



Subject Area: Computing: Online Safety

	EYFS	Year 1	Year 2
<p><u>Self-image and identity</u></p>  <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>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.</p> <p>I can explain how this could be either in real life or online.</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>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.</p>	<p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>

Online relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

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 use the internet with adult support to communicate with people I know.

I can explain why it is important to be considerate and kind to people online.

I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).

I can give examples of how I might use technology to communicate with others I don't know well.

Online reputation



This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

I can identify ways that I can put information on the internet.

I can recognise that information can stay online and could be copied.

I can explain how information put online about me can last for a long time.

I can describe what information I should not put online without asking a trusted adult first.

I know who to talk to if I think someone has made a mistake about putting something online.

Online bullying



This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

I can describe ways that some people can be unkind online.

I can describe how to behave online in ways that do not upset others and can give examples.

I can give examples of bullying behaviour and how it could look online.

I can offer examples of how this can make others feel.

I understand how bullying can make someone feel.

I can talk about how someone can/would get help about being bullied online or offline.

Managing online information



This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.

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 use the internet to find things out.
I can use simple keywords in search engines.

I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.

I can use 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 (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 true.

Health, well-being and lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

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 explain rules to keep us safe when we are using technology both in and beyond the home.

I can give examples of some of these rules.

I can explain simple guidance for using technology in different environments and settings.

I can say how those rules/guides can help me

Privacy and security



This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

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 can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).

I can explain why I should always ask a trusted adult before I share any information about myself online.

I can explain how passwords can be used to protect information and devices.

I can describe how online information about me could be seen by others.

I can describe and explain some rules for keeping my information private.

I can explain what passwords are and can use passwords for my accounts and devices.

I can explain how many devices in my home could be connected to the internet and can list some of those devices.

Copyright and ownership



This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

I know that the work I create belongs to me.

I can name my work so that others know it belongs to me.

I can explain why the work I create using technology belongs to me.

I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').

I can save my work so that others know it belongs to me (e.g. filename, name on content).

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 recognise that content on the internet may belong to other people.

Early Years: Children are encouraged to recognise how a range of technology is used safely in places such as homes and schools.

Key Stage 1: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.