

E-safety in Key Stage 1 – Year 1

Knowledge & understanding

- Are they aware of different methods of communication (e.g. texting, apps, messages, gaming, etc.)?
- Are they aware of what to do if they see something they do not like?
- Are they aware that websites sometimes include pop-ups and why they should not click on them?
- Are they aware to ask for help if they get lost?
- Are they aware that not everything on the internet is true?
- Are they aware that personal information should not be shared online?
- Are they aware what personal information is?
- Are they aware not to share photos on the internet?
- Are they aware they must tell a trusted adult immediately if anyone tries to contact them via the internet?
- Are they aware of why we keep passwords private?
- Are they aware why we have rules for using the internet?
- Are they aware of the school's Acceptable Use rules?
- Are they aware of where to find them in the classroom?

Skills

- Can they follow the school's safer internet rules (Sid's Top Tips)?
- Can they talk about Sid's Top Tips?
- Can they act if they find something inappropriate online or something they are unsure of (minimising screen; telling an adult)?
- Can they use the internet for learning, making choices when navigating through sites?
- Can they recognise advertising on websites and learn to ignore it?
- Can they use a password to access the secure network?
- Can they delete unwanted photos and videos from the iPad at the end of a session?

E-safety in Key Stage 1 – Year 2

Knowledge & understanding

- Do they know different methods of communication (e.g. texting, apps, messages, gaming, etc.)?
- Do they know of what to do if they see something they do not like?
- Do they know that websites sometimes include pop-ups and why they should not click on them?
- Do they know to ask for help if they get lost?
- Do they know that not everything on the internet is true?
- Do they know that personal information should not be shared online?
- Do they know what personal information is?
- Do they know not to share photos on the internet?
- Do they know that texts and pictures can be forwarded and posted online?
- Do they know they must tell a trusted adult immediately if anyone tries to contact them via the internet?
- Do they know why we keep passwords private?
- Do they know why we have rules for using the internet?
- Do they know the school's Acceptable Use rules?
- Do they know where to find them in the classroom?

Skills

- Can they confidently follow the school's safer internet rules (Sid's Top Tips)?
- Can they confidently talk about Sid's Top Tips?
- Can they confidently act if they find something inappropriate online or something they are unsure of (minimising screen; telling an adult)?
- Can they confidently use the internet for learning, making choices when navigating through sites?
- Can they confidently recognise advertising on websites and learn to ignore it?
- Can they evaluate if information is true?
- Can they confidently use a password to access the secure network?
- Can they confidently delete unwanted photos and videos from the iPad at the end of a session?

E-safety in Year 3

Knowledge & understanding

- Do they recognise the need for rules to keep them safe when exchanging learning and ideas online?
- Are they aware that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?
- Are they aware that the internet contains fact, fiction and opinion and begin to distinguish between them?
- Are they aware of the need for caution when using an internet search for images and what to do if they find an unsuitable image?
- Are they aware to click on the cross to remove unwanted advertising?
- Are they aware that some websites may cause viruses and install software such as spyware?
- Are they aware that copyright exists on most digital images, video and recorded music?
- Do they recognise the need to keep personal information and passwords private?
- Are they aware not to accept messages from people they do not know?
- Are they aware that photos they send can be shared by others?
- Do they recognise that if they make personal information available online it may be seen and used by others?
- Do they know how to respond if asked for personal information or feel unsafe about content of a message?
- Do they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?
- Are they aware of how to report an incident of cyber bullying?
- Are they aware of the need to develop an alias for some public online use?
- Are they aware that the outcome of internet searches at home may be different than at school?

Skills

- Can they name and follow the school's safer internet SMART rules?
- Can they name the schools acceptable use rules?
- Can they find them in the classroom?
- Can they identify the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?
- Can they identify when messages should not be opened and when an attachment may not be safe?
- Can they use different search engines?
- Can they use strategies to verify information, e.g. cross-checking?
- Can they create a strong password?
- Can they name personal information that should not be shared including address, own school, phone number, contact details, full names, location of activities, clubs they attend etc?
- Can they google safely?

E-safety in Year 4

Knowledge & understanding	Skills
<ul style="list-style-type: none"> • Do they know the need for rules to keep them safe when exchanging learning and ideas online? • Do they know that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they know that the internet contains fact, fiction and opinion and begin to distinguish between them? • Do they know the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they know to click on the cross to remove unwanted advertising? • Do they know that some websites may cause viruses and install software such as spyware? • Do they know that copyright exists on most digital images, video and recorded music? • Do they know the need to keep personal information and passwords private? • Do they know not to accept messages from people they do not know? • Do they know that photos they send can be shared by others? • Do they know that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Do they know that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know of how to report an incident of cyber bullying? • Do they know of the need to develop an alias for some public online use? • Do they know that the outcome of internet searches at home may be different than at school? 	<ul style="list-style-type: none"> • Can they confidently name and follow the school's safer internet SMART rules? • Can they confidently name the schools acceptable use rules? • Can they confidently find them in the classroom? • Can they confidently identify the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they confidently identify when messages should not be opened and when an attachment may not be safe? • Can they confidently use different search engines? • Can they confidently use strategies to verify information, e.g. cross-checking? • Can they confidently create a strong password? • Can they confidently name personal information that should not be shared including address, own school, phone number, contact details, full names, location of activities, clubs they attend etc? • Can they confidently google safely?

E-safety in Year 5

Knowledge & understanding	Skills
<ul style="list-style-type: none"> • Are they aware of the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they recognise the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Are they aware that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Are they aware that some material on the internet is copyrighted and may not be copied or downloaded? • Do they recognise that some messages may be malicious and know how to deal with this? • Are they aware that online environments have security settings, which can be altered, to protect the user? • Do they recognise the benefits of developing a 'nickname' for online use? • Do they recognise that some malicious adults may use various techniques to make contact and elicit personal information? • Do they recognise that it is unsafe to arrange to meet unknown people online? • Are they aware of how to report any suspicions? • Do they recognise they should not publish other people's pictures or tag them on the internet without permission? • Are they aware that content put online is extremely difficult to remove? • Are they aware of what to do if they discover something malicious or inappropriate? • Are they aware of the dangers of webcams and live streaming? • Are they aware of strategies that may be used by adults to communicate with them? • Are they aware of the dangers of accepting friends that are not known in the real world? 	<ul style="list-style-type: none"> • Can they name and follow the school's safer internet SMART rules? • Can they name and follow the school's acceptable use rules? • Can they find them in the classroom? • Can they make safe choices about use of technology? • Can they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

E-safety in Year 6

Knowledge & understanding	Skills
<ul style="list-style-type: none"> • Do they know of the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they know the potential risk of providing personal information online? • Do they know why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they know that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they know the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they know that some material on the internet is copyrighted and may not be copied or downloaded? • Do they know that some messages may be malicious and know how to deal with this? • Do they know that online environments have security settings, which can be altered, to protect the user? • Do they know the benefits of developing a 'nickname' for online use? • Do they know that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know of how to report any suspicions? • Do they know they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know of what to do if they discover something malicious or inappropriate? • Do they know of the dangers of webcams and live streaming? • Do they know of strategies that may be used by adults to communicate with them? • Do they know of the dangers of accepting friends that are not known in the real world? 	<ul style="list-style-type: none"> • Can they confidently name and follow the school's safer internet SMART rules? • Can they confidently name and follow the school's acceptable use rules? • Can they confidently find them in the classroom? • Can they confidently make safe choices about use of technology? • Can they confidently use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they confidently create strong passwords and manage them so that they remain strong? • Can they confidently competently use the internet as a search tool? • Can they confidently reference information sources? • Can they use confidently use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they confidently use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?