



Ivington C.E Primary Computing E-Safety Learning Journey –



Key Steps to Mastery Key Skills

E-SAFETY PROGRESSION					
(There is also a Cross-curricular link with Jigsaw PSHE scheme that is used in school)					
YEAR 1		Year 2		Year 3	
		Review Year 1		Review Year 2	
Pupils should be taught to:		Pupils should:		Pupils should:	
SELF-IMAGE AND IDENTIFY		SELF-IMAGE AND IDENTIFY		SELF-IMAGE AND IDENTIFY	
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.		I can explain how other people may look and act differently online and offline.		I can explain what is meant by the term 'identity'.	
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 and how they can help.		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 explain how people can represent themselves in different ways online.	
MANAGING ONLINE INFORMATION		MANAGING ONLINE INFORMATION		MANAGING ONLINE INFORMATION	
I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).		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 demonstrate how to use key phrases in search engines to gather accurate information online.	
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 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 what autocomplete is and how to choose the best suggestion.	
I know how to get help from a trusted adult if we see content that makes us feel sad		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.		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 etc.	
				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 us feel sad, uncomfortable worried or frightened.	

<p>ONLINE RELATIONSHIPS</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others</p>	<p>ONLINE RELATIONSHIPS</p> <p>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).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>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.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p>ONLINE RELATIONSHIPS</p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>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.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>
<p>HEALTH, WELL-BEING AND LIFESTYLE</p>	<p>HEALTH, WELL-BEING AND LIFESTYLE</p>	<p>HEALTH, WELL-BEING AND LIFESTYLE</p>
<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>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.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>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).</p> <p>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</p>

			or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
ONLINE REPUTATION	ONLINE REPUTATION	ONLINE REPUTATION	
<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	
PRIVACY AND SECURITY	PRIVACY AND SECURITY	PRIVACY AND SECURITY	
<p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>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).</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships;</p> <p>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).</p> <p>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).</p>	
ONLINE BULLYING	ONLINE BULLYING	ONLINE BULLYING	
<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	
COPYWRITE AND OWNERSHIP	COPYWRITE AND OWNERSHIP	COPYWRITE AND OWNERSHIP	

	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>		<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>		<p>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.</p>
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