work of others.	I can describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice regarding technology to promote health and wellbeing. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can explain what a strong password is and demonstrate how to create one. I can 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. I can explain how and why some app permissions need to be given to access content. Copyright and Ownership. I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	I can recognise that online bullying can be different from bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support in school and at home about online bullying. I can explain how to block abusive users. I can describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix).

Year 6 - Online Safety

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Anti-Bullying Week/PSHE
Focus	Self Image and Identity / Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information / Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership (3)	Online Bullying
Lessons	Lesson 1 – Challenging stereotypes; Lesson 2 – Managing online situations; Lesson 3 – Giving online safety advice; Copyright and Ownership -	Lesson 1 – Sharing photos of others; Lesson 2 – To share or not to share?; Lesson 3 – My digital footprint	Lesson 1 – Protecting my online reputation; Lesson 2 – Creating a positive online presence; Lesson 3 – My profile	Lesson 1 – Persuasion and adverts; Lesson 2 – Fake news detective; Lesson 3 – Writing fake news; Copyright and Ownership -	Lesson 1 – Being healthy online; Lesson 2 – Persuasive design online; Lesson 3 – Pressure and technology	Lesson 1 – Managing passwords; Lesson 2 – Real or fake?; Lesson 3 – Phishing; Copyright and Ownership -	Lesson 1 – Screengrabs and screenshots; Lesson 2 – Reporting online bullying; Lesson 3 – The impact of online bullying

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Ant-Bullying Week/PSHE
Knowledge	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help online and offline. I can explain the importance of asking until I get the help needed. Copyright and Ownership I can demonstrate the use of search tools to find and access online content which can be reused by others.	I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others, for example screen-grabs. I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. I can also explain who can help if someone is worried about this.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity.	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present opinions as facts, and why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news. I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies is important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and disinformation. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen, for example the sharing of misinformation or disinformation. I can identify, flag and report inappropriate content. Copyright and Ownership I can demonstrate how to make references to, and acknowledge, sources I have used from the internet.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how and when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe effective ways people can manage passwords, for example storing them securely or saving them in the browser. I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, for example auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. Copyright and Ownership I can reference someone else's piece of work or image that I have found online.	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone could report online bullying in different contexts.