Key End Points - for end of year

Subject: Online Safety

Ready to Progress Criteria…

	Knowledge	Skills
EYFS	• **Self - image and Identity**: I can recognize that I can say 'no' / 'please stop' /'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and I can explain this could be online or in real life. • **Health Wellbeing and lifestyle**: I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give some examples. • **Privacy and security**: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	• **Managing Online Information**: I can identify devices I could use to access information on the internet.
Year 1	• **Self - image and Identity:** If something happens that makes me feel sad, worried, and uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. • **Online Bullying**: I can describe how to behave online in ways that do not upset others and can give examples. • **Health, Wellbeing and lifestyle**: I can explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. • **Privacy and security**: I can explain why I should always ask a trusted adult before I share any information about myself online.	• **Online Relationships**: I can use the internet with adult support to communicate with people I know.
Year 2	• **Self - image and Identity**: I can explain how other people's identity online can be different to their identity in real life. • **Managing Online Information**: I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • **Health, Wellbeing and lifestyle:** I can explain simple guidance for using technology in different environments and settings and say how those rules/guides can help me. • **Privacy and security:** I can explain what passwords are and can use passwords for my accounts and devices.	• **Managing Online Information**: 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).
Year 3	• **Self - image and Identity**: 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). • **Online Relationships**: I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. • **Managing Online Information:** I can explain the difference between a 'belief', an 'opinion' and a 'fact'. • **Privacy and security**: I can give reasons why I should only share information with people I choose to and can trust.	• **Managing Online Information**: I can use key phrases in search engines.
Year 4	• **Online Reputation**: I can explain ways that some of the information about me online could have been created, copied or shared by others. • **Online Bullying:** I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). • **Health, Wellbeing and lifestyle**: I can explain why spending too much time using technology can sometimes have a negative impact on me. • **Managing Online Information**: 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 recognize some of these when they appear online • **Privacy and security**: I can explain that others online can pretend to be me or other people, including my friends.	• **Managing Online Information**: I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)
Year 5	• **Online Bullying**: I can describe how to get help for someone who is being bullied online and assess when I need to do or say something or tell someone. • **Privacy and security**: I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • **Copyright and ownership**: I can give examples of content that is permitted to be reused. • **Online Reputation**: I can explain ways that some of the information about me online could have been created, copied or shared by others	• **Health, Wellbeing and lifestyle**: I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. • **Privacy and security**: I can create and use strong and secure passwords.
Year 6	• **Self - image and Identity**: I can explain why I should keep asking until I get the help I need. • **Online Relationships:** I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • **Health, Wellbeing and lifestyle:** I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • **Online Bullying:** I can describe how to get help for someone who is being bullied online and assess when I need to do or say something or tell someone. • I can explain the importance of self-regulating my use of technology. • **Privacy and security**: I can describe simple ways to increase privacy on apps and services that provide privacy settings and to know some common online scams • **Online Reputation:** I can explain the impact of digital footprint	• **Online Relationships**: I can demonstrate ways of reporting problems online for both myself and my friends.