South Avenue Primary School

Digital Literacy and E-safety Progression of Skills

Whole School Overview							
Skill	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Self Image and Identity	• 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 that there may be people online who could make me feel sad, embarrassed or upset. • 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.	• I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • 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.	• I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).	• I can explain how my online identity can be different to the identity I present in 'real life' • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	• I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.	• I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need.

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Online Relationships	• 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.	• I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and	• I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online.	• 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 make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	• I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends.

				what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.			

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Online Reputation	• 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 describe what information I should not put online without asking a trusted adult first	• I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.	• I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online.	• I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others.	• 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 judgments about an individual	• I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation
Online Bullying	• 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.	• I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get	• I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them.	• I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g.	• I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or	• I can describe how to capture bullying content as evidence (e.g screengrab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying.

			help about being bullied online or offline.		image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).	
Manage Online Information	• 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	• 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	• 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,	• I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion.	• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met	• I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results.	• I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in

information (e.g. search engine, voice activated searching).	feel sad, uncomfortable worried or frightened.	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.	• 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'.	before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (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 that some people I 'meet online' (e.g.	• I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. • I can give examples of when and why it is important to	evaluating digital content. • 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'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content.

					through social media) may be computer programmes pretending to be real people. • can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	be 'sceptical'. I can explain what is meant by a 'hoax'. • I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal.	
Health, Well-being and Lifestyle	• 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	• 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,	• I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology.	• I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology	• I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).

					• I can suggest strategies to help me limit this time.		• I can explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
Privacy and Security	*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 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	• I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping	• I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends • I can suggest reasons why they might do this • I can explain how internet	• I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional	• I use different passwords for a range of online services. • I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online

			can list some of those devices.	passwords private. • I can describe how connected devices can collect.	use can be monitored.	content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.	content targets people to gain money or information illegally; • I can describe strategies to help me identify such content (e.g. scams, phishing)
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 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 describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	• I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be.	• 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 give some simple examples.	• 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.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet