Stapeley Broad Lane CE Primary School



3D PSHE Safe Zone Progression

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Copyright and Ownership | I know that the work I create belongs to me  I can name my work so that others know it belongs to me | • I can explain why work I create using technology belongs to me (e.g. ‘It’s my idea’ or ‘I designed it’).  • I can save my work so that others know it belongs to me (e.g. filename, name or content). | • I can describe why other people’s work belongs to them. • I can recognise that content on the internet may belong to other people. | • I can explain why copying someone else’s work from the internet without permission can cause problems.  • I can give examples of what those problems might be. | • 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.  • I can give some simple examples of content which I must not use without permission from the owner, e.g.  videos, music, images. | • I can assess and justify when it is acceptable to use the work of others.  • I can give examples of content that is permitted to be reused and know how this content can be found  online. | • I can demonstrate the use of search tools to find and access online content which can be reused by others.  • I can demonstrate how to make references to and acknowledge sources I have used from the internet. |
| Self Image and Identity | I can identify ways that I can put information on the internet | • I can recognise that there are many people online who could make me feel sad, embarrassed or upset.  • If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of  when and how to speak to an adult I can trust. | • I can explain how other people’s identity online can be different to their identity in real-life.  • I can describe ways in which people might make themselves look different online.  • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.  I can give examples of how I might get help. | • I can explain what is meant by the term ‘identity’.  • I can explain how I can represent myself in different ways online.  • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g.  gaming, using an avatar, social media). | • I can explain how my online identity can be different to my offline identity.  • I can describe positive ways for someone to interact with others online and understand how this will  positively impact on how others perceive them.  • 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 explain how identity online can be copied, modified or altered.  • I can demonstrate how to make responsible choices about having an online identity, depending on context. | 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 issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know  and can give examples of how to get help, both on and offline.  • I can explain the importance of asking until I get the help needed |
| Managing Online Information | I can recognise some ways in which the internet can be used to  Communicate  I can identify ways that I can put information on the internet  I can talk about how to use the internet as a way of finding  information online  I can identify devices I could use to access information on the  internet | • I can use the internet to find things out.  • I can use simple keywords in search engines.  • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes  me feel sad, uncomfortable, worried or frightened. | • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). • I can explain what voice activated searching is and how it might be used | • I can demonstrate how to use key phrases in search engines to gather accurate information online.  • I can explain what autocomplete is and how to choose the best suggestion.  • 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 that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the  bed).  • I can describe how we can get help from a trusted adult if we see content that makes us feel sad,  uncomfortable, worried or frightened. | • 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 alter photographs and  put them online to pretend something is true when it isn’t. | • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation  search engines. I can explain how some technology can limit the information I am 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 identify ways the internet can draw us to information for different agendas, e.g. website notifications,  pop-ups, targeted ads.  • 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. | • 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.  • I can explain how and why some people may present ‘opinions’ as ‘facts’;  why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true,  fair or perhaps even legal.  • 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 demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why  using these strategies are important.  • I understand the concept of persuasive design and how it can be used to influence peoples’ choices.  • 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 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 the difference between online misinformation and disinformation.  • 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 demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why  using these strategies are important. |
| Privacy and Security | • I can identify some simple examples of my personal information  (E.g. name, birthday, age, location)  • I can describe the people I can trust and explain why I trust them | • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s  name, where I go to school).  • I can explain why I should always ask a trusted adult before I share any information about myself online.  • I can explain how passwords can be used to protect information and devices | • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. | • I can give reasons why I should only share information with people I choose to and can trust.  • I can explain that if I am not sure or feel pressurised, I should ask a trusted adult.  • I understand and can give reasons why passwords are important.  • I can describe simple strategies for creating and keeping passwords private.  • I can describe how connected devices can collect and share my information with others. | • I can describe strategies for keeping personal information private, depending on the context.  • I can explain that internet use is never fully private and is monitored, e.g. adult supervision.  • I can describe how some online services may seek consent to store information about me; I know how to  respond appropriately and who I can ask if I am not sure.  • I know what the digital age of consent is and the impact this has on online services asking for consent. | • I can explain how many free apps or services may read and share private information (e.g. friends, contacts,  likes, images, videos, voice, messages, geolocation) with others.  • I can explain what app permissions are and can give some examples.  • I can explain what a strong password is and demonstrate how to create one. | • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in  the browser).  • I can explain what to do if a password is shared, lost or stolen.  • I can describe how and why people should keep their software and apps up to date, e.g. auto updates.  • I can describe simple ways to increase privacy on apps and services that provide privacy settings.  • I can describe ways in which some online content targets people to gain money or information illegally; I can  describe strategies to help me identify such content (e.g. scams, phishing).  • I know that online services have terms and conditions that govern their use. |
| Online Relationships | I can give examples of how I (might) use technology to communicate  with people I know  I can identify rules that help keep us safe and healthy in and beyond  the home when using technology  I can give some simple examples of these rules |  | • I can use the internet to communicate with people I don’t know well (e.g. email a pen-pal in another school / country). • I can give examples of how I might use technology to communicate with others I don’t know well. | • I can describe ways in which people who have similar likes and interests can get together online.  • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).  • I can explain some risks of communicating online with others I don’t know very well.  • I can explain why I should be careful who I trust online and what information I can trust them with.  • I can explain how my, and other people’s, feelings can be hurt by what is said or written online.  • I can explain why someone may change their mind about trusting anyone with something if they feel  nervous, uncomfortable, or worried.  • I can explain what it means to ‘know someone’ online and why this might be different from knowing some  one in real life.  • I can explain what is meant by ‘trusting someone online.’ I can explain why this is different from ‘liking  someone online’ and why it is important to be careful about who to trust online including what information  and content they are trusted with.  • I can explain the importance of giving and gaining permission before sharing things online; how the  principles of sharing online are the same as sharing offline e.g. sharing images and videos | • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live  streaming, 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 give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).  • 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 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. | • 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 |  |  | • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. | • I can search for information about myself online.  • I can recognise that I need to be careful before I share anything about myself or others online.  • I can give examples of what anyone may or may not be willing to share about themselves online.  • I know who I should ask if I am not sure if I should put something online. | • I can describe how to find out information about others by searching online.  • I can explain ways that some of the information about anyone online could have been created, copied or  shared by others. | • I can search for information about an individual online and summarise the information found.  • 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 the ways in which anyone can develop a positive online reputation.  • I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including  degrees of anonymity. |
| Online Bullying | I can describe ways that some people can be unkind online.  I can offer examples of how this can make others feel. |  | • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can / would get help about being bullied online or offline. | • I can describe appropriate ways to behave towards other people online and why this is important.  • I can give examples of how bullying behaviour could appear online and how someone can get support. | • I can recognise when someone is upset, hurt or angry online.  • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  • I can explain why people need to think carefully about how content they post might affect others, their  feelings and how it may affect how others feel about them (their reputation). | • I can recognise online bullying can be different to bullying in the physical world and can describe some of  those differences.  • I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be  experienced by others as bullying.  • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted  adult.  • 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.  • 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 describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with  others who can help me.  • I can explain how someone would report online bullying in different contexts. |
| Health, Well Being and Lifestyle |  |  |  | • I can 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 (e.g. games, films,  video).  • I can explain why some online activities have age restrictions, why it is important to follow them and know  who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable  (e.g. age restricted gaming or websites). | • I can explain how using technology can be a distraction from other things, in both a positive and negative  way.  • 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. | • I can describe ways technology can affect health and well-being both positively (e.g. wellbeing apps) and  negatively.  • I can describe some strategies, tips or advice to promote health and well-being with regards to technology.  • I recognise the benefits and risks of accessing information about health and well-being online and how we  should balance this with talking to trusted adults and professionals.  • I can explain how and why some apps and games may request or take payment for additional content (e.g.  in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before  purchasing. | • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and  describe their purpose.  • I recognise and can discuss the pressures that technology can place on someone and how / when they  could manage this.  • I can recognise features of persuasive design and how they 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) |