



# eSafety Progression Map (Upper Key Stage 2)



	Year 5	Year 6
Self-Image and Identity	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>	<p>I can describe ways in which media can shape ideas about gender.</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>I know and can give examples of how I might get help, both on and offline.</p> <p>I can explain why I should keep asking until I get the help I need.</p>
Online Relationships	<p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm.</p> <p>I can recognise that this is not my/our fault.</p> <p>I can make positive contributions and be part of online communities.</p>	<p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p>
Online Reputation	<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>
Online Bullying	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I can explain how to block abusive users.</p> <p>I can explain how I would report online bullying on the apps and platforms that I use.</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p>

	I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).	
Managing Online Information	<p>I can use different search technologies.</p> <p>I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'.</p> <p>I can explain why I need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p>
Health, Well-being and Lifestyle	<p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can explain the importance of self-regulating my use of technology;</p> <p>I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p>
Privacy and Security	<p>I can create and use strong and secure passwords.</p> <p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	<p>I use different passwords for a range of online services.</p> <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>I know what to do if my password is lost or stolen.</p> <p>I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally;</p> <p>I can describe strategies to help me identify such content (e.g. scams, phishing).</p>

Copyright and Ownership	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.	I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can demonstrate the use of search tools to find and access online content which can be reused by others.
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