



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Online Safety - Overview of Digital Literacy progression – Using the statements from UK Council for Internet Safety's (UKCIS) framework “Education for a Connected World”

We recognise the four online safety risks as defined by KCSIE 2024 (Content Contact, Conduct and Commerce), our curriculum covers all these areas.

[ProjectEVOLVE - Education for a Connected World Resources](#)

| | Self-Image and identity (Conduct & Content) | Online relationships (Conduct & Content) | Online Reputation (Conduct & Content) | Online Bullying (Contact & Conduct) | Managing online information (Content & Commerce) | Privacy and security (Content & Commerce) |
|---|--|--|---|--|---|---|
| R | To develop an interest in ICT by using age appropriate websites or programs Recognise purposes for using technology in school and at home | | I can identify ways that I can put information on the internet. | I know what a good friend is I can explain how to be kind to others I can describe ways that some people can be unkind online. | I can talk about how to use the internet as a way of finding information online. | I know that the work I create belongs to me I can name my work so that others know it belongs to me |
| 1 | I can recognise that there may be people online who could make me feel sad, embarrassed or upset. I know when I should ask an adult for help with things online that upset me. I can give examples of different adults I can ask for help. | I can give examples of when I should ask permission to do something online and explain why this is important. I can explain why it is important to be considerate and kind to people online and to respect their choices. | I can describe what information I should not put online without asking a trusted adult first. | I can describe how to behave online in ways that do not upset others and can give examples. | 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. Recognise some examples of strong and poor password practice. |
| 2 | I can explain how other people may look and act differently online and offline. 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 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 how information put online about someone can last for a long time. | I can explain what bullying is, how people may bully others and how bullying can make someone feel. | 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 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). |

Many statements are also covered in PSHE through the Jigsaw programme. **Health, well-being and lifestyle and Online Bullying is covered in more depth throughout this programme.**

| | Self-Image and identity | Online relationships | Online Reputation | Online Bullying | Managing online information | Privacy and security |
|---|--|---|---|--|--|---|
| 3 | I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). | I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. | I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. | I can describe appropriate ways to behave towards other people online and why this is important. | I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. | I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. |
| 4 | I can explain how my online identity can be different to the identity I present in 'real life'. I can describe how someone might change their identity online. | I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. | I can describe how to find out information about others by searching online. | I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). | I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. | I can describe strategies for keeping personal information private, depending on context. |
| 5 | I can explain how identity online can be copied, modified or altered. | I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. | I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect | I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. | I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. | I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. |
| 6 | I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. | I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. | I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. | I can explain how someone would report online bullying in different contexts. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. | I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). | I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). |

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