

E-Safety Progression based on Project Evolve

GOODRICH		Self-Image and Identity		
EYFS- Wrens	<u>Robins</u>	Woodpeckers	<u>Owls</u>	<u>Peregrines</u>
I can recognise, online or	Y1	Y3	Y4	Y5
offline, that anyone can say 'no'	I can recognise that there may	I can explain what is meant by	I can explain how my online	I can explain how identity
/ 'please stop' / 'I'll tell' / 'I'll	be people online who could	the term 'identity'.	identity can be different to my	online can be copied, modified
ask' to somebody who makes	make someone feel sad,		offline identity.	or altered.
them feel sad, uncomfortable,	embarrassed or upset.	I can explain how people can		
embarrassed, or upset.		represent themselves in	I can describe positive ways for	I can demonstrate how to
	If something happens that	different ways online.	someone to interact with	make responsible choices about
Y1	makes me feel sad, worried,		others online and understand	having an online identity,
I can recognise that there may	uncomfortable or frightened I	l can explain ways in which	how this will positively impact	depending on context.
be people online who could	can give examples of when and	someone might change their	on how others perceive them.	
make someone feel sad,	how to speak to an adult I can	identity depending on what		<u>Y6</u>
embarrassed or upset.	trust and how they can help.	they are doing online (e.g.	I can explain that others online	I can identify and critically
		gaming; using an avatar; social	can pretend to be someone	evaluate online content relating
If something happens that	Y2	media) and why.	else, including my friends, and	to gender, race, religion,
makes me feel sad, worried,	I can explain how other people		can suggest reasons why they	disability, culture and other
uncomfortable or frightened I	may look and act differently	Y4	might do this.	groups, and explain why it is
can give examples of when and	online and offline.	I can explain how my online		important to challenge and
how to speak to an adult I can		identity can be different to my	Y5	reject inappropriate
trust and how they can help.	I can give examples of issues	offline identity.	I can explain how identity	representations online.
	online that might make		online can be copied, modified	
	someone feel sad, worried,	I can describe positive ways for	or altered.	I can describe issues online that
	uncomfortable or frightened; I	someone to interact with		could make anyone feel sad,
	can give examples of how they	others online and understand	I can demonstrate how to	worried, uncomfortable or
	might get help.	how this will positively impact	make responsible choices about	frightened. I know and can give
		on how others perceive them.	having an online identity,	examples of how to get help,
			depending on context.	both on and offline.
		I can explain that others online		Lean avalain the importance of
		can pretend to be someone		I can explain the importance of
		else, including my friends, and		asking until I get the help needed.
		can suggest reasons why they might do this.		needed.
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		Online Relationships		
EYFS- Wrens	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
I can recognise some ways in	Y1	Y3	Y4	Y5
which the internet can be used	I can give examples of when I	I can describe ways people who	I can describe strategies for	I can give examples of
to communicate.	should ask permission to do	have similar likes and interests	safe and fun experiences in a	technology-specific forms of
	something online and explain	can get together online.	range of online social	communication (e.g. emojis,
I can give examples of how I	why this is important.		environments (e.g.	memes and GIFs).
(might) use technology to		I can explain what it means to	livestreaming, gaming	
communicate with people I	I can use the internet with	'know someone' online and	platforms).	I can explain that there are
know.	adult support to communicate	why this might be different		some people I communicate
	with people I know (e.g. video	from knowing someone offline.	I can give examples of how to	with online who may want to
Y1	call apps or services).		be respectful to others online	do me or my friends harm. I can
I can give examples of when I		I can explain what is meant by	and describe how to recognise	recognise that this is not my /
should ask permission to do	I can explain why it is	'trusting someone online', why	healthy and unhealthy online	our fault.
something online and explain	important to be considerate	this is different from 'liking	behaviours.	
why this is important.	and kind to people online and	someone online', and why it is		I can describe some of the
	to respect their choices.	important to be careful about	I can explain how content	ways people may be involved in
I can use the internet with		who to trust online including	shared online may feel	online communities and
adult support to communicate	I can explain why things one	what information and content	unimportant to one person but	describe how they might
with people I know (e.g. video	person finds funny or sad	they are trusted with.	may be important to other	collaborate constructively with
call apps or services).	online may not always be seen		people's thoughts feelings and	others and make positive
	in the same way by others.	I can explain why someone may	beliefs.	contributions. (e.g. gaming
I can explain why it is		change their mind about		communities or social media
important to be considerate	<u>Y2</u>	trusting anyone with something	Y5	groups).
and kind to people online and	I can give examples of how	if they feel nervous,	I can give examples of	
to respect their choices.	someone might use technology	uncomfortable or worried.	technology-specific forms of	I can explain how someone can
	to communicate with others		communication (e.g. emojis,	get help if they are having
I can explain why things one	they don't also know offline	I can explain how someone's	memes and GIFs).	problems and identify when to
person finds funny or sad	and explain why this might be	feelings can be hurt by what is		tell a trusted adult.
online may not always be seen	risky. (e.g. email, online	said or written online.	I can explain that there are	
in the same way by others.	gaming, a pen-pal in another		some people I communicate	I can demonstrate how to
	school / country).	I can explain the importance of	with online who may want to	support others (including those
		giving and gaining permission	do me or my friends harm. I can	who are having difficulties)
		before sharing things online;	recognise that this is not my/	online.
		how the principles of sharing	our fault.	
		online is the same as sharing		

I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

I can explain why I have a right to say 'no' or 'I will have to ask someone'.

I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
I can identify who can help me if something happens online without my consent.

I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. offline e.g. sharing images and videos.

Y4

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).

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

I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 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).

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

Y6

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

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.

I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

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 Reputation		
EYFS- Wrens	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
I can identify ways that I can	Y1	Y3	Y4	Y5
put information on the	I can recognise that information	I can explain how to search for	I can describe how to find out	I can search for information
internet.	can stay online and could be	information about others	information about others by	about an individual online and
	copied.	online.	searching online.	summarise the information
Y1				found.
I can recognise that information	I can describe what	I can give examples of what	I can explain ways that some of	
can stay online and could be	information I should not put	anyone may or may not be	the information about anyone	I can describe ways that
copied.	online without asking a trusted	willing to share about	online could have been	information about anyone
	adult first.	themselves online.	created, copied or shared by	online can be used by others to
I can describe what			others.	make judgments about an
information I should not put	Y2	I can explain the need to be	I can demonstrate how to	individual and why these may
online without asking a trusted	I can explain how information	careful before sharing anything	support others (including those	be incorrect.
adult first.	put online about someone can	personal.	who are having difficulties)	V.C
	last for a long time.		online.	Y6
	Land design to the second of	I can explain who someone can	VE	I can explain the ways in which
	I can describe how anyone's	ask if they are unsure about	Y5	anyone can develop a positive
	online information could be	putting something online.	I can search for information about an individual online and	online reputation.
	seen by others.	Y4	summarise the information	Lean cynlain stratagias anyona
	I know who to talk to if	I can describe how to find out	found.	I can explain strategies anyone can use to protect their 'digital
	something has been put online	information about others by	Touria.	personality' and online
	without consent or if it is	searching online.	I can describe ways that	reputation, including degrees of
	incorrect.	searching offine.	information about anyone	anonymity.
	micorrect.	I can explain ways that some of	online can be used by others to	anonymicy.
		the information about anyone	make judgments about an	
		online could have been	individual and why these may	
		created, copied or shared by	be incorrect.	
		others.		



		Online Bullying		
<u>EYFS</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<u>Wrens</u>				
I can describe ways that some	Y1	Y3	Y4	Y5
people can be unkind online.	I can describe how to behave	I can describe appropriate ways	I can recognise when someone	I can recognise online bullying
	online in ways that do not	to behave towards other	is upset, hurt or angry online.	can be different to bullying in
I can offer examples of how this	upset others and can give	people online and why this is		the physical world and can
can make others feel.	examples.	important.	I can describe ways people can	describe some of those
			be bullied through a range of	differences.
Y1	Y2	I can give examples of how	media (e.g. image, video, text,	
I can describe how to behave	I can explain what bullying is,	bullying behaviour could	chat).	I can describe how what one
online in ways that do not	how people may bully others	appear online and how		person perceives as playful
upset others and can give	and how bullying can make	someone can get support.	I can explain why people need	joking and teasing (including
examples.	someone feel.		to think carefully about how	'banter') might be experienced
		Y4	content they post might affect	by others as bullying.
	I can explain why anyone who	I can recognise when someone	others, their feelings and how it	
	experiences bullying is not to	is upset, hurt or angry online.	may affect how others feel	I can explain how anyone can
	blame.		about them (their reputation).	get help if they are being
		I can describe ways people can		bullied online and identify
	I can talk about how anyone	be bullied through a range of	Y5	when to tell a trusted adult.
	experiencing bullying can get	media (e.g. image, video, text,	I can recognise online bullying	
	help.	chat).	can be different to bullying in	I can identify a range of ways to
			the physical world and can	report concerns and access
		I can explain why people need	describe some of those	support both in school and at
		to think carefully about how	differences.	home about online bullying.
		content they post might affect		
		others, their feelings and how it	I can describe how what one	I can explain how to block
		may affect how others feel	person perceives as playful	abusive users.
		about them (their reputation).	joking and teasing (including	
			'banter') might be experienced	I can describe the helpline
		6	by others as bullying.	services which can help people
				experiencing bullying, and how
		GOODRICH		

	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	to access them (e.g. Childline or The Mix).
	I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users.	Y6 I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.
	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can explain how someone would report online bullying in different contexts.



		Managing Online Information		
EYFS- Wrens	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
I can talk about how to use the	Y1	Y3	Y4	Y5
internet as a way of finding	I can give simple examples of	I can demonstrate how to use	I can analyse information to	I can explain the benefits and
information online.	how to find information using	key phrases in search engines	make a judgement about	limitations of using different
I can identify devices I could	digital technologies, e.g. search	to gather accurate information	probable accuracy and I	types of search technologies
use to access information on	engines, voice activated	online.	understand why it is important	e.g. voice-activation search
the internet.	searching).		to make my own decisions	engine.
		I can explain what	regarding content and that my	
Y1	I know / understand that we	autocomplete is and how to	decisions are respected by	I can explain how some
I can give simple examples of	can encounter a range of things	choose the best suggestion.	others.	technology can limit the
how to find information using	online including things we like			information I aim presented
digital technologies, e.g. search	and don't like as well as things	I can explain how the internet	I can describe how to search for	with e.g. voice-activated
engines, voice activated	which are real or make believe	can be used to sell and buy	information within a wide	searching giving one result.
searching).	/ a joke.	things. I can explain the	group of technologies and	
		difference between a 'belief',	make a judgement about the	I can explain what is meant by
I know / understand that we	I know how to get help from a	an 'opinion' and a 'fact and can	probable accuracy (e.g. social	'being sceptical'; I can give
can encounter a range of things	trusted adult if we see content	give examples of how and	media, image sites, video sites).	examples of when and why it is
online including things we like	that makes us feel sad,	where they might be shared		important to be 'sceptical'.
and don't like as well as things	uncomfortable worried or	online, e.g. in videos, memes,	I can describe some of the	
which are real or make believe	frightened.	posts, news stories etc.	methods used to encourage	I can evaluate digital content
/ a joke.			people to buy things online	and can explain how to make
	Y2	I can explain that not all	(e.g. advertising offers; in-app	choices about what is
I know how to get help from a	I can use simple keywords in	opinions shared may be	purchases, pop-ups) and can	trustworthy e.g. differentiating
trusted adult if we see content	search engines.	accepted as true or fair by	recognise some of these when	between adverts and search
that makes us feel sad,	l con dono controlo la contro	others (e.g. monsters under the	they appear online.	results.
uncomfortable worried or	I can demonstrate how to	bed).		Laga avalaja kay asasasta
frightened.	navigate a simple webpage to	I can describe and	I can explain why lots of people	I can explain key concepts
	get to information I need (e.g.		sharing the same opinions or beliefs online do not make	including: information,
	home, forward, back buttons;	demonstrate how we can get		reviews, fact, opinion, belief,
	links, tabs and sections).	help from a trusted adult if we see content that makes us feel	those opinions or beliefs true.	validity, reliability and evidence.
	I can explain what voice	sad, uncomfortable worried or	I can explain that technology	evidence.
	activated searching is and how	frightened.	can be designed to act like or	I can identify ways the internet
	it might be used, and know it is	iligiitelleu.	impersonate living things (e.g.	can draw us to information for
	not a real person (e.g. Alexa,		bots) and describe what the	different agendas, e.g. website
	Google Now, Siri).		benefits and the risks might be.	notifications, pop-ups, targeted
	Googie Now, Silly.		benefits and the fisks finght be.	ads.

I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

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

Y4

I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

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).

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.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or

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.

Y5

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.

I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.

I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.

I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

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).

I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

Y6

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

I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples.

alter photographs and put	I can identify ways the internet	I can explain how and why
them online to pretend	can draw us to information for	some people may present
something is true when it isn't.	different agendas, e.g. website	'opinions' as 'facts'.
_	notifications, pop-ups, targeted	
	ads.	I can explain why the
		popularity of an opinion or the
	I can describe ways of	personalities of those
	identifying when online content	promoting it does not
	has been commercially	necessarily make it true, fair or
	sponsored or boosted, (e.g. by	perhaps even legal.
	commercial companies or by	
	vloggers, content creators,	I can define the terms
	influencers).	'influence', 'manipulation' and
		'persuasion' and explain how
	I can explain what is meant by	someone might encounter
	the term 'stereotype', how	these online (e.g. advertising
	'stereotypes' are amplified and	and 'ad targeting' and targeting
	reinforced online, and why	for fake news).
	accepting 'stereotypes' may	
	influence how people think	I understand the concept of
	about others.	persuasive design and how it
		can be used to influences
	I can describe how fake news	peoples' choices.
	may affect someone's emotions	
	and behaviour, and explain why	I can demonstrate how to
	this may be harmful.	analyse and evaluate the
		validity of 'facts' and
	I can explain what is meant by a	information and I can explain
	'hoax'. I can explain why	why using these strategies are
	someone would need to think	important.
	carefully before they share.	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.

		I can describe the difference between online misinformation and dis-information.
		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 or disinformation).
		I can identify, flag and report inappropriate content.



		Health, Well-bring and Lifestyle		
EYFS- Wrens	Robins	Woodpeckers	<u>Owls</u>	<u>Peregrines</u>
I can identify rules that help	Y1	Y3	Y4	Y5
keep us safe and healthy in and	I can explain rules to keep	I can explain why spending too	I can explain how using	I can describe ways technology
beyond the home when using	myself safe when using	much time using technology	technology can be a distraction	can affect health and wellbeing
technology.	technology both in and beyond	can sometimes have a negative	from other things, in both a	both positively (e.g.
	the home.	impact on anyone, e.g. mood,	positive and negative way.	mindfulness apps) and
I can give some simple		sleep, body, relationships;		negatively.
examples of these rules.	Y2		I can identify times or	
	I can explain simple guidance	I can give some examples of	situations when someone may	I can describe some strategies,
Y1	for using technology in	both positive and negative	need to limit the amount of	tips or advice to promote
I can explain rules to keep	different environments and	activities where it is easy to	time they use technology e.g. I	health and well-being with
myself safe when using	settings e.g. accessing online	spend a lot of time engaged	can suggest strategies to help	regards to technology.
technology both in and beyond	technologies in public places	(e.g. doing homework, games,	with limiting this time.	
the home.	and the home environment.	films, videos).		I recognise the benefits and
			Y5	risks of accessing information
	I can say how those rules /	I can explain why some online	I can describe ways technology	about health and well-being
	guides can help anyone	activities have age restrictions,	can affect health and wellbeing	online and how we should
	accessing online technologies.	why it is important to follow	both positively (e.g.	balance this with talking to
		them and know who I can talk	mindfulness apps) and	trusted adults and
		to if others pressure me to	negatively.	professionals.
		watch or do something online		Lagra avalatia kasu anal viku
		that makes me feel	I can describe some strategies,	I can explain how and why
		uncomfortable (e.g. age	tips or advice to promote	some apps and games may
		restricted gaming or web sites).	health and well-being with	request or take payment for
		Y4	regards to technology.	additional content (e.g. inapp purchases, lootboxes) and
		I can explain how using	I recognise the benefits and	explain the importance of
		technology can be a distraction	risks of accessing information	seeking permission from a
		from other things, in both a	about health and well-being	trusted adult before
		positive and negative way.	online and how we should	purchasing.
		positive and negative way.	balance this with talking to	purchasing.
		I can identify times or	trusted adults and	Y6
		situations when someone may	professionals.	I can describe common systems
		need to limit the amount of	p. 0.000.0.	that regulate age-related
		time they use technology e.g. I		content (e.g. PEGI, BBFC,
		can suggest strategies to help		parental warnings) and
		with limiting this time.		describe their purpose.

	I can explain how and why	
	some apps and games may	I recognise and can discuss the
	request or take payment for	pressures that technology can
	additional content (e.g. inapp	place on someone and how /
	purchases, lootboxes) and	when they could manage this.
	explain the importance of	
	seeking permission from a	I can recognise features of
	trusted adult before	persuasive design and how they
	purchasing.	are used to keep users engaged
		(current and future use).
		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).



		Privacy and Security		
EYFS- Wrens	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
I can identify some simple	Y1	Y3	Y4	Y5
examples of my personal	I can explain that passwords	I can explain why spending too	I can describe strategies for	I can explain what a strong
information (e.g. name,	are used to protect	much time using technology	keeping personal information	password is and demonstrate
address, birthday, age,	information, accounts and	can sometimes have a negative	private, depending on context.	how to create one.
location).	devices.	impact on anyone, e.g. mood,		
		sleep, body, relationships;	I can explain that internet use	I can explain how many free
I can describe who would be	I can recognise more detailed		is never fully private and is	apps or services may read and
trustworthy to share this	examples of information that is	I can give some examples of	monitored, e.g. adult	share private information (e.g.
information with; I can explain	personal to someone (e.g	both positive and negative	supervision.	friends, contacts, likes, images,
why they are trusted.	where someone lives and goes	activities where it is easy to	I can describe how some online	videos, voice, messages,
	to school, family names).	spend a lot of time engaged	services may seek consent to	geolocation) with others.
Y1		(e.g. doing homework, games,	store information about me; I	I can explain what app
I can explain that passwords	I can explain why it is	films, videos).	know how to respond	permissions are and can give
are used to protect	important to always ask a		appropriately and who I can ask	some examples.
information, accounts and	trusted adult before sharing	I can explain why some online	if I am not sure.	
devices.	any personal information	activities have age restrictions,		<u>Y6</u>
	online, belonging to myself or	why it is important to follow	I know what the digital age of	I can describe effective ways
I can recognise more detailed	others.	them and know who I can talk	consent is and the impact this	people can manage passwords
examples of information that is		to if others pressure me to	has on online services asking	(e.g. storing them securely or
personal to someone (e.g	Y2	watch or do something online	for consent.	saving them in the browser).
where someone lives and goes	I can explain how passwords	that makes me feel	VE	
to school, family names).	can be used to protect	uncomfortable (e.g. age	Y5	I can explain what to do if a
Lanca and the first	information, accounts and	restricted gaming or web sites).	I can explain what a strong	password is shared, lost or
I can explain why it is	devices. I can explain and give) // A	password is and demonstrate	stolen.
important to always ask a	examples of what is meant by	Y4	how to create one.	Lean describe how and why
trusted adult before sharing any personal information	'private' and 'keeping things private'.	I can describe strategies for keeping personal information	I can explain how many free	I can describe how and why people should keep their
online, belonging to myself or	private .	private, depending on context.	apps or services may read and	software and apps up to date,
others.	I can describe and explain	private, depending on context.	share private information (e.g.	e.g. auto updates.
others.	some rules for keeping	I can explain that internet use	friends, contacts, likes, images,	e.g. auto upuates.
	personal information private	is never fully private and is	videos, voice, messages,	I can describe simple ways to
	(e.g. creating and protecting	monitored, e.g. adult	geolocation) with others.	increase privacy on apps and
	passwords).	supervision.	I can explain what app	services that provide privacy
	passworas _j .	I can describe how some online	permissions are and can give	settings.
		services may seek consent to	some examples.	355555.
		store information about me; I	John Champies.	

I can explain how some peo	ple know how to respond	I can describe ways in which
may have devices in their	appropriately and who I can ask	some online content targets
homes connected to the	if I am not sure.	people to gain money or
internet and give example	es	information illegally; I can
(e.g. lights, fridges, toys,	I know what the digital age of	describe strategies to help me
televisions).	consent is and the impact this	identify such content (e.g.
	has on online services asking	scams, phishing).
	for consent.	
		I know that online services
		have terms and conditions that
		govern their use.
		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).



Copyright and Ownership				
<u>EYFS</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<u>Wrens</u>				
I know that work I create	Y1	Y3	Y4	Y5
belongs to me.	I can explain why work I create	I can explain why copying	When searching on the internet	I can assess and justify when it
	using technology belongs to	someone else's work from the	for content to use, I can explain	is acceptable to use the work of
I can name my work so that	me.	internet without permission	why I need to consider who	others.
others know it belongs to me.		isn't fair and can explain what	owns it and whether I have the	
	I can say why it belongs to me	problems this might cause.	right to reuse it.	I can give examples of content
Y1	(e.g. 'I designed it' or 'I filmed			that is permitted to be reused
I can explain why work I create	it'').	Y4	I can give some simple	and know how this content can
using technology belongs to		When searching on the internet	examples of content which I	be found online.
me.	I can save my work under a	for content to use, I can explain	must not use without	
	suitable title / name so that	why I need to consider who	permission from the owner,	<u>Y6</u>
I can say why it belongs to me	others know it belongs to me	owns it and whether I have the	e.g. videos, music, images.	I can demonstrate the use of
(e.g. 'I designed it' or 'I filmed	(e.g. filename, name on	right to reuse it.		search tools to find and access
it'').	content).		Y5	online content which can be
		I can give some simple	I can assess and justify when it	reused by others.
I can save my work under a	I understand that work created	examples of content which I	is acceptable to use the work of	
suitable title / name so that	by others does not belong to	must not use without	others.	I can demonstrate how to
others know it belongs to me	me even if I save a copy.	permission from the owner,		make references to and
(e.g. filename, name on		e.g. videos, music, images.	I can give examples of content	acknowledge sources I have
content).	Y2		that is permitted to be reused	used from the internet.
	I can recognise that content on		and know how this content can	
I understand that work created	the internet may belong to		be found online.	
by others does not belong to	other people.			
me even if I save a copy.				
	I can describe why other			
	people's work belongs to them.			

