Progression in Online Safety 26-27

Liverpool Diocesan Schools Trust

Our Online Safety Principles:

The children of St James are growing up in an increasingly complex world, living their lives seamlessly both on and offline. This presents many positive and exciting opportunities but also challenges and risks.

We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way so they are able to reap the benefits of the online world both in and out of school.

Despite the risks associated with being online, our school recognises the opportunities and benefits to children too. Technology is a fundamental part of adult life and so developing the competencies to understand and use it, are critical to children's later positive outcomes. The choice to use technology in school will always be driven by pedagogy and inclusion. It is important that we establish a carefully sequenced curriculum for online safety that develops competencies (as well as knowledge about risks) and builds on what pupils have already learned and identifies subject content that is appropriate for their stage of development.

Legislation and Guidance:

Our online safety curriculum forms part of our whole-school approach to safeguarding, in line with *Keeping Children Safe in Education 2026* (KCSIE). We teach pupils how to use technology safely and responsibly, recognise online risks and seek help when something worries them. Our safeguarding procedures support staff to identify concerns, intervene and escalate them where appropriate.

We adapt our teaching to each pupil's needs, stage of development and vulnerabilities. This includes pupils who have experienced abuse and pupils with special educational needs and/or disabilities (SEND).

Our curriculum covers the four areas of online risk identified in KCSIE 2026. Pupils revisit these areas across year groups, building on what they already know through age-appropriate teaching.

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Our Online Safety Curriculum Design:

Best practice shows that online safety cannot be taught in isolation. Instead, our bespoke 'Online Safety Curriculum' is delivered through a multifaceted approach which incorporates several individual subjects and wider elements of our Journey Curriculum.

At our school, we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we adopt the cross-curricular framework from the National Centre for Computing Education (NCCE, DfE). This allows us to incorporate 'Rosenshine's Principles of Instruction' into our lessons.

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) take place and are used as an opportunity to follow this framework more closely in its key areas. It is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum and making the most of unexpected learning opportunities as they arise with our progression at the core of delivery.

As a school, we focus on the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app. This teaching, supported by high-quality, evidence informed resources and continually review takes place in three ways:

1.) Relationships and Health Education alongside St James Spirit:

Through our Relationships and Health Education Curriculum, the focus for primary relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

This goes beyond the teaching of online safety. However, our RHE curriculum is anchored in an understanding of positive relationships that equips our children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is through the following five areas with the areas in **bold** holding explicit links taught within our online safety curriculum.

- **Families and people who care for me.**
- **Caring friendships.**
- **Respectful, kind relationships.**
- **Online Safety and awareness**
- **Being Safe.**

There are also other curriculum subjects, including PSHE/Citizenship (St James Spirit) which include content relevant to teaching pupils how to use the internet safely. This includes protected characteristics and British Values.

2.) Computing Curriculum:

Our Computing Curriculum covers the principles of online safety at all key stages with progression in the content to reflect the different and escalating risks that pupils face. This includes; how to use technology safely, responsibly, respectfully and securely and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Clearly defined 'Online Safety lessons' are taught within a unit of work while wider reference is also made throughout the teaching sequence. A range of high-quality resources are used to deliver these lessons including from the core National Centre of Computing Excellence in addition to: South West Grid for Learning, Internet Matters, the National College, Oak Academy and the UK Safer Internet Centre. The most appropriate lesson resources have been found to fulfil our curriculum progression model.

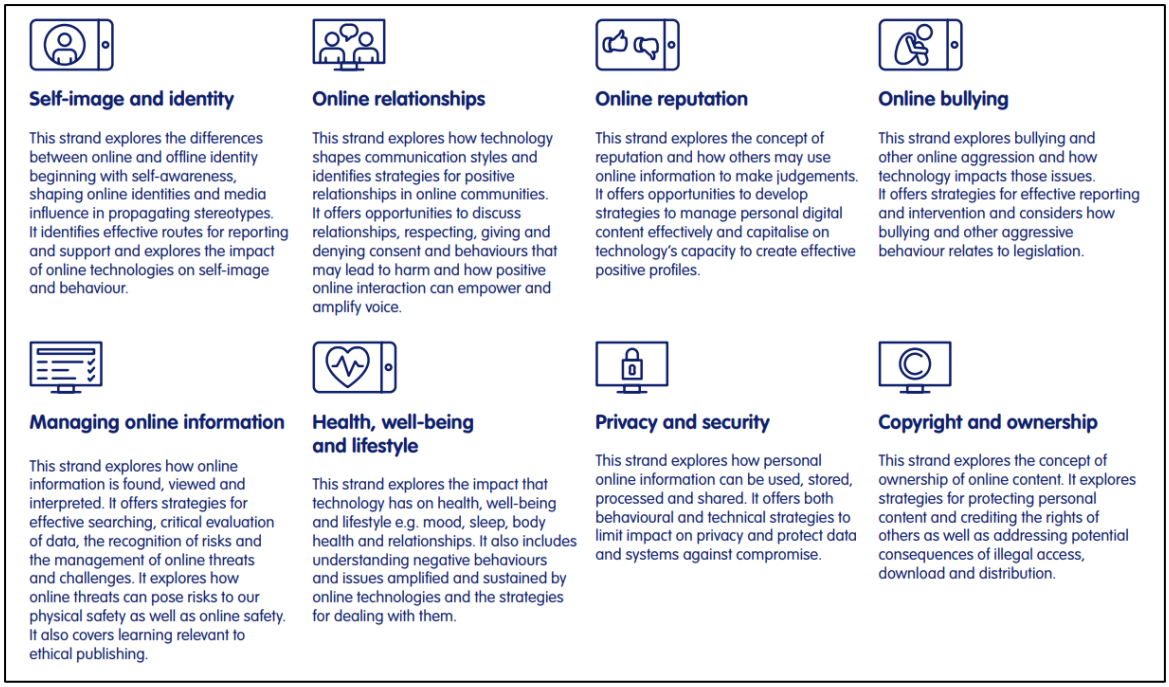
3.) Wider Personal Development Strategy:

Other events also take place across our annually reviewed 'Personal Development Strategy' that are in response to both school and community needs. Examples include our annual Keeping Safe Week, Crucial Crew in Y5, Money Mentors and workshops (such as from Merseyside Police) across the academic year. This is delivered in line with the guidance for schools on using external visitors to support online safety education is available

The Design:

Below is the knowledge, understanding and skills that children and young people have the opportunity to develop each academic year. This highlights what a child should know in terms of current online technology, its influence on behaviour and development, how to get support, and what skills they need to be able to navigate it safely – therefore supporting the requirements of KCSIE and the outlined four areas of risk.

This is mapped in line with the eight strands from 'Education for a Connected World' to enable the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

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, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

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.

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.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health, well-being and lifestyle

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

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.

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.

This framework is used flexibly in order to support learning that is relevant to children and young peoples' online behaviour and experiences and matched to their readiness for new learning. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. Although the progression is mapped below, this content must be revisited and be responsive to community needs (including the level of development in addition to age of the child).

Underpinning the online safety curriculum design is the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) curriculum content. This has been reviewed and mapped out in line with Educated for a Connected World. The following areas specifically pertain to the delivery of the online safety curriculum – therefore, have been carefully considered and deliberately planned. These are highlighted to the most relevant strand of learning below.

Relationships Education - Respectful, Kind Relationships Curriculum content:

Relationships Education - Online Safety and Awareness:

Relationships Education - Being Safe:

Primary Health and Wellbeing - Online Wellbeing:

Strand of Education for a Connected World (2020):	Online Safety Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025):
Self-image and identity	Relationships Education – Respectful Kind Relationships 1 - How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Relationships Education – Respectful Kind Relationships 2 - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Relationships Education – Respectful Kind Relationships 4 - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Relationships Education – Respectful Kind Relationships 5 - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Relationships Education – Respectful Kind Relationships 7 - The conventions of courtesy and manners. Relationships Education – Respectful Kind Relationships 8 - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

 **Online relationships**	Relationships Education – Being Safe 1 - What sorts of boundaries are appropriate in friendships with peers and others (including online). Relationships Education – Being Safe 4 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Relationships Education – Being Safe 5 - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Online Wellbeing 2 - Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. Online Wellbeing 4 - How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Online Wellbeing 11 - Where and how to report concerns and get support with issues online.
 **Online reputation**	Relationships Education – Online Safety and Awareness 1 - That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. Relationships Education – Online Safety and Awareness 5 - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
 **Online bullying**	Relationships Education – Respectful Kind Relationships 11 - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Relationships Education – Respectful Kind Relationships 9 - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Relationships Education – Being Safe 6 - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. Online Wellbeing 8 - That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
 **Managing online information**	Online Wellbeing 9 - How to understand the information they find online, including from search engines, and know how information is selected and targeted. Relationships Education – Online Safety and Awareness 4 - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Relationships Education – Online Safety and Awareness 6 - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
 **Health, well-being and lifestyle**	Online Wellbeing 1 - That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Online Wellbeing 3 - The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Online Wellbeing 5 - Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
 **Privacy and security**	Relationships Education – Being Safe 2 - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Online Wellbeing 6 - The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. Online Wellbeing 10 - That they have rights in relation to sharing personal data, privacy and consent. Relationships Education – Online Safety and Awareness 2 - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. Relationships Education – Online Safety and Awareness 3 - That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
 **Copyright and ownership**	Online Wellbeing 7 - How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

EYFS	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**
 **Self-image and identity**	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

 **Online relationships**	I can give examples of how I (might) use technology to communicate with people I know. I can recognise some ways in which the internet can be used to communicate (including within provision.
 **Online reputation**	I can identify a trusted adult.
 **Online bullying**	I can describe ways that some people can be unkind.
 **Managing online information**	I can identify devices I could use to access information on the internet. 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.
 **Health, well-being and lifestyle**	I can identify rules that help keep us safe and healthy.
 **Privacy and security**	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with.
 **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

Year 1	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**
 **Self-image and 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.

 **Online relationships**	I can explain why it is important to be considerate and kind to people online and to respect their choices. I can give examples of when I should ask permission to do something online and explain why this is important.
 **Online reputation**	I can identify ways that I can put information on the internet. I can describe what information I should not put online without asking a trusted adult first.
 **Online bullying**	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.
 **Managing online information**	I can talk about how to use the internet as a way of finding information online. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
 **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 of these rules. I can explain rules to keep myself safe when using technology both in and beyond the home.
 **Privacy and security**	I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
 **Copyright and ownership**	I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'').

Year 2	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**
 **Self-image and identity**	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 other people may look and act differently online and offline.

 **Online relationships**	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can explain who I should ask before sharing things about myself or others online. 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. I can explain why I have a right to say 'no' or 'I will have to ask someone'. 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. I can identify who can help me if something happens online without my consent. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
 **Online reputation**	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. I can recognise that information can stay online and could be copied.
 **Online bullying**	I can describe how to behave online in ways that do not upset others and can give examples I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.
 **Managing online information**	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 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 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 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).
 **Health, well-being and lifestyle**	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. I can say how those rules / guides can help anyone accessing online technologies
 **Privacy and security**	I can explain that passwords are used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). 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).
 **Copyright and ownership**	I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy. I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them
Year 3	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**

 **Self-image and identity**	I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
 **Online relationships**	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can describe ways people who have similar likes and interests can get together online. I can explain how someone's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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.
 **Online reputation**	I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.
 **Online bullying**	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. I can recognise when someone is upset, hurt or angry online.
 **Managing online information**	I can demonstrate how to use key phrases in search engines to gather accurate information online. 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. 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. I understand the concept of persuasive design and how it can be used to influences peoples' choices.
 **Health, well-being and lifestyle**	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).
 **Privacy and security**	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
 **Copyright and ownership**	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.

Year 4

Strand of 'Education for a Connected World'	Curriculum Progression in Knowledge:
 **Self-image and identity**	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
 **Online relationships**	I can demonstrate how to support others (including those who are having difficulties) online. I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. 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.
 **Online reputation**	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. I can search for information about an individual online and summarise the information found.
 **Online bullying**	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
 **Managing online information**	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true I can explain what is meant by fake news
 **Health, well-being and lifestyle**	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). I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
 **Privacy and security**	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can describe strategies for keeping personal information private, depending on context.
 **Copyright and ownership**	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. 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.

Year 5	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**
 **Self-image and identity**	I can explain how my online identity can be different to my offline identity. I can demonstrate how to make responsible choices about having an online identity, depending on context.
 **Online relationships**	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 describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
 **Online reputation**	I can explain the ways in which anyone can develop a positive online reputation. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect
 **Online bullying**	. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users.
 **Managing online information**	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 technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
 **Health, well-being and lifestyle**	I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
 **Privacy and security**	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples
 **Copyright and ownership**	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 and know how this content can be found online.

Year 6	
Strand of 'Education for a Connected World'	**Curriculum Progression in Knowledge:**
 **Self-image and identity**	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. I can explain how identity online can be copied, modified or altered. I can explain the importance of asking until I get the help needed.
 **Online relationships**	I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
 **Online reputation**	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
 **Online bullying**	I can explain how someone would report online bullying in different contexts. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
 **Managing online information**	I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can define 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). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.
 **Health, well-being and lifestyle**	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
 **Privacy and security**	I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.

 **Copyright and ownership**	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.