



Online Safety Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Exploration/ Research	• Children are aware that they can use the internet to play and learn, supported by a trusted adult/teacher. • Children begin to understand the difference between real and online experiences. • Children explore onscreen activities which mimic real life. • Children talk about the differences between real and online experiences.	• Children understand that they can find a range of information on the internet. • Use simple navigation skills to open a teacher selected website from a bookmarked link or shortcut. • Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows. • Children are able to navigate age-appropriate websites. • Know how to return to the home page of a teacher directed website. • Children know what to do if they find something inappropriate online. • Know how to minimize a screen if they see something inappropriate on a website and then tell a trusted adult.	• Children use the internet purposefully to answer specific questions. • Children explore a range of age-appropriate digital resources. • Children know that not everything they encounter on the internet is true. • Children know that some website contain advertisements (often embedded) and learn how to ignore them. • Children know what to do if they find something inappropriate online. • Know how to minimize a screen if they see something inappropriate on a website and then tell a trusted adult. • Children discuss, understand and abide by the school's e-Safety and AUP.	• Children develop strategies for staying safe when searching for content whilst using the internet. • Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction. • Use child-friendly search engines independently to find information through key words.	• Children safely use the Internet for research and follow lines of enquiry. • Use internet search engines to gather resources for their own research work. • Children understand the function of a search engine and the importance of using correct and specific search criteria. • Be aware of different search engines and discuss their various features (e.g. Google image & video search). • Understand the importance of framing questions into search criteria when conducting web searches. • Children use the internet as a resource to support their work, and begin to understand plagiarism. • Children know that not everything they	• Children develop their online set of protocols in order to keep safe online. • When using the Internet to research their work, children recognise the need to ask appropriate questions to find appropriate answers. • Children know that good online research involves interpreting information, rather than copying. • Children are able to carry out more refined web searches using key words. • Children evaluate search results and refine as necessary for the best results. • Children recognise inaccuracy and bias on the web and evaluate websites for their validity. • Children know that information found on websites may be inaccurate or biased	• Children confidently and competently use the Internet as a tool for research and critically evaluate websites for their use. • Children know that the information they find on the Internet is often inaccurate or biased and develop strategies for identifying the origin of a website. • Children use a range of sources to check the validity of a website. • Children recognise that different viewpoints can be found on the web. • They critically evaluate the information they use, and understand some of the potential dangers of not doing so. • Children are aware of copyright issues and know that not all resources they find on

					find on the Internet is true and know what to do if they find something they are uncomfortable. • Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.	and can check the validity of a website. • Children develop strategies to ignore or cancel unsolicited advertising (pop-ups, banners, videos or audio). • Children use websites where resources can be downloaded without infringing copyright.	the Internet are legal to use or copy (even if sources are acknowledged). • Children are aware of the issues of plagiarism, copyright and data protection in relation to their work. • Children select copyright free images from the Internet.
Communication and Collaboration	• Children know that they can use the Internet to communicate with family and friends. • Children the importance of politeness and courtesy on and off the internet. • Children will be aware of how to keep safe and what to do if they are concerned. • Children begin to understand that they can share information online, e.g via email. • Children begin to understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.	• Children know that there are a variety of online tools that can be used to communicate with other people. • Know that email is a method of sending and receiving messages through the internet. • Participate in sending of class emails. • Understand the need to keep passwords private	• Children know the difference between communicating via email and online in a discussion forum. • Children are able to send suitable and purposeful online messages, developing awareness of appropriate language to use. • Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks. • Children know that passwords help to keep information safe and secure and that they should not be shared.	• Children begin to use a range of online communication tools, such as forums, emails and polls in order to formulate develop and exchange ideas. • Use a range of online communication tools, such as email, forums and polls. • Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). • Be able to discern when an email should or should not be opened.	• Children use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums. • Children use sensitive and appropriate language when using online communication tools. • Use email as a form of communication, using the "to" box correctly and adding a subject heading. • Add an attachment to an email. • Develop and understanding of when it is unsafe to open an email attachment.	• Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness. • Children are becoming aware of the different forms of technology that can be used to access the Internet and communicate with others. • Children understand why they should use sensitive and appropriate language when using online communication tools.	• Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school. • Children decide which communication tool is the most appropriate to use for a particular purpose, e.g email, discussion forums, podcast or messaging tools.
E-Awareness		• Children begin to	• Children understand	• Children develop	• Understand and	• Children understand	• Children evaluate

		identify characteristics of people who are worthy of their trust. • Children know what is meant by personal information and develop awareness of why it is special. • Children know what action they can take if they feel they may be in danger. • Children will begin to understand the uses of ICT inside and outside of school and to use it responsibly.	that personal information should not be shared without a teacher or parent's permission. • Develop awareness of relevant e-Safety issues and understand that personal information is unique to them. • Children are aware that not everyone they meet online is automatically trustworthy. • Identify characteristics of people who are trustworthy • Children will understand the uses of ICT inside and outside of school and to use it responsibly • Children are made aware of and are able to use the rules of keeping safe on the internet.	awareness of online protocols, in order to stay safe on the web. • Develop an awareness of relevant e-Safety issues, such as cyber bullying. • Children develop understanding of the SMART rules in relation to safe use of the Internet. • Children understand and abide by the school's AUP and know that it contains rules that exist in order to keep children safe online. • Understand what personal information should be kept private. • Know that passwords keep information secure that they should be kept private.	abide by the schools acceptable use policy. • Children are aware of AUP and the implications of not following rules. • Children are aware of the need to develop a set of online protocols to stay safe online. • Children understand that a password can keep information secure and the need to keep it a secret. • Children develop awareness of relevant e-safety issues	the potential risks of providing personal information in an increasing range of online technologies both within and outside school. • Children recognise their own right to be protected from inappropriate use of technology by others and need to respect the rights of other users. • Children know that malicious adults use the internet and attempt to make contact with children and know how to report this.	their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online. • Children are aware of the issues surrounding cyber-bullying and understand the impact on an individual of sending or uploading unkind or inappropriate content. • Children know that malicious adults use the internet and attempt to make contact with children and know how to report this
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