EYFS & KS1 Online Safety Overview - Christ Church Primary School

At Christ Church, online safety is an important part of our curriculum and wider safeguarding responsibilities. Children are growing up in an increasingly digital world, so it is essential that they are taught how to use technology safely, responsibly and respectfully. We want our children to understand the opportunities that technology can provide, while also recognising potential risks and knowing how to seek help when something makes them feel worried, uncomfortable or unsafe.

We use **ProjectEVOLVE** to support the teaching of online safety across the school. ProjectEVOLVE is linked to the **Education for a Connected World** framework, which outlines the knowledge and skills children need at different ages and stages to help them navigate life online. The resources support a progressive curriculum covering key areas such as self-image and identity, online relationships, online bullying, managing online information, health and wellbeing, privacy and security, and copyright and ownership.

ProjectEVOLVE is supported by the **UK Safer Internet Centre** and **SWGfL**. Through this approach, we aim to equip children with the knowledge, confidence and strategies they need to stay safe online, make positive choices and know who to speak to if they need help.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Self-Image and Identity:** I can recognise, online or offline, that anyone can say 'no', 'please stop', 'I'll tell' or 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. **Online Relationships:** I can recognise some ways in which the internet can be used to communicate.	**Online Relationships:** I can give examples of how I might use technology to communicate with people I know. **Online Reputation:** I can identify ways that I can put information on the internet.	**Online Bullying:** I can describe ways that some people can be unkind online. **Online Bullying:** I can offer examples of how this can make others feel.	**Managing Online Information:** I can talk about how to use the internet as a way of finding information online. **Managing Online Information:** I can identify devices I could use to access information on the internet.	**Health, Well-being and Lifestyle:** I can identify rules that help keep us safe and healthy in and beyond the home when using technology. **Health, Well-being and Lifestyle:** I can give some simple examples of these rules. **Privacy and Security:** I can identify some simple examples of my personal information, e.g. name, address, birthday, age, location.	**Privacy and Security:** I can describe who would be trustworthy to share this information with; I can explain why they are trusted. **Copyright and Ownership:** I know that work I create belongs to me. **Copyright and Ownership:** I can name my work so that others know it belongs to me.

1	**Self-Image and Identity:** I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. **Self-Image and Identity:** 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. **Online Relationships:** I can give examples of when I should ask permission to do something online and explain why this is important.	**Online Relationships:** I can use the internet with adult support to communicate with people I know, e.g. video call apps or services. **Online Relationships:** I can explain why it is important to be considerate and kind to people online and to respect their choices. **Online Relationships:** I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	**Online Reputation:** I can recognise that information can stay online and could be copied. **Online Reputation:** I can describe what information I should not put online without asking a trusted adult first. **Online Bullying:** I can describe how to behave online in ways that do not upset others and can give examples.	**Managing Online Information:** I can give simple examples of how to find information using digital technologies, e.g. search engines or voice activated searching. **Managing Online Information:** 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. **Managing Online Information:** I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	**Health, Well-being and Lifestyle:** I can explain rules to keep myself safe when using technology both in and beyond the home. **Privacy and Security:** I can explain how passwords are used to protect information, accounts and devices. **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. **Privacy and Security:** I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	**Copyright and Ownership:** I can explain why work I create using technology belongs to me. **Copyright and Ownership:** I can say why it belongs to me, e.g. "I designed it" or "I filmed it". **Copyright and Ownership:** 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. **Copyright and Ownership:** I understand that work created by others does not belong to me even if I save a copy.
2	**Self-Image and Identity:** I can explain how other people may look and act differently online and offline. **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. **Online Relationships:** I can give examples of how someone might use technology to	**Online Relationships:** 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. **Online Relationships:** I can identify who can help me if something happens online without my consent. **Online Relationships:** I can explain how it may make others feel if I do not ask their permission or ignore	**Online Reputation:** I can describe how anyone's online information could be seen by others. **Online Reputation:** I know who to talk to if something has been put online without consent or if it is incorrect. **Online Bullying:** I can explain what bullying is, how people may bully others and how bullying can make someone feel. **Online Bullying:** I can explain why anyone who experiences bullying is not	**Managing Online Information:** I can use simple keywords in search engines. **Managing Online Information:** 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. **Managing Online Information:** I can explain what voice activated searching is and how it might be used, and know it	**Health, Well-being and Lifestyle:** 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. **Health, Well-being and Lifestyle:** I can say how those rules / guides can help anyone accessing online technologies. **Privacy and Security:** I can explain how passwords can be used to protect	**Privacy and Security:** I can describe and explain some rules for keeping personal information private, e.g. creating and protecting passwords. **Privacy and Security:** 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:** I can recognise that content on the internet may belong to other

	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. **Online Relationships:** I can explain who I should ask before sharing things about myself or others online. **Online Relationships:** 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.	their answers before sharing something about them online. **Online Relationships:** I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. **Online Reputation:** I can explain how information put online about someone can last for a long time.	to blame. **Online Bullying:** I can talk about how anyone experiencing bullying can get help.	is not a real person, e.g. Alexa, Google Now, Siri. **Managing Online Information:** I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. **Managing Online Information:** I can explain why some information I find online may not be real or true.	information, accounts and devices. **Privacy and Security:** I can explain and give examples of what is meant by 'private' and 'keeping things private'.	people. **Copyright and Ownership:** I can describe why other people's work belongs to them.