

# Digital Literacy - Online Safety Progression

**Bullying** 

**Identity** 

**Relationships** 

**Reputation** 

**Privacy** 

**Well-being** 

**Reliability** 

**01**



**Identity 1**  
EYFS

Model how to say no or stop to someone who makes us feel sad, scared or embarrassed.

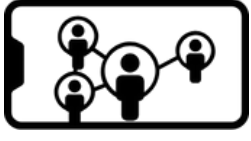
**02**



**Well-being 1**  
EYFS

Share rules for using technology within school and share this with parents. **Jessie and Friends Lesson 1 - Watching videos**

**03**



**Relationships 1**  
Y1

Know that the internet can be used to communicate with other people, we should ask parental permission to do this and we should be kind.


**04**



**Reliability 1**  
Y1

The internet can have things that we like and things that we don't like. Some things are real and some are imaginary.

**05**



**Privacy 1**  
Y1

Some information is personal and should only be shared with certain people. Why don't we share this information with others online or in real-life?

**06**



**Bullying 1**  
Y1 - PSHCE

What bullying is and feels like. This can happen in real life and online. Jigsaw Terms 1 & 2. **Digiduck's Big Decision**

**07**



**Reputation 1**  
Y1

That information put online can be copied and shared. To ask permission before sharing. **Jessie and Friends - Episode 2**


**08**



**Well-being 2**  
Y2

Know rules for using technology at home, school and in public. Understand why it is important to follow these rules.


**09**



**Bullying 2**  
Y2 - PSHCE

That anyone experiencing bullying can get help and they are not to blame for being bullied online or in real-life. Jigsaw T1.


**10**



**Privacy 2**  
Y2

That many devices in our homes can be connected to the internet. We can protect our private information using passwords. **Digiduck and the Magic Castle**


**11**



**Relationships 2**  
Y2

We should only have contact with people we know in the real world when online. It is ok to not accept a friend request or to say you have to check with an adult. **Jessie and Friends Episode 3**

**12**



**Reliability 2**  
Y3

Differentiate between fact, opinion and beliefs. Sometimes people post things on the internet to shock, sell or to get likes. Know some ways to verify information.

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**13**



**Reputation 2**  
Y3

Use a search engine to find information about people online and consider what information people want shared about themselves.


**14**



**Bullying 3**  
Y3

How to behave appropriately online through messages and games. Recognise how people can be hurt through these media and how our actions have impact (Jigsaw T1/2)

**15**



**Relationships 3**  
Y3

Knowing someone online is different to knowing someone offline. Liking someone online doesn't mean we should trust them with our personal information.


**16**



**Well-being 3**  
Y3

Know that some online activities have age restrictions and why. Not everything is suitable for children, even if there is no age restriction. Time spent using technology


**17**



**Identity 2**  
Y4

People may represent themselves differently online. Link Jigsaw T2. People might pretend to be someone else, including friends. Know why people might do this.


**18**



**Relationships 4**  
Y4

Show how to be respectful online and recognise healthy and unhealthy behaviours. Know that content shared online may feel unimportant to some but upsetting to others.


**19**



**Reliability 3**  
Y4

Evaluate information from a range of online sources (website, blog, social media, YouTube) and judge its probable accuracy. Lots of people believing something online does not make it true.

**20**



**Reliability 4**  
Y4

Describe some methods used to encourage people to buy things online (ads, in-app purchases, pop-ups). Some technology is designed to mimic humans (such as bots).

**21**



**Privacy 3**  
Y4

Some technology will ask to store information about us (cookies or when installing apps). Understand that content found online may belong to others and should not be reused.


**22**



**Bullying 4**  
Y5

How online bullying differs to bullying offline. Jokes/banter can be experienced as bullying. Blocking users and finding support in organisations and friends and family. Jigsaw T2


**23**



**Relationships 5**  
Y5

Some people belong to online communities which may collaborate together to produce positive outcomes. Know how to support people who are having issues in these communities. Jigsaw T5

**24**



**Reliability 5**  
Y5

Being sceptical of online information such as fake news, hoaxes, phishing and scams. Understand how sponsorship, adverts and algorithms can impact what we see when we make searches

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**Well-being** 

**Reliability** 


**25**



**Well-being 4  
Y5**

Describe some strategies to promote healthy use of technology. Link Jigsaw T5. Understand in-app payments and asking permission


**26**



**Well-being 5  
Y5**

Recognise benefits and risks of accessing health information online. Important to balance this with advice from grown-ups and professionals.


**27**



**Privacy 4  
Y5**

How to create a strong password, how to store them and what to do if they are discovered. What app permissions are and how this impacts our privacy. Identifying phishing for personal information.


**28**



**Privacy 5  
Y5**

Know how to search for images which are free to use. Know which media cannot be used without the permission of the owner. Know when it's acceptable to use the work of others.


**29**



**Identity 3  
Y5**

Link to Jigsaw T4 positive body image. Understand that technology can be used to modify appearance and promote certain body-types.


**30**



**Identity 4  
Y6**

Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge


**31**



**Reputation 3  
Y6**

Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Show how to create a positive online reputation.


**32**



**Reliability 6  
Y6**

Misinformation vs disinformation. Even if information appears on lots of different media, it does not mean it is true.


**33**



**Reliability 7  
Y6**

Understand persuasive design and how this impacts us. How companies and news providers use algorithms to show you information you are most likely to read and the impact of this.


**34**



**Bullying 5  
Year 6**

Explain how to block users on different apps. How to evidence bullying and who to share this with to get help. Setting up private accounts. [Internet Matters](#) has lots of resources on this.


**35**



**Relationships 6  
Y6**

Sharing embarrassing content (even with permission) can have unintended consequences. Know how to find help in difficult situations, even if we think we will get in trouble.

**36**



**Well-being 6  
Y6- PSHCE**

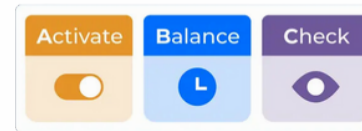
Link to Jigsaw T4 - make choices for health and wellbeing. Understand use of persuasive features to keep you online and how to action strategies to limit impact of technology on health.



## 1. Project Evolve

First port of call for planning every time. Create a free login. There are links for all objectives with suggested questions, activities and resources. You can also set quizzes for your class to assess their current understanding of the objectives.

internet  
matters.org



## 2. Internet Matters

Excellent website for teacher knowledge, guidance for parents and how to navigate parental controls and features of apps, games consoles and internet providers.



Make a report 

## 3. CEOP

Create a free login. Great resources to use with pupils such as #Live Skills resources on live streaming. There are separate websites for pupils to navigate themselves. Also both children and adults can make a report if they are concerned about online abuse.

# Go-to resources

 **Childnet**

 **UK Safer Internet Centre**



## 4. Childnet and UK Safer Internet Centre

Another superb website with resources to teach the objectives. Also advice and guidance for teachers, parents and pupils. Selection of videos for children first using phones (Moving on up) and the Digiduck series for young children. UK Safer Internet Centre is useful if you have a specific issue. You can search by problem and access advice and resources to support you and parents.

BBC  
**OWN IT**

  
**Take Control**

## 5. BBC Own It

Very child friendly with both videos and articles about online life that is relevant to our pupils (such as becoming a YouTuber). A number of the Project Evolve resources point to this resource but it is useful to explore separately.