## 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).

Year	Agreement	Kindness	Evaluating Content	Reporting / Supporting
EYFS	I use rules given to me by a trusted	I am kind to my friends.	I use a safe part of the Internet to play	I make sure a trusted adult is with
	adult when I use technology.		and learn.	me when I am using a device.
1	I agree and use sensible rules to	I explain why it's important to be kind	I use links to websites to find	I tell a trusted adult what I want to
	keep me safe when I use technology.	and polite.	information.	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	I talk about why it is important to be	I know that not all information online is	Before I use a device, I talk to a
	keep me safe when I use technology.	kind and polite online and in real life.	true.	trusted adult about how I will keep
				myself safe.
				Litellis towate dis duit with an
				I tell a trusted adult when
				something worrying or
				unexpected happens when I am
2			Luce example to all to find example to	using a device
3	I contribute to shared rules and use	I describe the ways that people get	I use search tools to find appropriate information and decide whether I can	I use the safety features of apps,
	them to make them good choices	bullied when they use different		games and websites as well as
	when I use technology.	technologies and consider what I post.	trust it.	reporting concerns to a trusted adult.
		I think about whether I can use images		
		_		
4	I contribute to shared rules and use	that I find online in my own work.	Lidentify key words to use when	Luca a range of strategies to
4		I comment positively and respectfully	I identify key words to use when	I use a range of strategies to
	them to make good choices when I	when I use different technologies.	searching safely online and think about	protect myself and my friends
	use technology.		the reliability of information I find.	from harm online, including

## Autumn Term – 'I am kind and secure'

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		I explain how to check who owns		reporting concerns to a trusted	
		photos, text and clipart.		adult.	
5	I contribute to shared rules and use	I always communicate kindly and	I use a search engine to find and	I explain why I need to protect	
	them to support myself and others	respectfully and can describe the	evaluate different types of information.	myself and my friends and the	
	when we use technology.	impact where this does not happen.		best ways to do this, including	
		I know which online resources I can		reporting concerns to a trusted	
		download and use.		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 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.	
		I acknowledge the sources of information that I find online.			

## Spring Term – 'I am safe and secure'

Year	Privacy	Relationships	Protecting devices	Reporting / Supporting
EYFS	I use a log in to access devices.	I use devices with other people, talking about what we do.	I am careful with technology devices.	See Autumn Term.
	I see information that is put online about me.			
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.

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	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.	

## <u>Summer Term – 'I am healthy'</u>

Year	Self-image	Age-appropriate	Lifestyle choices	Reporting / Supporting
EYFS	I tell you the things that are the	I use apps, games and websites that	I use a device for a limited time	See Autumn Term.
	same about my friend and me.	trusted adults show me.		
1	I tell you similarities and differences	I select from a list of apps, games and	I use devices for the time I am allowed	See Autumn Term.
	between people I know.	websites that a trusted adult gives me.	and tell you what else I like doing.	
	I say how I feel when someone says			
	something nice to me			
2	I identify similarities and differences	I describe the things I enjoy about age-	I take a break when I have been using a	See Autumn Term.
	between people I know and people I	appropriate apps, games and websites I	device for too long.	
	see in the media/online.	am guided to use.		
			I do a range of other activities when I	
			am not using devices.	

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	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.	