

# Duston Eldean Primary School



"TOGETHER WE GROW"



## Project Evolve- E-safety Curriculum

Year Group	Term 1 - Online Relationships	Term 2- Online reputation	Term 3- Self- Image and Identity	Term 4- Online Bullying	Term 5- Managing Online information/Privacy and Security/ Copyright and Ownership	Term 6- Health, Well-being and Lifestyle
EYFS	I can give examples of how I (might) use technology to communicate with people I know	I can identify ways that I can put information on the internet.	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.	I can describe ways that some people can be unkind online.	I can identify devices I could use to access information on the internet.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology
YR1	I can give examples of when I should ask permission to do something online and explain why this is important.	I can describe what information I should not put online without asking a trusted adult first.	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.	I can describe how to behave online in ways that do not upset others and can give examples.	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'.	I can explain rules to keep myself safe when using technology both in and beyond the home.
YR2	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 explain how information put online about someone can last for a long time.	I can explain how other people may look and act differently online and offline.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can explain why some information I find online may not be real or true.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
YR3	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	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.	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.	I can give examples of how bullying behaviour could appear online and how someone can get support.	I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged
YR4	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 ways that some of the information about anyone online could have been created, copied or shared by others.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can recognise when someone is upset, hurt or angry online.	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 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.
YR5	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.	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	I can explain how identity online can be copied, modified or altered.	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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
YR6	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can explain the ways in which anyone can develop a positive online reputation.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	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 define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.