Online Safety at Paulton Infant School using ProjectEVOLVE resources

Self-image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership

Every class will have a fortnightly Online Safety lesson during their Class Assembly time.

Resources can be found on the ProjectEVOLVE website and we are using the Year Group resources. These resources link to the 'Education for a Connected World' framework.
https://projectevolve.co.uk/toolkit/resources/years/
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Introduction to technology used in school and how to handle this safely.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can recognise some ways in which the internet can be used to communicate.	I can describe ways that some people can be unkind online.	I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can identify ways that I can put information on the internet.
2		I can give some simple examples of these rules.	I can give exaples of how I (might) use technology to communicate with people I know.	I can offer examples of how this can make others feel.	I can talk about how to use the internet as a way of finding information online.	I know that work I create belongs to me.
3		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'	Safer Internet Day UK	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	I can identify devices I could use to access information on the internet.	I can name my work so that others know it belongs to me.

Online Safety at Paulton Infant School using ProjectEVOLVE resources

Self-image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership

Every class will have a fortnightly Online Safety lesson during their Class Assembly time.

Resources can be found on the ProjectEVOLVE website and we are using the Year Group resources. These resources link to the 'Education for a Connected World' framework.
https://projectevolve.co.uk/toolkit/resources/years/
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I can explain how passwords are used to protect information, accounts and devices.	I can recognise that information can stay online and could be copied.
2	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I can give examples of when I should ask permission to do something online and explain why this is important.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	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.	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 describe what information I should not put online without asking a trusted adult first.
3	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.	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	Safer Internet Day UK	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain why work I create using technology belongs to me.

Online Safety at Paulton Infant School using ProjectEVOLVE resources

Self-image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership

Every class will have a fortnightly Online Safety lesson during their Class Assembly time.

Resources can be found on the ProjectEVOLVE website and we are using the Year Group resources. These resources link to the 'Education for a Connected World' framework.
https://projectevolve.co.uk/toolkit/resources/years/
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	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.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can explain how other people may look and act differently online and offline.	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
2	I can say how those rules / guides can help anyone accessing online technologies	I can explain why anyone who experiences bullying is not to blame	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.	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can recognise that content on the internet may belong to other people.
3	I can explain who I should ask before sharing things about myself or others online.	I can talk about how anyone experiencing bullying can get help.	Safer Internet Day UK	I can explain why some information I find online may not be real or true.	I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I can describe why other people's work belongs to them