



## Yealmpstone Farm Primary – Whole-School Online Safety Progression

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS</b>	<b>LO: How can we stay safe online?</b> Buddy the Dog story	Pupils discuss what to do if something online worries them or pops up. Follow-up activities + online safety rhyme.	<b>LO: How can we stay safe online?</b> Smartie the Penguin – Story 1	Penguin Story 1: Pop-ups, in-app purchases, inappropriate websites, unkind messages. Pupils practise “Stop, Think, Tell.”	<b>LO: How can we stay safe online?</b> Smartie the Penguin – Penguin Story 2	Penguin Story 2: Upsetting images, unreliable information, strangers online. Pupils discuss what to do and use reinforcement resources.
<b>Year 1</b>	<b>Online Relationships</b> I can give examples of when I should ask permission online and explain why.	<b>Online Reputation</b> I can describe what information I should not put online without asking a trusted adult.	Safer Internet Day Activities	<b>Online Bullying</b> I can describe how to behave online in ways that do not upset others.	<b>Privacy &amp; Security</b> I can recognise examples of personal information and explain why I must ask a trusted adult before sharing.	<b>Knowledge Map</b> Scenario-based assessment of Year 1 learning.
<b>Year 2</b>	<b>Privacy &amp; Security</b> I can explain what “private” means and give examples.	<b>Online Bullying</b> I can explain what bullying is and how it makes people feel.	Safer Internet Day Activities	<b>Online Reputation</b> I know who to talk to if something is posted online without consent or is incorrect.	<b>Managing Online Information</b> I can use simple keywords and navigate webpages	<b>Knowledge Map</b> Scenario-based assessment of Year 2 learning.

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
					(home, back, forward, links, tabs).	
<b>Year 3</b>	<b>Self-Image &amp; Identity</b> I can explain what identity means and how people represent themselves differently online.	<b>Online Relationships 1</b> I can explain what it means to “know someone” online and how this differs from offline.	Safer Internet Day Activities	<b>Online Relationships 2</b> I can explain what trusting someone online means and why I must be careful.	<b>Health, Wellbeing &amp; Lifestyle</b> I can explain why some online activities have age restrictions and who to talk to if pressured.	<b>Knowledge Map</b> Scenario-based assessment of Year 3 learning.
<b>Year 4</b>	<b>Self-Image &amp; Identity</b> I can explain how my online identity can differ from my offline identity.	<b>Online Relationships</b> I can give examples of respectful behaviour online and recognise healthy/unhealthy behaviours.	Safer Internet Day Activities	<b>Online Reputation</b> I can describe how to find information about others online and understand it may not be complete or accurate.	<b>Privacy &amp; Security</b> I can describe strategies for keeping personal information private depending on context.	<b>Knowledge Map</b> Scenario-based assessment of Year 4 learning.
<b>Year 5</b>	<b>Self-Image &amp; Identity</b> I can make responsible choices about my online identity depending on context.	<b>Online Bullying</b> I can explain how online bullying differs from in-person bullying and give examples.	Safer Internet Day Activities	<b>Managing Online Information</b> I can explain what being “sceptical” means and evaluate digital content for trustworthiness.	<b>Copyright &amp; Ownership</b> I can assess when it is acceptable to use others’ work and find content permitted for reuse.	<b>Knowledge Map</b> Scenario-based assessment of Year 5 learning.

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	<p><b>Self-Image &amp; Identity</b> I can evaluate online content relating to gender, race, religion, disability, culture and explain why inappropriate representations must be challenged.</p>	<p><b>Online Relationships</b> I can explain how sharing online can have positive or negative impacts, including unintended consequences (e.g., screenshots).</p>	<p>Safer Internet Day Activities</p>	<p><b>Online Bullying</b> I can explain how to report online bullying in different contexts.</p>	<p><b>Managing Online Information</b> I can explain how opinions may be presented as facts and why popularity does not equal truth.</p>	<p><b>Knowledge Map</b> Scenario-based assessment of Year 6 learning.</p>

<https://www.childnet.com/resources/smartie-the-penguin/>