Hillside Primary School – Computing – Online Safety Progression

At Hillside Primary School, we follow Somerset's 'Active Bytes' online safety scheme of work. The scheme centres around three key themes: **'I am kind and secure'** (Autumn Term), **'I am safe and secure'** (Spring Term) and **'I am healthy'** (Summer term). Online safety is taught on a half-termly basis (as part of our Computing Curriculum).

Autumn Term – 'I am kind and secure'

Year	Agreement	Kindness	Evaluating Content	Reporting / Supporting
EYFS	I use rules given to me by a trusted adult when I use technology.	I am kind to my friends.	I use a safe part of the Internet to play and learn.	I make sure a trusted adult is with me when I am using a device.
1	I agree and use sensible rules to keep me safe when I use technology.	I explain why it's important to be kind and polite.	I use links to websites to find information.	I tell a trusted adult what I want to use a device for.

I show a trusted adult when something worrying or unexpected happens when I am using a device. |
| 2 | I agree and use sensible rules to keep me safe when I use technology. | I talk about why it is important to be kind and polite online and in real life. | I know that not all information online is true. | Before I use a device, I talk to a trusted adult about how I will keep myself safe.

I tell a trusted adult when something worrying or unexpected happens when I am using a device |
| 3 | I contribute to shared rules and use them to make them good choices when I use technology. | I describe the ways that people get bullied when they use different technologies and consider what I post.

I think about whether I can use images that I find online in my own work. | I use search tools to find appropriate information and decide whether I can trust it. | I use the safety features of apps, games and websites as well as reporting concerns to a trusted adult. |
| 4 | I contribute to shared rules and use them to make good choices when I use technology. | I comment positively and respectfully when I use different technologies. | I identify key words to use when searching safely online and think about the reliability of information I find. | I use a range of strategies to protect myself and my friends from harm online, including |

		I explain how to check who owns photos, text and clipart.		reporting concerns to a trusted adult.
5	I contribute to shared rules and use them to support myself and others when we use technology.	I always communicate kindly and respectfully and can describe the impact where this does not happen. I know which online resources I can download and use.	I use a search engine to find and evaluate different types of information.	I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult.
6	I contribute to shared rules and use them to support myself and others when we use technology.	I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology. I acknowledge the sources of information that I find online.	I talk about the way search results are selected and ranked and check the reliability of websites I visit.	I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult.

Spring Term – 'I am safe and secure'

Year	Privacy	Relationships	Protecting devices	Reporting / Supporting
EYFS	I use a log in to access devices. I see information that is put online about me.	I use devices with other people, talking about what we do.	I am careful with technology devices.	See Autumn Term.
1	I know what my personal information is and keep it private. I know that something I put online can be seen by others.	I use different technologies, with a trusted adult, to communicate responsibly with others.	I am careful about the icons I click or tap when I use technology devices.	See Autumn Term.
2	I explain why I need to keep my passwords and personal information private.	I know that not everyone is who they say they are online.	I identify some possible risks to devices.	See Autumn Term.
3	I use a secure password and explain why they are important.	I participate safely and responsibly in a secure online community.	I ask a trusted adult before downloading files and games from the Internet.	See Autumn Term.

	I protect my personal information when I do different things online.			
4	I know that anything I share online will stay there to be seen and used by others.	I make safe choices when using technology to communicate responsibly with others.	I explain why I need to ask a trusted adult before downloading files and games from the internet.	See Autumn Term.
5	I use a secure password and safe screen name when I am using an online tool.

I explain the risks of sharing too much about myself online. | I compare my online and face-toface relationships. | I explain why I need to protect my computer or device from harm. | See Autumn Term. |
| 6 | I consider terms and conditions and adjust privacy settings to maintain control of my personal information.

I check the information about me online and know that some of it can be uploaded by others. | I explain how to communicate safely and responsibly with people I only know online. | I protect my computer or device from harm on the internet. | See Autumn Term. |

Summer Term – 'I am healthy'

Year	Self-image	Age-appropriate	Lifestyle choices	Reporting / Supporting
EYFS	I tell you the things that are the same about my friend and me.	I use apps, games and websites that trusted adults show me.	I use a device for a limited time	See Autumn Term.
1	I tell you similarities and differences between people I know.

I say how I feel when someone says something nice to me | I select from a list of apps, games and websites that a trusted adult gives me. | I use devices for the time I am allowed and tell you what else I like doing. | See Autumn Term. |
| 2 | I identify similarities and differences between people I know and people I see in the media/online. | I describe the things I enjoy about age-appropriate apps, games and websites I am guided to use. | I take a break when I have been using a device for too long.

I do a range of other activities when I am not using devices. | See Autumn Term. |

	I tell you how I feel when someone says something nice or not nice to me.			
3	I identify images which have been digitally altered. I explain how I feel when someone responds to something I have shared online.	I use age-appropriate apps, games and websites from a list I have agreed with others.	I make good choices about when and why I use devices I identify adverts online, including those within Google searches.	See Autumn Term.
4	I explain how digitally altered images in the media make me feel. I use appropriate strategies to deal with comments online.	I choose apps, games and websites that are appropriate for my age and explain my reasons to friends.	I tell my friends about the sensible choices I make about when and why I use devices. I ignore or close adverts that appear on my device and explain my reasons.	See Autumn Term.
5	I explain how images in the media affect how we feel about ourselves. I explain how online friendships affect our feelings.	I select age-appropriate apps, games and websites and encourage my friends to do the same.	I evaluate my own and others' choices when using games and devices. I identify the intended audience for an advert.	See Autumn Term.
6	I explain how images in the media affect how we feel about ourselves. I explain how online friendships affect our feelings.	I select age-appropriate apps, games and websites and explain the potential risks of making different choices.	support my friends in evaluating their use of games and devices and make good choices for myself. I explain how my data is used to target adverts towards me.	See Autumn Term.