

Moorside Primary School and Nursery – 2BeSafe E-Safety Progression



	Autumn 1 Self-Image and Identity	Autumn 2 Online Relationships	Spring 1 Online Reputation	Spring 2 Online Bullying	Summer 1 Health, wellbeing and lifestyle	Summer 2 Privacy and Security
Reception	Recognise feelings and know how to seek help 1. My feelings matter. 2. I can say no. 3. I can stop using a device. 4. I can tell a trusted adult. 5. If I feel worried, I should get help. Feelings: The emotions you have, such as happy, sad, angry, or worried. Safe: Protected from harm or danger. Help: Support from someone who can help you. Trusted: Someone you know will look after you and tell the truth. Stop: To end or pause something.	Use technology to communicate 1. Technology helps people talk. 2. I talk to people I know. 3. Kind words matter. 4. Adults help me communicate safely. 5. I can stop a conversation. Communicate: To talk, share ideas, or send messages. Friend: Someone you know and like. Kind: Being friendly and caring to others. Message: Words, pictures, or videos sent to someone. Share: To give or show something to others.	Understand information lasts online 1. I can put information online. 2. People can see things online. 3. My work can be shared. 4. Adults help me stay safe. 5. Think before sharing. Online: Using the internet. Information: Facts or details about something. Picture: A photo or image. Internet: A worldwide network that connects computers and devices. Share: To let others see or have something.	Recognise unkind behaviour 1. Being kind matters. 2. Unkind messages hurt feelings. 3. I should tell an adult. 4. I can say stop. 5. Everyone deserves respect. Kind: Friendly and caring. Unkind: Not nice or hurtful. Feelings: How someone feels inside. Tell: To speak to someone about something. Help: Support from an adult or friend.	Follow simple technology rules 1. Technology has rules. 2. Time away from screens is important. 3. Ask an adult for help. 4. Use devices safely. 5. Balance play and technology. Rules: Instructions that help keep us safe. Safe: Protected from harm. Screen: The part of a device you look at. Balance: Having a healthy mix of different activities. Healthy: Good for your body and mind.	Know personal information rules 1. Personal information belongs to me. 2. My name is personal information. 3. My address is personal information. 4. Trusted adults help keep information safe. 5. Some information should stay private. Private: Something only you or trusted people should know. Name: The word people use to identify you. Address: Where you live. Birthday: The day you were born. Secret: Information that should not be shared with everyone.

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Year 1	Understand some people online may cause upset	Ask permission before communicating or sharing	Understand information lasts online	Behave kindly online	Understand safe technology use	Understand passwords
	- Not everyone online is kind. - Online messages can affect feelings. - Feeling worried is a sign to get help. - Trusted adults keep me safe. - I should tell when something feels wrong. Worried: Feeling nervous or concerned. Upset: Feeling sad or unhappy. Trusted: Someone you can rely on. Feelings: Emotions you experience. Support: Help from others.	- Ask permission first. - Be kind online. - Respect others' choices. - Use adult support. - Think before sending. Permission: Asking and being allowed to do something. Communicate: To talk or send information. Respect: Treating people kindly and fairly. Choice: A decision you can make. Share: To give information to others.	- Information can stay online. - Others can copy information. - Not everything should be shared. - Adults can help me decide. - Think before posting. Online: Connected to the internet. Copy: To make another version of something. Information: Facts or details. Post: To put something online for others to see. Digital: Something that uses technology or computers.	- Be kind online. - Some jokes can upset people. - Everyone feels differently. - Tell an adult if worried. - Respect others. Kindness: Being caring and friendly. Behaviour: The way someone acts. Respect: Treating others well. Upset: Feeling sad or hurt. Report: To tell an adult or trusted person about a problem.	- Technology can be useful. - Follow safety rules. - Ask adults before using apps. - Stop if worried. - Balance screen time. Safe: Protected from danger. Rules: Instructions to follow. Technology: Devices such as computers, tablets, and phones. Balance: Making time for different activities. Responsibility: Doing the right thing and making good choices.	- Passwords protect accounts. - Passwords should be private. - Ask before sharing information. - School and home details are personal. - Adults help keep information safe. Password: A secret word that helps keep accounts safe. Personal: Information about you. Private: Not for everyone to know. Account: A personal space on a website or app. Protect: To keep safe.

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Year 2	Notice that people may look/act differently online 1. People can act differently online. 2. Online profiles may not show everything. 3. People can hide information. 4. I can choose not to engage. 5. I should seek help when unsure. Identity: Who you are. Online: Using the internet. Offline: Not connected to the internet. Trust: Believing someone is honest and reliable. Safety: Being protected from harm.	Understand online strangers and consent 1. Some people online are strangers. 2. I should ask before sharing. 3. Consent matters. 4. I can say no. 5. Trusted adults help me decide. Stranger: Someone you do not know. Consent: Giving permission for something to happen. Permission: Being allowed to do something. Trust: Believing someone is honest. Communicate: To talk or share information.	Understand information lasts online 1. Information online can last a long time. 2. Many people may see it. 3. Information can spread quickly. 4. Some information is private. 5. Ask before sharing. Reputation: What people think about you. Information: Facts or details. Sharing: Giving information to others. Digital: Using technology. Footprint: The trail of information you leave online.	Understand bullying and support 1. Bullying is repeated unkindness. 2. It hurts feelings. 3. It is never the victim's fault. 4. Adults can help. 5. We should support others. Bullying: Repeatedly being mean or hurtful to someone. Victim: A person who is being hurt or bullied. Support: Help and care from others. Report: To tell an adult about a problem. Respect: Treating people kindly.	Use devices safely in different places 1. Different places need different rules. 2. Connected devices are everywhere. 3. Technology can help us. 4. Technology needs safe use. 5. Adults support safe choices. Environment: The place around you. Technology: Electronic devices and tools. Connected: Linked to the internet or other devices. Safe: Protected from danger. Responsible: Making sensible choices.	Know private information should be protected 1. Personal information should stay private. 2. Passwords keep us secure. 3. Privacy means control over information. 4. Consent is important. 5. Adults can help with online decisions. Privacy: Keeping personal information safe. Personal: Information about you. Password: A secret code for protection. Protect: Keep safe. Consent: Permission given by someone.
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Year 3	Understand identity and that people present themselves differently online 1. Identity means who I am. 2. People use avatars and usernames. 3. Online identities can differ. 4. Not everything online is real. 5. Trust should be earned. Identity: Who you are. Avatar: A picture or character that represents you online. Username: The name you use online. Profile: Information about a person on a website or app. Trust: Believing someone will do the right thing.	Understand trust online 1. Knowing someone online is different. 2. Trust and friendship are not the same. 3. Information should be shared carefully. 4. Permission is important. 5. I can change my mind. Relationship: A connection you have with another person. Trust: Feeling confident someone is honest. Permission: Being allowed to do something. Sharing: Giving information to others. Consent: Agreeing to something.	Consider what should and shouldn't be shared 1. I choose what to share. 2. Others may see my posts. 3. Sharing personal information can be risky. 4. Online content affects reputation. 5. Ask if unsure. Reputation: What others think about you. Personal: Information about yourself. Information: Facts or details. Audience: The people who can see or hear something. Sharing: Showing information to others. , sharing	Identify bullying behaviours online. 1. Bullying can happen online. 2. Messages can hurt feelings. 3. Save evidence if possible. 4. Report bullying. 5. Support others. Cyberbullying: Bullying that happens using technology. Evidence: Proof that something happened. Support: Help from others. Report: Tell someone who can help. Empathy: Understanding how someone else feels.	Recognise effects of screen time 1. Too much screen time can affect sleep. 2. It can affect mood. 3. Balance online and offline activities. 4. Some online content has age limits. 5. Talk to adults if worried. Screen-time: Time spent using a screen. Balance: Spending time on different activities. Wellbeing: Feeling healthy, happy, and safe. Restrictions: Rules about what can or cannot be done. Habits: Things you do regularly.	Create secure passwords and share information carefully 1. Strong passwords are safer. 2. Share information carefully. 3. Trusted people earn trust. 4. Connected devices collect information. 5. Tell an adult if pressured. Private: Not for everyone to know. Password: A secret code that protects your account. Security: Keeping information and devices safe.
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						Trusted: Someone reliable and safe. Pressure: When someone tries to make you do something.
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Year 4	Compare online and offline identities 1. My online identity leaves a trail. 2. What I post shapes opinions of me. 3. Other people may pretend to be someone else. 4. I should think before I share. 5. Online actions have consequences. Identity: Who you are and what makes you unique. Footprint: The trail of information you leave when you are online. Profile: Information about you on a website, app, or game Impersonation: Pretending to be someone else online. Reputation: What other people think about you because of your actions	Build positive and respectful online relationships 1. Positive interactions build reputation. 2. Respect everyone online. 3. Healthy relationships feel safe. 4. Unhealthy behaviour should be reported. 5. Not everyone is who they claim to be. Respectful: Being kind, polite, and thoughtful towards others. Healthy: Safe, positive, and good for you. Unsafe: Something that could put you at risk or make you uncomfortable. Interaction: Talking, playing, or communicating with others. Boundaries: Rules about what is okay and not okay when interacting with others.	Understand how reputation is created 1. Reputation is what people think of me. 2. Online actions affect reputation. 3. Others can share content about me. 4. Content may affect feelings. 5. Think before posting. Reputation: What people think about you based on your words and actions. Digital Footprint: The record of what you do online. Audience: The people who can see what you share. Content: Anything you create, post, watch, or share online. Consequences: What happens as a result of a choice or action.	Recognise different forms of cyberbullying 1. Bullying can happen through text, images or video. 2. It can happen anywhere and anytime. 3. People react differently. 4. Report concerns. 5. Be an upstander. Cyberbullying: Bullying that happens through phones, games, apps, or the internet. Bystander: Someone who sees bullying happening. Victim: A person who is being bullied or hurt by others. Report: To tell a trusted adult or website about a problem. Evidence: Information or proof that	1. Balance technology use 2. Technology can distract us. 3. Limits can be helpful. 4. Healthy habits matter. 5. Adverts encourage spending. 6. Make thoughtful choices. Distraction: Something that takes your attention away from what you should be doing. Balance: Spending a sensible amount of time on different activities. Wellbeing: Looking after your body, feelings, and mind. Advertising: Messages that try to encourage	Understand consent, tracking and monitoring 1. Personal information should be protected. 2. Internet activity can be monitored. 3. Some websites ask for consent. 4. Privacy settings help protection. 5. Ask if unsure. Consent: Giving permission for something to happen. Monitored: Being watched, checked, or recorded. Privacy: Keeping personal information safe and under your control.
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				shows what happened.	people to buy something. Spending: Using money to buy something.	Settings: Options that control how an app, game, or device works. Personal Data: Information about you, such as your name, birthday, or address.
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Year 5	Understand identities can be changed, copied and managed - Identities can be copied. - I make choices about how I appear online. - Different spaces require different behaviours. - My digital identity is valuable. - I am responsible for my online image. Digital Identity: How you present yourself online. Modify: To change or alter something. Copy: To make or use another version of something. Footprint: The information you leave behind when using the internet. Responsibility: Making safe and sensible choices and accepting the results of those choices.	Participate safely in online communities - Communities can be positive. - Some people may cause harm. - It is never my fault if someone is unsafe. - I can support others. - I know where to get help Community: A group of people with a shared interest. Collaboration: Working together to achieve something. Support: Help, encouragement, or care from others. Influence: The power to affect someone's thoughts, feelings, or actions. Respect: Treating people fairly, kindly, and politely.	Understand online judgements - People make judgements online. - Information may be incomplete. - Judgements can be wrong. - Online history matters. - Build a positive reputation. Judgement: An opinion or decision about someone or something. Reputation: What others think about you based on what they see and hear. Profile: Information about a person on a website, app, or game. Digital History: A record of things you have done online over time. Perception: The way someone understands or	Respond, report and support others - Online bullying differs from face-to-face bullying. - Banter can become bullying. - Block abusive users. - Report concerns. - Support victims. Banter: Jokes or teasing between people that should not hurt anyone's feelings. Abuse: Mean, harmful, or threatening behaviour. Block: To stop someone from contacting you online. Report: To tell a trusted adult, website, or app about a concern. Support: Helping someone who needs care or encouragement	Explore wellbeing, age restrictions and online health information - Technology affects wellbeing. - Online health information is not always reliable. - Age ratings keep children safe. - In-app purchases cost money. - Ask permission before spending. Wellbeing: Feeling healthy, safe, and happy. Age Rating: An age recommendation on showing who a game, app, or film is suitable for. Purchases: Things bought with money. Media: Information, entertainment, and communication found online, on TV, or in print.	Understand app permissions and data collection - Strong passwords include a mix of characters. - Apps collect information. - Permissions control access. - Free services may use personal data. - Check privacy settings. Permissions: Settings that allow apps to access certain information or features. Data: Information collected and stored by devices or websites. Geolocation: Information
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thinks about
something.

Mindfulness:
Paying
attention to
how you feel
and what is
happening
around you.

that shows
where you
are.
Privacy:
Keeping
your
personal
information
safe.
Security:
Protection
of devices,
accounts,
and
information

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Year 6	Critically evaluate stereotypes and representations online.	Understand long-term consequences of sharing	Actively build and protect reputation	Capture evidence and report effectively	Manage pressures and persuasive design.	Manage passwords, privacy settings, phishing and scams
	- Not all representations are fair. - Stereotypes can be harmful. - Online content can influence beliefs. - I should challenge discrimination. - Everyone deserves respect online. Stereotype: An unfair idea that all people in a group are the same. Discrimination: Treating people unfairly because of who they are. Representation: How people or groups are shown in media and online. Equality: Making sure everyone is treated fairly and	- Sharing can affect others. - Private messages can become public. - Boundaries should be respected. - Consent still matters online. - Kindness protects relationships. Boundaries: Limits that help keep relationships safe and respectful. Consent: Permission that is freely given. Respect: Treating everyone kindly and fairly. Consequences: The results of	- A positive reputation takes time to build. - Protect your digital personality. - Online anonymity has risks. - Information can have long-term consequences. - Reputation affects future opportunities. Anonymity: When people hide their real identity online. Reputation: What people think about you based on your online and offline behaviour. Digital Personality: The way you show yourself online.	- Keep evidence of bullying. - Screenshot harmful content. - Report through apps and websites. - Use support services. - Never ignore bullying. Evidence: Proof that shows something happened. Screenshot: A picture taken of what is shown on a screen. Reporting: Telling a trusted adult, organisation, or website	- Technology can create pressure. - Apps are designed to keep users engaged. - Regular breaks support health. - Sleep, exercise and posture matter. - I can manage my online habits. Persuasive Design: Features in apps and games that encourage people to keep using them. Pressure: Feeling pushed to do something.	- Passwords should be secure and unique. - Lost passwords need immediate action. - Software updates improve security. - Scams try to gain money or information. - Phishing messages should be reported. Phishing: Fake messages or emails that try to trick people into sharing personal information. Scam: A trick designed to steal money

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	has the same opportunities. Diversity: Having people from different backgrounds, cultures, and experiences.	actions or choices. Support: Help and encouragement from others.	Footprint: The trail of information left by your online activity. Consequences: The outcomes that happen because of decisions or actions.	about a concern. Support Service: A group or organisation that helps people who need advice or support. Harassment: Repeated behaviour that upsets, scares, or hurts someone.	Engagement: Taking part in or paying attention to an activity. Regulation: Managing and controlling your behaviour and choices. Wellbeing: Being healthy, happy, and safe.	or information. Privacy Settings: Controls that help decide who can see your information. Password Manager: A tool that safely stores passwords. Updates: New improvements that help apps and devices work better and stay secure.
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