Goose Green Online Safety Progression

Strand/ discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to evaluate what you see online	To help pupils recognise when they like or dislike content.	To help pupils recognise the difference between a person they know and a stranger.	To help pupils consider if a person or organisation is who they say they are.	To help pupils consider the reason why something has been posted.	To help pupils consider whether a website, URL or email is fake.	To help pupils consider why a person wants their personal information.	To help pupils consider what cookies do and what information they are sharing.	To help pupils consider whether something posted online is fact or opinion.
How to identify online risks	To help pupils identify risks and ways to keep safe.	To help children identify and manage risks by following safe practices.	To help children to identify and manage the ways in which someone may put themselves at risk online.	To help children to identify and manage the risks posed by other people's online behaviour.	To help children to identify and manage when risk taking can be positive and negative.	To help children to identify and manage their online reputation and the positive and negative aspects of their digital footprint.	To help children to identify and manage sharing information online, how to make a judgment over when, what and how to share and who to share with.	To help children to identify and manage the risks of cybercrime, online fraud and identify theft.
How and when to seek support	To support and supervise pupils with any online activity.	To help pupils understand why any online activity should be supported and supervised by a trusted adult.	To help pupils to identify who a trusted adult is and when to go to them for support.	To help pupils to access support from school.	To help pupils to access support from third sector organisations such as Childline or Internet Watch Foundation.	To help pupils to report inappropriate content on various apps or platforms.	To help pupils to report inappropriate contact on various apps or platforms.	To help pupils to report cybercrime, fraud and suspicious online activity.
How to recognise techniques used for persuasion	To help and support pupils make choices in using online content.	To help pupils understand and recognise why digital content should be chosen carefully.	To help pupils recognise online content that tries to make people believe something false and misleading.	To help pupils recognise techniques that games and social media use to keep people online longer and the negative effects of overuse.	To help pupils recognise techniques that companies use to persuade people to buy things online.	To help pupils recognise ways that criminals may try to defraud people online.	To help pupils recognise online grooming and manipulation techniques used by criminals.	To help pupils recognise ways to protect themselves from a range of cyber crimes.

Strand/ discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responsible online behaviour	To help pupils recognise acceptable and unacceptable behaviour.	To help pupils recognise acceptable and unacceptable behaviour and how to manage unacceptable behaviour.	To help pupils recognise acceptable and unacceptable behaviour by considering how to demonstrate empathy towards others (both online and in real life).	To help pupils recognise acceptable and unacceptable behaviour by looking at the key principles behind having a constructive discussion, including a willingness to listen to other opinions and show a readiness to learn more about a topic.	To help pupils recognise acceptable and unacceptable behaviour by considering why people behave differently online, how anonymity and being invisible online affect how people behave.	To help pupils recognise acceptable and unacceptable behaviour by considering unacceptable online behaviour often passed off as so-called social media norms or 'just banter'.	To help pupils recognise acceptable and unacceptable behaviour by teaching techniques (on and offline) to diffuse or calm arguments and disengage from unwanted online contact or content.	To help pupils recognise acceptable and unacceptable behaviour by recognising how emotions can be intensified online, leading to a mob mentality.