

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Privacy and Security <b>AUT1</b>	To identify some simple examples of my personal information.	To recognise more detailed examples of information that is personal to me.	To describe how online information about me could be seen by others.	To give reasons why I should only share information with people I choose to and can trust.	To explain that others online can pretend to be me or other people, including my friends.	To create and use strong and secure passwords.	To use different passwords for a range of online services.  To know what to do if my password is lost or stolen.
Online Relationships <b>AUT2</b>	To recognise some ways in which the internet can be used to communicate.	To use the internet with adult support to communicate with people I know.	To use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).	To give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).	To describe strategies for safe and fun experiences in a range of online social environments.	To 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.	To show I understand my responsibilities for the well-being of others in my online social group.
Health, Well-being and Lifestyle <b>SPR1</b>	To identify rules that help keep us safe and healthy in and beyond the home when using technology.	To explain rules to keep us safe when we are using technology both in and beyond the home.	To explain simple guidance for using technology in different environments and settings.	To explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged.	To explain how using technology can distract me from other things I might do or should be doing.	To describe ways technology can affect healthy sleep and can describe some of the issues.	To describe common systems that regulate age-related content (e.g. PEGI, BBFC and parental warnings) and describe their purpose.
Online Bullying <b>SPR1</b>	To describe ways that some people can be unkind online.	To describe how to behave online in ways that do not upset others and can give examples.	To explain what bullying is, how people may bully others and how bullying can make someone feel.	To describe appropriate ways to behave towards other people online and why this is important.	To recognise when someone is upset, hurt or angry online.	To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
Online Reputation <b>SPR2</b>	To identify ways that I can put information on the internet.	To recognise that information can stay online and could be copied.	To explain how information put online about someone can last for a long time.	To explain how to search for information about others online.	To describe how to find out information about others by searching online.	To search for information about an individual online and summarise the information found.	To explain the ways in which anyone can develop a positive online reputation.
Managing Online Information <b>SUM1</b>	To talk about how to use the internet as a way of finding information online.	To give simple examples of how to find information using digital technologies.	To use simple keywords in search engines.	To demonstrate how to use key phrases in search engines to gather accurate information online.	To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content.	To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online.
Self-image & Identify <b>SUM1</b>	To recognise that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	To recognise that there may be people online who could make me feel sad, embarrassed or upset.	To explain how other people's identity online can be different to their identity in real life.	To explain how I can represent myself in different ways online.	To explain how my online identity can be different to the identity I present in 'real life'.	To explain how identity online can be copied, modified or altered.	To describe ways in which media can shape ideas about gender.
Copyright and Ownership <b>SUM2</b>	To know that work I create belongs to me.	To explain why work I create using technology belongs to me and say why it belongs to me.	To recognise that content on the internet may belong to other people.	To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	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.	To assess and justify when it is acceptable to use the work of others.	To demonstrate the use of search tools to find and access online content which can be reused by others.

**NOTE:** Online Safety Lead (Chris Dyer) and with support from Teaching staff (Sally Watson) will deliver one strand in each year group across the year.

*[Materials from swafl.org.uk](https://www.swafl.org.uk)*