



E- safety Curriculum

EYFS



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.

Self-Image and Identity

FS1

FS2

I can describe ways that some people can be unkind online.

Online Bullying

FS2

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

Privacy and Security

FS2

I know that work I create belongs to me.

Copyright and Ownership

FS1

FS2

I can name my work so that others know it belongs to me.

Copyright and Ownership

FS2

Year 1



THURNBY MEAD
PRIMARY ACADEMY

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

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.

Self-Image and Identity

I can give examples of when I should ask permission to do something online and explain why this is important.

Online Relationships

I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

Online Relationships

I can explain why it is important to be considerate and kind to people online and to respect their choices.

Online Relationships

I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

Online Relationships

I can recognise that information can stay online and could be copied.

Online Reputation

I can describe what information I should not put online without asking a trusted adult first.

Online Reputation

I can explain rules to keep myself safe when using technology both in and beyond the home.

Health, Well-being and Lifestyle

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).

Privacy and Security

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Privacy and Security

I can explain why work I create using technology belongs to me

Copyright and Ownership

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').

Copyright and Ownership

I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).

Copyright and Ownership

I understand that work created by others does not belong to me even if I save a copy

Copyright and Ownership

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.

Managing Online Information

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 / a joke.

Managing Online Information

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Managing Online Information



Year 2

I can explain how other people may look and act differently online and offline.

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.

Self-Image and Identity

I can explain how information put online about someone can last for a long time.

Online Reputation

I can describe how anyone's online information could be seen by others.

Online Reputation

I can identify who can help me if something happens online without my consent.

Online Relationships

I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online

Online Relationships

I can explain why some information I find online may not be real or true.

Managing Online Information

I can use simple keywords in search engines

Managing Online Information

I can explain what bullying is, how people may bully others and how bullying can make someone feel.

Online Bullying

I can say how those rules / guides can help anyone accessing online technologies

Health, Well-being and Lifestyle

I can explain how passwords can be used to protect information, accounts and devices.

Privacy and Security

I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

Privacy and Security

Year 3



THURNBY MEAD
PRIMARY ACADEMY

I can explain what is meant by the term 'identity'.

Self-Image and Identity

I can explain how people can represent themselves in different ways online

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.

Self-Image and Identity

I can explain how to search for information about others online

Online Reputation

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.

Online Reputation

I can explain who someone can ask if they are unsure about putting something online.

Online Reputation

I can describe ways people who have similar likes and interests can get together online.

Online Relationships

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

Online Relationships

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 Relationships

I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

Online Relationships

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.

Copyright and Ownership

I can explain how someone's feelings can be hurt by what is said or written online.

Online Relationships

I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online e.g. sharing images and videos.

Online Relationships

I can describe appropriate ways to behave towards other people online and why this is important.

Online Bullying

I can give examples of how bullying behaviour could appear online and how someone can get support.

Online Bullying

Year 4



THURNBY MEAD
PRIMARY ACADEMY

I can explain how my online identity can be different to my offline identity.

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.

Self-Image and Identity

I can describe how to find out information about others by searching online.

Online Reputation

I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

Online Reputation

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

Online Relationships

I can recognise when someone is upset, hurt or angry online.

Online Bullying

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

Online Bullying

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).

Online Bullying

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Health, Well-being and Lifestyle

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.

Health, Well-being and Lifestyle

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).

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.

Managing Online Information

I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Managing Online Information

I can describe strategies for keeping personal information private, depending on context.

Privacy and Security

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.

Privacy and Security

I know what the digital age of consent is and the impact this has on online services asking for consent.

Privacy and Security

Year 5



THURNBY MEAD
PRIMARY ACADEMY

<p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p>	<p>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.</p>	<p>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).</p>	<p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>I can search for information about an individual online and summarise the information found.</p>	<p>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</p>	
Online Relationships	Online Relationships	Online Relationships	Online Relationships	Online Reputation	Online Reputation	
<p>I can explain how identity online can be copied, modified or altered.</p>	<p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p>	<p>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.</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p>	<p>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.</p>	<p>I can explain what app permissions are and can give some examples.</p>
Self-Image and Identity	Self-Image and Identity	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle	Privacy and Security	Privacy and Security	Privacy and Security
<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p>	<p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p>	<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p>	<p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p>	<p>I can assess and justify when it is acceptable to use the work of others</p>	<p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	
Online Bullying	Online Bullying	Online Bullying	Online Bullying	Copyright and Ownership	Copyright and Ownership	
<p>I can explain how to block abusive users.</p>	<p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</p>	<p>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).</p>	<p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p>	<p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>	<p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</p>
Online Bullying	Online Bullying	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information

Year 6



THURNBY MEAD
PRIMARY ACADEMY

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.

Self-Image and Identity

I can explain the importance of asking until I get the help needed.

Self-Image and Identity

I can explain the ways in which anyone can develop a positive online reputation.

Online Reputation

I can explain how someone would report online bullying in different contexts.

Online Bullying

I can identify, flag and report inappropriate content.

Managing Online Information

I can explain how sharing something online may have an impact either positively or negatively

Online Relationships

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.

Online Relationships

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.

Online Relationships

I can explain how search engines work and how results are selected and ranked.

Managing Online Information

I can explain how to use search technologies effectively.

Managing Online Information

I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

Managing Online Information

I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

Managing Online Information

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

Health, Well-being and Lifestyle

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).

Health, Well-being and Lifestyle

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

Privacy and Security

I can explain what to do if a password is shared, lost or stolen.

Privacy and Security

I know that online services have terms and conditions that govern their use.

Privacy and Security