Project Evolve

https://projectevolve.co.uk/toolkit/resources/

E-safety Long-term Progression to enhance Purple Mash

Self-Image and Identity

Online Relationships

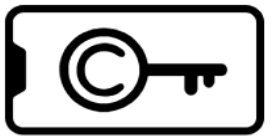
Online Reputation

Online Bullying

Managing Online Information

Health, Well-being and Lifestyle

Privacy and Security


Copyright and Ownership

Reception

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	**Self Image and Identity**	•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.
2	**Online relationships**	•I can recognise some ways in which the internet can be used to communicate. •I can give examples of how I (might) use technology to communicate with people I know
3	**Online reputation**	•I can identify ways that I can put information on the internet.
4	**Online bullying**	•I can describe ways that some people can be unkind online. •I can offer examples of how this can make others feel
5	**Managing online information**	•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..

Year 1

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	**Self image and identity**	• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset
2	**Online relationships**	• I can give examples of when I should ask permission to do something online and explain why this is important • I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).. • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way by others.
3	**Online reputation**	• I can recognise that information can stay online and could be copied • I can describe what information I should not put online without asking a trusted adult first..
4	**Online bullying**	• I can describe how to behave online in ways that do not upset others and can give examples.
5	**Privacy and security**	• I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Year 2

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	**Self image and identity**	• 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.
2	**Online relationships**	• I can explain who I should ask before sharing things about myself or others online.
3	**Online reputation**	• I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect.
4	**Online bullying**	• I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame • I can talk about how anyone experiencing bullying can get help.
5	**Managing online information**	• I can use simple 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, and know it is not a real person (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • I can explain why some information I find online may not be real or true.
6	**Privacy and security**	• I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

Year 3

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	**Self image and identity**	• 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.
2	**Online relationships**	• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, 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.
3	**Online reputation**	• 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.
4	**Online bullying**	• 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).
5	**Health and wellbeing**	• 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.
	Privacy and Security	• I can describe strategies for keeping personal information private, depending on 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.

Year 4

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	**Self image and identity**	• I can explain what is meant by the term 'identity'. • I can explain how people can represent themselves in different ways online. • 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.
2	**Online relationships 1**	• I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', 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.
3	**Online relationships 2**	• I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.
4	**Online bullying**	• 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.
5	**Health and wellbeing**	• I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged • 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).