

	Self Image and Identity	Online Relationships	Online Reputation	Online bullying	Managing online information	Health and Well being	Personal Information	Copyright
Early Years	I can recognise that I 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. I can explain how this could be either in real life or online.	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 identify ways that I can put information on the internet.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	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 give simple examples of how to find information (e.g. search engine, voice activated searching).	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.	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 know that work I create belongs to me. I can name my work so that others know it belongs to me.
Year 1	I can recognise that there may be people online who could make me feel sad, embarrassed or upset and I can give examples of when and how to speak to an adult I can trust.	I can identify and use devices that can be used to search the Internet and talk about websites I have been on. I can explain why it is important to be considerate and kind to people online.	I can recognise that information can stay online and could be copied. I can explain what information I should not put online without asking a trusted adult first.	I can talk about the rules I need to follow to stay safe online at school and at home. I can listen to and sign the school E-Safety rules. I can follow the school E-Safety rules.	I know what the shield is for and when to use it. I can search for a website using letters of the alphabet. I can use the internet to find things out.	I can talk about the rules I need to follow to stay safe online at school and at home.	I can explain what information is personal to me and explain why passwords are used.	I can name and date my work.
Year 2	I can explain how other people's identify online can be different to their identify in real life and describe ways in which people might make themselves different online. I can give examples of how I might get help.	I can recognise that a variety of devices can be used to connect a number of people and give examples of how I might communicate with people I don't know well. I can consider other people's feelings on the Internet.	I can explain how information put on the internet about me can last a long time and who to speak to if there is a mistake online.	I can read and sign the school E-Safety rules and talk about the rules I need to follow to stay safe online.	I can follow the school E-Safety rules and use the shield appropriately. I can identify devices that can be used to search the Internet and I explore a website by clicking on the arrows, menus and hyperlinks. I can make decisions about whether or not statements found on the internet are true or not. I can use key words to search on the internet.	I can explain simple guidance for using technology in different environments and settings and how the rules/guidance helps me.	I can identify what things count as personal information and what rules I follow to keep it private. I can explain what passwords are and use the school password to log on. I can explain devices in my home that could be connected to the internet and list them.	I can describe why other people's work belongs to them and recognise that content on the internet may belong to other people. I can name, date and save my work.

<p>Year 3</p>	<p>I can explain the term “identify” and explain how I represent myself online and how this might change depending on what I am doing online (e.g. gaming, social media)</p>	<p>I can recognise online behaviours that would be unfair. I can write clear and respectful messages which may be used online when communicating with others. I can articulate examples of good and bad behaviour online and explain how people’s feelings can be hurt online by what is said or written.</p>	<p>I can think before sending and comment on consequences of sending/posting and I can search for myself online.</p>	<p>I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can explain what cyberbullying is and how it might make someone feel. I can use the shield appropriately and I can tell an adult if anything worries them online.</p>	<p>I can use a browser address bar not just search box and shortcuts. I can explain what autocomplete is and choose the best suggestion. I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’.</p>	<p>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).</p>	<p>I can explain why we need passwords and create a strong and secure password. I can describe how connected devices can collect and share information with others.</p>	<p>I can explain why copying someone else’s work from the internet without permission can cause problems and give examples of those problems. I can name, date, save and retrieve my own work.</p>
<p>Year 4</p>	<p>I can recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) I can explain how my online identity can be different to the identify I present in “real life”. I can make judgments in order to stay safe, whilst communicating with others online. I can identify dangers when presented with scenarios, social networking profiles etc.</p>	<p>I can consider other people’s feelings on the Internet and give examples of how to be respectful to others online.</p>	<p>I can describe how others can find out information about me by looking online and explain ways that this could be copied or shared by others.</p>	<p>I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries them online. I can explain what cyberbullying is and what to do if it happens to them. I can explain why I need to think carefully about how the content I post might affect others and affect how others feel about them (their reputation).</p>	<p>I can use key words to search the internet and make inferences about the effectiveness of the strategies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p>I can explain how using technology can distract me from other things I should be doing. I can identify times of situations when I might need to limit the amount of time I use technology and suggest strategies to help me limit this time.</p>	<p>I can explain how you should keep information safe and how to protect yourself from online identity theft. I can explain how internet use can be monitored and what a digital footprint is.</p>	<p>I can explain what plagiarism is and explain why I need to consider who owns the information I want to use and whether I have the right to reuse it.</p>

<p>Year 5</p>	<p>I can explain how photos can be altered digitally and the impact this has on perceptions.</p>	<p>I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries them online. I can make positive contributions to online communities and describe some of the communities in which I am involved in and how I communicate positively.</p>	<p>I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgements about an individual.</p>	<p>I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can use the shield appropriately. I can find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) I can recognise when someone is upset, angry or hurt online and describe how to get help for someone.</p>	<p>I can explain key concepts including: fact, opinion, belief, true, false, reliable and valid. I can explain what is meant by a hoax and explain why some information I find online may not be honest, accurate or illegal.</p>	<p>I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies to promote healthy sleep with regards to technology.</p>	<p>I can create secure passwords to protect information online. I can explain how free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, vice messages, geolocation) with others. I can explain what spam is and identify strategies for dealing with it.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p>
<p>Year 6</p>	<p>I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries them online. I can explain how the internet and social media can be powerful in shaping our ideas e.g. gender roles.</p>	<p>I can judge when and when not to answer a question online. I can explain how rash and impulsive communications online may cause problems. I can identify strategies for supporting others online and reporting problems online for myself and my friends.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me and I can describe some simple ways that I can help to build a positive online reputation.</p>	<p>I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can use the shield appropriately. I can explain how it feels to be cyberbullied and identify a range of ways to report concerns both in school and at home. I can explain how cyberbullying is similar and different to in-person bullying. I can describe how to capture bullying content as evidence to share with people who can help me.</p>	<p>I can use search technologies effectively and explain how search engines work and how results are selected and ranked. I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why these strategies are important. I can identify, flag and report inappropriate content.</p>	<p>I can describe common systems that regulate age-related content (PEGI, BBFC, parental warnings) and describe their purpose. I can assess and explain the importance of different strategies to limit the impact of technology on my health (e.g. night mode, regular breaks, correct posture, sleep, diet and exercise)</p>	<p>I can identify whether a site on the internet is secure by looking at the padlock symbols, privacy policies and privacy seals of approval I can use different passwords for a range of online services and describe effective strategies for managing those passwords and I know what to do if my password is lost or stolen. I know what app permissions are and can give examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>	<p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>