

# End of Year Framework

# Subject: Online Safety



To be viewed alongside the Computing Framework

## National Curriculum Aims

The national curriculum for computing aims to ensure that all pupils:

- are responsible, competent, confident and creative users of information and communication technology.

## Methodology:

<https://projectevolve.co.uk/sign-in/>

	Knowledge	Skills
<b>EYFS</b>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>• I can recognise that I can say 'no' / 'please stop' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and I can explain this could be online or in real life.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>• I can recognise some ways in which the internet can be used to communicate.</li> <li>• I can give examples of how I (might) use technology to communicate with people I know.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>• I can describe ways that some people can be unkind online and offer examples of how this can make others feel.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>• I can give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul> <p><b>Health Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give some examples.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• I can describe the people I can trust and can share this with and I can explain why I can trust them.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>• I know that work I create belongs to me.</li> </ul>	<p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>• I can show different ways I can put things onto the internet.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>• I can talk about how I can use the internet to find things out.</li> <li>• I can identify devices I could use to access information on the internet.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>• I can name my work so that others know it belongs to me.</li> </ul>
<b>Year 1</b>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>• I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>• 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.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>• I can explain why it is important to be considerate and kind to people online.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>• I can explain why it is important to be considerate and kind to people online.</li> <li>• I can describe what information I should not put online without asking a trusted adult first.</li> </ul>	<p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>• I can use the internet with adult support to communicate with people I know.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>• I can use the internet to find things out.</li> <li>• I can use simple keywords in search engines.</li> </ul> <p><b>Copyright and ownership:</b></p>

	<p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can explain rules to keep us safe when we are using technology both in and beyond the home and give some examples.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● I can explain why I should always ask a trusted adult before I share any information about myself online.</li> <li>● I can explain how passwords can be used to protect information and devices.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● I can explain why work I create using technology belongs to me and I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</li> </ul>	<ul style="list-style-type: none"> <li>● I can save my work so that others know it belongs to me (e.g. filename, name on content).</li> </ul>
Year 2	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can explain how other people's identity online can be different to their identity in real life.</li> <li>● I can describe ways in which people might make themselves look different online.</li> <li>● I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and I can give examples of how I might get help.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can give examples of how I might use technology to communicate with others I don't know well.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can explain how information put online about me can last for a long time.</li> <li>● I know who to talk to if I think someone has made a mistake about putting something online.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can give examples of bullying behaviour and how it could look online.</li> <li>● I understand how bullying can make someone feel.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>● I can explain why some information I find online may not be true.</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can explain simple guidance for using technology in different environments and settings and say how those rules/guides can help me.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● I can describe how online information about me could be seen by others.</li> <li>● I can describe and explain some rules for keeping my information private.</li> <li>● I can explain what passwords are and can use passwords for my accounts and devices.</li> <li>● I can explain how many devices in my home could be connected to the internet and can list some of those devices.</li> </ul>	<p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can talk about how someone can/would get help about being bullied online or offline.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can use keywords in search engines.</li> <li>● 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).</li> <li>● I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> </ul>

	<p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● I can describe why other people’s work belongs to them.</li> <li>● I can recognise that content on the internet may belong to other people.</li> </ul>	
<p><b>Year 3</b></p>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can explain what is meant by the term ‘identity’.</li> <li>● I can explain how I can represent myself in different ways online.</li> <li>● 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).</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can describe ways people who have similar likes and interests can get together online.</li> <li>● I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak).</li> <li>● I can explain some risks of communicating online with others I don’t know well.</li> <li>● I can explain why I should be careful who I trust online and what information I can trust them with.</li> <li>● I can explain how my and other people’s feelings can be hurt by what is said or written online.</li> <li>● I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</li> <li>● I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can recognise that I need to be careful before I share anything about myself or others online.</li> <li>● I know who I should ask if I am not sure if I should put something online.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can explain what bullying is and can describe how people may bully others.</li> <li>● I can describe rules about how to behave online and how I follow them.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can explain how the internet can be used to sell and buy things.</li> <li>● I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’.</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can explain why spending too much time using technology can sometimes have a negative impact on me.</li> <li>● I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● I can give reasons why I should only share information with people I choose to and can trust.</li> <li>● I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</li> <li>● I understand and can give reasons why passwords are important.</li> <li>● I can describe simple strategies for creating and keeping passwords private.</li> <li>● I can describe how connected devices can collect and share my information with others.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● I can explain why copying someone else’s work from the internet without permission can cause problems.</li> </ul>	<p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can search for information about myself online.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can use key phrases in search engines.</li> <li>● I can explain what autocomplete is and how to choose the best suggestion.</li> </ul>
<p><b>Year 4</b></p>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can explain how my online identity can be different to the identity I present in ‘real life’.</li> <li>● Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</li> </ul>	<p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’.</li> </ul>

	<p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can describe strategies for safe and fun experiences in a range of online social environments.</li> <li>● I can give examples of how to be respectful to others online.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can describe how others can find out information about me by looking online.</li> <li>● I can explain ways that some of the information about me online could have been created, copied or shared by others.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can identify some online technologies where bullying might take place.</li> <li>● I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>● 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).</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</li> <li>● I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can explain how using technology can distract me from other things I might do or should be doing.</li> <li>● I can identify times or situations when I might need to limit the amount of time I use technology.</li> <li>● I can suggest strategies to help me limit this time.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● I can explain what a strong password is.</li> <li>● I can describe strategies for keeping my personal information private, depending on context.</li> <li>● I can explain that others online can pretend to be me or other people, including my friends.</li> <li>● I can explain how internet use can be monitored.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● I understand what criteria have to be met before something is a 'fact'.</li> <li>● I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)</li> </ul>
Year 5	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can explain how identity online can be copied, modified or altered.</li> <li>● I can demonstrate responsible choices about my online identity, depending on context.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can describe ways that information about people online can be used by others to make judgments about an individual.</li> </ul>	<p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can make positive contributions and be part of online communities.</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can search for information about an individual online and create a summary report of the information I find.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can recognise when someone is upset, hurt or angry online.</li> <li>● I can block abusive users.</li> </ul>

	<p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can describe how to get help for someone who is being bullied online and assess when I need to do or say something or tell someone.</li> <li>● I can explain how I would report online bullying on the apps and platforms that I use.</li> <li>● 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).</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence.</li> <li>● I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</li> <li>● I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</li> <li>● I can explain what is meant by a 'hoax'.</li> <li>● I can explain why I need to think carefully before I forward anything online.</li> <li>● I can explain why some information I find online may not be honest, accurate or legal.</li> <li>● 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 either by accident or on purpose).</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can describe ways technology can affect healthy sleep and can describe some of the issues.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● I can give examples of content that is permitted to be reused.</li> </ul>	<p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>● I can use different search technologies.</li> <li>● I can evaluate digital content and can explain how I make choices from search results.</li> </ul> <p><b>Health, Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>● I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>● I can create and use strong and secure passwords.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>● I can assess and justify when it is acceptable to use the work of others.</li> </ul>
<p><b>Year 6</b></p>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can describe ways in which media can shape ideas about gender.</li> <li>● I can identify messages about gender roles and make judgements based on them.</li> <li>● I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</li> <li>● I know and can give examples of how I might get help, both on and offline.</li> <li>● I can explain why I should keep asking until I get the help I need.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can show I understand my responsibilities for the well-being of others in my online social group.</li> <li>● I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</li> </ul> <p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>● I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> <li>● I can describe some simple ways that help build a positive online reputation.</li> </ul> <p><b>Online Bullying:</b></p>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>● I can challenge and explain why it is important to reject inappropriate messages about gender online.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate how I would support others (including those who are having difficulties) online.</li> <li>● I can demonstrate ways of reporting problems online for both myself and my friends.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>● I can describe how to capture bullying content as evidence (e.g screen-grab, URL,</li> </ul>

- I can identify a range of ways to report concerns both in school and at home about online bullying.

**Managing Online Information:**

- 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 evaluating digital content.
- 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 I might encounter these online (e.g. advertising and 'ad targeting').

**Health, Wellbeing and lifestyle:**

- I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
- I can explain the importance of self-regulating 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 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 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 can demonstrate the use of search tools to find and access online content which can be reused by others.

profile) to share with others who can help me.

**Managing Online Information:**

- I can use search technologies effectively.
- 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.

**Health, Wellbeing and lifestyle:**

- 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).

**Privacy and security:**

- I use different passwords for a range of online services and describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).

**Copyright and ownership:**

- I can demonstrate how to make references to and acknowledge sources I have used from the internet.