

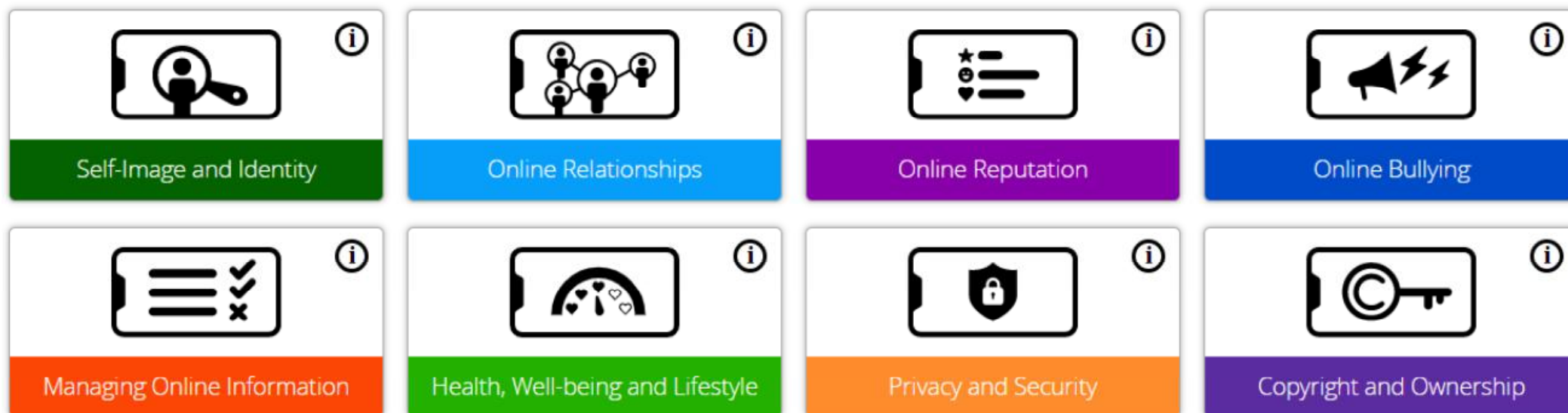


E-Safety Objectives Map

We use the Project Evolve <https://projectevolve.co.uk/> toolkit to support us in delivering a comprehensive curriculum which ensures the coverage of the relevant statements from the UK Council for Internet Safety's (UKCIS) framework "[Education for a Connected World](#)" and the objectives stated in the National Curriculum:

NC KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.'

Each year group from EYFS to Year 2 are delivered lessons on the following strands:



The content is delivered as short 'e-safety warm ups' at the start of each computing lesson. This is further supplemented by assemblies, presentations, activities and resources regularly updated from local agencies and the internet. ESafeguarding is relevant to all areas of the curriculum and staff reinforce online safety messages across it. Year 5/6 children are given access to the 'Safer School App' which they can download onto their device at home and allows them access to up-to-date age appropriate guidance on staying safe both on and offline

The information below shows the objectives that are covered each year for each strand.

Online Relationships

Early Years	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					
Year 1	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.			
Year 2	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	I can explain who I should ask before sharing things about myself or others online.	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	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.	I can identify who can help me if something happens online without my consent.	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

Online Reputations

Early Years	I can identify ways that I can put information on the internet.		
Year 1	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.	
Year 2	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.

Online Bullying

Early Years	I can describe ways that some people can be unkind online.	I can offer examples of how this can make others feel	
Year 1	I can describe how to behave online in ways that do not upset others and can give examples.		
Year 2	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.

Managing Online Information

Early Years	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	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	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 know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.		
Year 2	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.

Health Well-Being and Lifestyle

Early Years	I can identify rules that help keep us safe and healthy in and beyond the home when using technology	I can give some simple examples of these rules
Year 1	I can explain rules to keep myself safe when using technology both in and beyond the home.	
Year 2	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 say how those rules / guides can help anyone accessing online technologies

Privacy and Security

Early Years	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can describe who would be trustworthy to share this information with; I can explain why they are trusted.		
Year 1	I can explain that passwords are used to protect information, accounts and devices.	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	I can explain how passwords can be used to protect information, accounts and devices.	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).	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).

Copyright and ownership

Early Years	I know that work I create belongs to me.	I can name my work so that others know it belongs to me.	
Year 1	I can explain why work I create using technology belongs to me	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).
Year 2	I can recognise that content on the internet may belong to other people.	I can describe why other people's work belongs to them	

