Computing
Progression in Internet Safety Skills at Fawkham CEP School

Internet Safety

Self-image and identity	Managing online information	Online reputation	Privacy and security
Online relationships	Health, well-being and lifestyle	Online bullying	Copyright and ownerships

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
-act if they find something they are unsure of online (including identifying people who can help)	R2. indicators of positive, healthy relationships and unhealthy relationships, including online To show how to use technology safely – TC To recognise that photos can be changed and some are not accurate – TC Online reputation skills covered in Project Evolve	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact To evaluate the reliability of content and the consequences of unreliable content – TC To recognise that digital images can be manipulated and changed for different purposes - TC To explain how the content of the World Wide Web is created,	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of	R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images To decide what you should and should not share online - TC To evaluate different methods of online communication – TC	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

		R17. about knowing there are situations when they should ask for permission and also when their permission should be sought L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L9. that not all information seen online is true To give simple examples of why some information should not be shared - TC <mark>Copyright and ownership skills covered in Project Evolve</mark>	owned, and shared by people – TC To recognise the need for security on the internet – TC <mark>Online reputation skills covered in Project Evolve</mark>	communicating online with others not known face-to-face R19.about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all	To consider the ownership and use of images (copyright) – TC To recognise the implications of linking to content owned by others - TC <mark>Online reputation and self-image and identity skills covered in Project Evolve</mark>	<mark>Online bullying and health, well-being and lifestyle skills covered in Project Evolve</mark>

| | | | | contexts including online) whom they do not know

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

Copyright and ownership skills covered in Project Evolve | | |
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