

OEPS Project Evolve E-Safety	Autumn 1 Self Image/Identity	Autumn 2 Online Relationships	Spring 1 Online Bullying	Spring 2 Health & Wellbeing	Summer 1 Online Reputation	Summer 2 Managing Online Info
Foundation	<u>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.</u>	<u>I can give examples of how I (might) use technology to communicate with people I know</u>	<u>I can describe ways that some people can be unkind online.</u>	<u>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</u>	<u>I can identify ways that I can put information on the internet.</u>	<u>I can identify devices I could use to access information on the internet.</u>
Y1	<u>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.</u>	<u>I can give examples of when I should ask permission to do something online and explain why this is important.</u>	<u>I can describe how to behave online in ways that do not upset others and can give examples.</u>	<u>I can explain rules to keep myself safe when using technology both in and beyond the home.</u>	<u>I can describe what information I should not put online without asking a trusted adult first.</u>	<u>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.</u>
Y2	<u>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</u>	<u>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</u>	<u>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</u>	<u>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.</u>	<u>I can explain how information put online about someone can last for a long time.</u>	<u>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</u>
Y3	<u>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.</u>	<u>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</u>	<u>I can give examples of how bullying behaviour could appear online and how someone can get support.</u>	<u>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 web sites).</u>	<u>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.</u>	<u>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.</u>
Y4	<u>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</u>	<u>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</u>	<u>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</u>	<u>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.</u>	<u>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</u>	<u>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).</u>
Y5	<u>I can demonstrate how to make responsible choices about having an online identity, depending on context.</u>	<u>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.</u>	<u>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</u>	<u>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</u>	<u>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</u>	<u>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</u>
Y6	<u>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.</u>	<u>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.</u>	<u>I can explain how someone would report online bullying in different contexts.</u>	<u>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).</u>	<u>I can explain the ways in which anyone can develop a positive online reputation.</u>	<u>I can identify, flag and report inappropriate content.</u>

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Foundation	<p>I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</p> <p>I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'</p> <p>I can explain how this could be better to do in real life or online</p>	<p>I can name some ways that members of my family talk to each other and other people using the internet</p> <p>I can name an app, a piece of software or a technology that I use or could use to talk to people I know</p>	<p>Say what being 'unkind online' means to them.</p> <p>Give specific examples/ways that people can be unkind through technology and the internet.</p> <p>Recognise differences between kind and unkind behaviours.</p>	<p>Tell you the things that they are allowed/not allowed to do when using technology/the internet.</p> <p>Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet</p> <p>Name at least one trusted adult who can help them stay safe when using technology/internet.</p>	<p>I know what the word 'information' means</p> <p>I know what 'online' means</p> <p>I understand that I can put information online for others to see</p>	<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p>
Y1	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>I know when I should ask an adult for help with things online that upset me.</p> <p>I can give examples of different adults I can ask for help.</p>	<p>Understand how to ask permission to use technology/do something online.</p> <p>Understand how to ask permission to do something that affects someone else online.</p> <p>Give examples of situations where permission must always be sought.</p>	<p>Recognise that certain behaviours online can upset others.</p> <p>Give examples of behaviours that are unlikely to upset others.</p> <p>Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</p>	<p>Tell you the rules around their own use of technology in and beyond the home.</p> <p>Explain why these rules help keep them safe.</p> <p>Identify rules that apply to safety and rules that apply to health/well-being</p> <p>Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)</p>	<p>I know that I should not share my personal information online</p> <p>I can name different types of personal information that can be shared (photos, text, video)</p> <p>I can name 3 adults that can help me if I am unsure about information I want to share.</p>	<p>I know that we can encounter a range of things online including things we like and don't like.</p> <p>I know that we can encounter things online which are real or make believe / a joke.</p> <p>I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>I know how to get help from a trusted adult.</p>
Y2	<p>I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.</p> <p>I know who I can go to for help.</p> <p>I know how to ask for help.</p>	<p>Understand the online world is full of things we might not like to see.</p> <p>Understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend.</p> <p>Identify when to seek advice from a trusted adult before clicking online.</p> <p>Identify who they might ask if they are not sure or have concerns.</p>	<p>Identify some characteristics that are typical of bullying behaviour (online and offline)</p> <p>Consider the motives behind bullying behaviour.</p> <p>Show awareness of the range of emotions that people involved in a bullying situation may feel.</p>	<p>Recount either rules, guidance or conversations around their own use of technology that they think are important.</p> <p>Identify a range of simple health/ well-being issues on which technology can impact</p> <p>Explain how they can reduce the impact of these issues when using technology</p> <p>Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor</p>	<p>I know how to find information online</p> <p>I can find information online that is older than I am</p> <p>I understand that my information can stay online for a very long time</p>	<p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>

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Y3	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>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).</p>	<p>I understand and can explain what trust means and why it is so important, including online.</p> <p>I understand that I should be careful when sharing some information about myself and about other people online.</p> <p>I understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.</p>	<p>I can say what harmful online behaviour looks like</p> <p>I can describe methods people may use to bully others including online and offline methods</p> <p>I can provide simple examples of where online bullying can take place and what it might look like</p>	<p>I can explain why some online activities have age restrictions.</p> <p>I can explain how children can be pressured into watching or doing something online.</p> <p>I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable</p>	<p>I understand what 'personal' information is</p> <p>I know that I must always ask before I share information about others online</p> <p>I can name 3 different places or people that I can go to if I am unsure if information is safe to share</p>	<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria have to be met before something is a 'fact'.</p> <p>I can explain how to evaluate evidence to determine its credibility.</p> <p>I can identify how to get help from a trusted adult if needed.</p>
Y4	<p>Understand the issue of impersonation and how this can impact on my personal online reputation and relationships.</p> <p>Describe some of the motives behind online impersonation.</p>	<p>I understand and can explain what is meant by respect.</p> <p>I can give examples of how online behaviour is either respectful or disrespectful.</p> <p>I can describe how it is possible to be respectful online</p>	<p>I know what are different types of media online.</p> <p>I can explain the different features of different media</p> <p>I can simply describe what bullying online may look like on these different forms of media</p>	<p>Give examples of tech/online activities that they engage with for extended periods of time.</p> <p>Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.</p> <p>Give examples of what happens when they have been online for too long.</p> <p>Recognise and explain a range of strategies to limit time spent online/using tech.</p>	<p>I understand that others may search my name online to find information about me</p> <p>I know that not all information about me online may have been posted online by me</p> <p>I understand that people may alter information or put untrue information about me online with or without my knowledge</p>	<p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p>
Y5	<p>I understand that I can show my online identity in different ways.</p> <p>I know that my online identity can have an impact on others, both positively and negatively.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>	<p>I can describe what is meant by harm.</p> <p>I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart</p> <p>I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.</p>	<p>I would know who to speak to if someone I know was being bullied online.</p> <p>I can identify different support that is available to someone who is being bullied online.</p> <p>I understand if someone is at risk of harm I need to tell a responsible adult.</p>	<p>Understand simple properties of healthy sleep</p> <p>Can recount simple benefits of sleep on body's health</p> <p>Can offer suggestions on how use of technology before sleep could affect quality of sleep</p>	<p>I can use a search engine to search for information about other people and present that information for others to read</p> <p>I understand that the information I find may not be accurate</p> <p>I understand that people may make judgements against others on the information that they find</p>	<p>I can explain what is meant by 'being sceptical'.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can evaluate flawed reasoning.</p>

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Y6	<p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>I know and can give examples of how I might get help, both on and offline.</p> <p>I can explain why I should keep asking until I get the help I need.</p>	<p>Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.</p> <p>Understand what an 'inappropriate' picture might be and give examples.</p> <p>Understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared.</p>	<p>Identify routes for reporting bullying and harmful behaviours they witness or experience online.</p> <p>Make decisions about the suitability of different reporting routes based on context.</p> <p>Consider strategies for safely and positively intervening.</p>	<p>Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health.</p> <p>Select suitable strategies based on their own personal needs, use and experience of tech and the internet.</p> <p>Describe positive outcomes that would show a strategy is successful.</p>	<p>I understand what an online reputation is</p> <p>I understand that people may do an online search to find out information about me</p> <p>I understand that the information that people find about me will allow them to form an opinion about me</p>	<p>I know ways to report illegal content on different platforms</p> <p>I understand that there are different types of illegal content online</p> <p>I know some of the laws that relate to different types of illegal content</p>