

Online Safety curriculum progression map

To meet the aim of delivering a variety of abstract concepts, we use guidance from the RSHE statutory guidance (DfE; 2019) and the Education for a Connected World framework (DfE; 2020), with the needs of our pupils in mind. Pupils will move on to scheme A once they have acquired the fundamental knowledge and skills needed, taught within the combined Computing and Online Safety curriculum for Pre-Scheme A. Pupils will only be taught discrete online safety lessons after this.

| Pre Scheme A Computing and Online Safety | Vocabulary |
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| <ul style="list-style-type: none"> ● Remember rules without needing an adult to remind them. ● Match their developing physical skills to tasks and activities in the setting. ● Explore how things work. ● Show resilience and perseverance in the face of a challenge. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of 'screen time'. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Recognises different devices (tablet, phone, laptop, computer). ● Notices that an action can cause an outcome through exploratory play with toys ● Understands that devices make sounds, show pictures, or play videos. ● Identifies themselves in a photo, video or selfie. ● Recognises their name on a login screen, file name, or label. | <ul style="list-style-type: none"> On Off Backwards Forward Instruction Buttons Collect Command Computer Count Keyboard Keys Monitor Mouse Move Phone Camera Remote Choices |

- Understands that their name can be typed or selected from a list.
- Identifies their name among other names on a device.
- Understands that they need permission to take photos or videos of others.
- Responds to adults asking for permission to take their photo.
- Understands that devices can connect to other people (e.g., video call).
- Recognises when a device is connected to the internet (e.g., Wi-Fi symbol).
- Understands that pressing buttons can send or share things.
- Responds to simple greetings on a device (e.g., waving on a video call).
- Recognises that a message, emoji, or voice note is a way of communicating.
- Understands turn-taking in communication (e.g., waiting for their turn to speak on a call).
- Understands that a device can answer simple questions (e.g., "What's the weather?" via an adult).
- Notices that different apps or icons give different types of information.
- Recognises that tapping a search bar opens a keyboard.
- Understands that typing letters makes letters, numbers and words appear on a screen.
- Understands that pressing "enter" or "search" shows new information.
- Notices that different words bring up different results (with adult modelling).
- Recognises that photos or drawings they make on a device belong to them.
- Understands "mine", "yours", and "shared" using visual cues on devices.
- Understands that their name shows who the work belongs to.
- Recognises that tapping "duplicate", "copy", or "save as" creates another version of something.
- I can find and start a favourite app on a digital device.
- I can select letters on a keyboard.
- I know who my safe adults are.

Create
 Internet
 Information
 Safe
 Share
 Technology
 Website

Health, Well-being & Lifestyle

| | Scheme A- | Scheme B- | Scheme C- | Scheme D- | Scheme E- |
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| Term 1 | <p>I can identify rules that help keep us healthy when using technology.</p> <ul style="list-style-type: none"> -Knows devices that use the internet and the role of the internet in everyday life. -Knows that mental well-being is a normal part of daily life. -Knows about the importance of balancing time online to their mental wellbeing. -Knows about the benefits of rationing time spent online. -Knows why sleep is important. | <p>Knows why spending too much time using technology can sometimes have a negative impact on my physical and mental health.</p> <ul style="list-style-type: none"> -Knows about the impacts of too much time spent online. -Knows habits that may have a negative impact on their health and wellbeing (including pressures that technology can place on someone i.e. immediate response) -Know why sleep is important and the routines that contribute to good sleep patterns. -Knows strategies to minimise the negative impact on their mental and physical wellbeing. -Knows ways that technology can affect health and well-being positively (e.g. mindfulness apps). | <p>Knows some gaming behaviours that can have a negative impact on their wellbeing and how some information online can be targeted at individuals to impact positively.</p> <ul style="list-style-type: none"> - Knows what gaming addiction is and how this can impact them. - Knows what loot boxes are and how this can impact them. - Knows the possible negative impact that microtransactions can have. -Can identify the positive and negative impact of sites/ apps that intend to promote positive well-being (i.e. wellness apps, fitness trackers, relaxation apps). -Can identify which health sites offer accurate and reliable information, and those that promote a product or agenda. | <p>Can recognise forms of harmful content online and understands the impact on wellbeing.</p> <ul style="list-style-type: none"> -Knows the risks associated with gambling. -Knows that gambling online is age restricted and understands laws around this. - Knows strategies for managing peer and other influences relating to gambling - Can identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm). - Knows how to report content which is promoting unhealthy or harmful behaviour. | <p>Can recognise forms of harmful content online and understands the impact on wellbeing.</p> <ul style="list-style-type: none"> -Knows that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints. -Knows why and how this may influence opinions and perceptions of people and events |

Privacy & Security

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| Term 2 | <p>Knows basic rules for staying safe online, including the importance of telling a trusted adult.</p> <ul style="list-style-type: none"> -Knows about some online risks - Knows that they should seek | <p>Knows how to safely manage our personal information online.</p> <ul style="list-style-type: none"> -Knows how to manage requests for personal information from others online and why it is important | <p>Knows how to manage more complex personal information online, including that of others safely.</p> <ul style="list-style-type: none"> - Can recognise more detailed | <p>Knows ways in which some online content targets people to gain money or information illegally.</p> <ul style="list-style-type: none"> -Can identify commercial content (e.g. pop-ups, spam emails) | <p>Knows how to stop personal information about ourselves being shared online.</p> <ul style="list-style-type: none"> -Know how we can protect passwords and data through two factor |
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| | <p>consent before using online devices.</p> <ul style="list-style-type: none"> -Knows that social media, apps and some computer games are age restricted. -Can identify some simple examples of my personal information -Knows that they should not share personal information online. -Knows who would be trustworthy to share this information with - Knows how to seek support from a trusted adult. | <ul style="list-style-type: none"> -Can explain how passwords are used to protect information, accounts and devices. -Knows the features of a safe password. -Knows what they should do if a password is lost, stolen or forgotten. -Knows about the way that data can be shared and used online, including for commercial purposes. | <p>examples of information that is personal to someone and knows that it is unsafe to share online..</p> <ul style="list-style-type: none"> - Know ways that our personal information can be used by others unsafely through what we post online - Knows how we can post online, keeping our personal information safe. - Knows that the same principles apply to online relationships as to face to face relationships in relation to sharing information. - Knows where to get support if they are concerned about their own, or someone else's personal safety online. | <ul style="list-style-type: none"> - Can identify simple strategies to manage such commercial content (e.g. pop-up blockers, junk folders, unsubscribing). - Is able to identify internet scams and phishing. - How devices can collect and share data about users with or without their knowledge. - How to make safe and secure online payments and why this is important. | <p>authentication</p> <ul style="list-style-type: none"> - Know that any materials provided have the potential to be shared online and the difficulty of removing potential compromising materials placed online. - Know not to provide materials to others that they would not want shared further and not the share material that is shared with them. -Know what to do and where to get support to report material or manage issues online. |
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Self Image & Identity

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| Term 3 | <p>Knows what an online identity is.</p> <ul style="list-style-type: none"> - Knows what an online identity is. - Knows some reasons why someone may have a different online identity - Knows that someone may look and act differently online, including pretending to be someone else. - Knows issues online that could make anyone feel sad, worried, uncomfortable or frightened. - Knows how and when to seek help from a trusted adult. | <p>Knows that someone's online identity may be different from their real identity.</p> <ul style="list-style-type: none"> -Knows how we can change our online identity to keep ourselves safe (e.g. gaming, using an avatar and screen name) - Knows someone may present their online identity differently to their 'real life' identity. -Knows that others may have an online persona that is different from their real life identity. - Knows that people online may pretend to be someone else. - Know risks associated with people online who you do not know in real life. | <p>I can identify types of pressure that people can feel when they are using social media, including on self image.</p> <p>I can give examples of how the internet and social media can be used for positive self-promotion.</p> <p>I can explain what 'autonomy' means to me when it comes to the things I share and choose to engage with online.</p> <p>I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this (e.g. anonymity, 'brand you').</p> <p>Know what images and videos can be digitally manipulated (including deep fake technology).</p> | <p>Knows ways in which online content can be shaped to target individuals.</p> <ul style="list-style-type: none"> - Know how online stereotypes images can reinforce stereotypes -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 am aware that a person's online activity, history or profile ('digital personality') will affect the type of information returned to them in a search & how this may be intended | <p>Know ways that the portrayal of sex in the media and social media (including pornography) can affect people's expectations.</p> <ul style="list-style-type: none"> -Knows that specifically explicit materials (including pornography) can give a distorted picture of sexual behaviour - Know ways in which the portrayal of sex in the media can negatively impact the way in which people see themselves. - Understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. - Knows the laws regarding online |
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| | | <ul style="list-style-type: none"> - Know that your own identity can be copied, modified or altered online. | <p>I can describe some of the pressures that people can feel when they are using social media, including peer pressure, a desire for peer approval, comparing themselves, and 'FOMO'.</p> <p>Understand similarities and differences between online and offline worlds, and recognise the impact of unhealthy online comparisons on unrealistic body image expectations.</p> | <p>to influence their beliefs, actions & choices.</p> <ul style="list-style-type: none"> - Know that online content can be shaped and targeted to influence body image, purchasing choices and behaviour. - Know that social media influencers promoting products and lifestyles can be 'virtual' and not real life. -I understand how messages online portraying 'identity ideals' can inhibit someone from being themselves online or sharing things openly. | <p>sexual content, including sharing and viewing indecent images of children.</p> |
| Online Relationships and bullying | | | | | |
| Term 4 | <p>Knows the importance of respect for others online.</p> <ul style="list-style-type: none"> -Know ways that the internet can be used to communicate - Know that we should seek consent from an adult before communicating online with others. - Know ways that people can be kind online. -Knows ways that people can be unkind online. -Knows where they can get help if they are worried about the actions of others online. | <p>Knows what cyberbullying is and the impact it may have on others.</p> <ul style="list-style-type: none"> - Know what communicating anonymously means. - Knows some of the risks with communicating online. - Know how to display respectful behaviour online, including when being anonymous. - Know forms of hurtful behaviour online and know it is unsafe behaviour, including- teasing, name-calling, bullying, damaging others online property, sharing posts without consent. - Knows that they should request permission before posting things about others online. - Know how to report bullying and the importance of telling a trusted | <p>Knows ways to safely respond online to people that they don't know.</p> <ul style="list-style-type: none"> - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. - Knows some of the risks of people that they have never met. -Know how to safely manage requests to communicate with people that they do not know offline. -Recognise signs that an online relationship is unsafe and know how to take steps to keep themselves safe. -Know how to safely manage requests to meet people that they do not know offline. | <p>Understands that cyberbullying has a negative and long lasting impact on mental wellbeing.</p> <ul style="list-style-type: none"> - Understands that the same expectations of behaviour apply online and offline. -Can recognise forms of online abuse, including trolling and harassment. - Knows some of the laws that govern online behaviour and bullying - Knows some consequences of cyberbullying for the individual. - Knows how to report abusive behaviour online. - Knows how to discuss and debate topical issues online with respect. - | <p>Knows forms of online abusive and illegal behaviour.</p> <ul style="list-style-type: none"> - Identify safe and unsafe behaviours in online dating contexts, and apply strategies to protect personal wellbeing and privacy. - Critically evaluate online contacts and recognise when someone may be misrepresenting themselves or behaving in unsafe ways (including catfishing) -Can recognise warning signs of online abusive behaviour, such as grooming, exploitation, extremism and radicalisation. - Knows how to report concerns about online abusive behaviour. -to assess the causes and personal consequences of extremism and intolerance in all their forms |

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| | | adult. | | | -to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern. |
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Managing Information Online

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| Term 5 | <p>Knows how to use the internet to access safe information.</p> <ul style="list-style-type: none"> -Can identify devices I could use to access information on the internet. -Knows what safe information is online. - Knows what they should do if they see unsafe information online. -Knows safe sites to be able to access information on the internet. -Can identify devices I could use to access information on the internet. -Can use simple keywords in search engines. | <p>Knows that not all information online is safe.</p> <ul style="list-style-type: none"> -Knows we can encounter a range of things online including things we like and don't like. -Knows that not all information online is real. -Knows what voice activated searching is and how it might be used, and know it is not a real person - Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened | <p>Know that not all information online is reliable.</p> <p>Knows the difference between a 'belief', an 'opinion' and a 'fact. Knows what is meant by the term 'stereotype', how they are reinforced online and how they influence how people think about others.</p> <p>Knows what fake news is- bias, fake pictures, misinformation/ disinformation</p> <p>Knows what deepfake technology is and how it can be used to spread misinformation/ disinformation.</p> <p>Can recognise fake news</p> <p>Knows how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Understand the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>Knows how to report inappropriate</p> | <p>Know ways in which information online can be used to persuade opinions and beliefs.</p> <ul style="list-style-type: none"> - Knows what conspiracy theories are and how they can impact the information that we may see online. - Can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). - Can use a range of features to quality assure the content I access online (e.g. hits, likes, comments). - Can explain why accurate information can be used in a false context to deliberately be used selectively to disinform. -I can explain and recognise how social media can amplify, weaken or distort the apparent strength, validity, or popularity of sometimes extreme ideas, beliefs or opinions, (e.g. an 'echo-chamber'). -That on any issue there will be a | <p>Understand how someone's online reputation can be impacted.</p> <ul style="list-style-type: none"> -Understands how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone -I can explain how accusations of 'fake news' can be used to discredit the accurate reporting of real events. - Knows what 'deepfake' is and the negative impact, including 'deep fake pornography'. |
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| | | | content online. | range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours -strategies to critically assess bias, reliability and accuracy in digital content | |
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Copyright and Ownership

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| Term 6 | <p>Understand that content online is owned by someone.</p> <p>Knows that things online may belong to someone. Knows that they should not use someone else's work from the internet without permission. Knows content that they should not use without permission- video, music, images. I can name my work so that others know that it belongs to me. I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> | <p>Know that we are not able to take content that is owned by someone else.</p> <ul style="list-style-type: none"> - Knows what plagiarism is. - Knows how to identify content online that belongs to someone else. - Knows how to acknowledge sources that I have used from the internet (not yet completing a full citation). - Knows how to protect my own work from copyright theft. | <p>Understands the laws surrounding using online content.</p> <ul style="list-style-type: none"> -Recognise that not everything online is free to use. - Knows what a citation is. -Can find the information needed to cite a source (not yet creating the citing themselves). -Knows that some commercial online content can be downloaded illegally. - Knows the impact of legal and illegal downloading on those who create content and myself. - Knows what software licensing is. | <p>Knows the key aspects of copyright law and how this relates to online content.</p> <ul style="list-style-type: none"> -Knows what copyright is -Knows how to create and share content online, complying with copyright laws. - Knows how to accurately cite sources online. - Can follow a citation to find an online source. -Know strategies for protecting their online property. -Know what to do if someone steals their online property. | <p>Knows laws regarding the ownership and distribution of explicit images.</p> <ul style="list-style-type: none"> - Can explain what is meant by making and sharing explicit images and videos. - Knows laws relating to the possession and sharing of explicit images. |
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