E-safety Subject Progression Tracker			
	Nursery	**Reception**	**Year 1**	**Year 2**

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Online Relationships	Develop relationships with key adults and peers	• I can recognize some ways in which the internet can be used to communicate • I can give examples of how I (might) use technology to communicate with people I know	• I can give examples of when I should ask permission to do something online and explain why this is important. • I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way by others	• 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 who I should ask before sharing things about myself or others online. • 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. • 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. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online
Self Image & Identity	• Develop appropriate ways of being assertive. • When uncomfortable to say 'stop, I don't like it.' • To tell an adult when they feel unhappy or uncomfortable	• I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. • 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.	• 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.

Online Bullying	• Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling.	• I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel	• I can describe how to behave online in ways that do not upset others and can give example	• I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help.
Copyright & Ownership	•	• I know that work I create belongs to me • I can name my work so others know it belongs to me	• I can explain why work I create using technology belongs to me • I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'') • 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). • I understand that work created by others does not belong to me even if I save a copy	• I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them
Managing Online Information	•	• I can talk about how to use the internet as a way of finding information online. • I can identify devices I could use to access information on the internet.	• I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. • 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. • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	• I can use simple keywords in search engines • 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). • I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). • 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 why some information I find online may not be real or true
Online reputation	•	• I can identify ways that I can put information on the internet.	• I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first.	• I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect.

Health, Wellbeing & Lifestyle	• To know how to keep safe. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Make healthy choices about activities they take part in.	• I can identify rules that help keep us safe and healthy in and beyond the home when using technology • I can give some simple examples of these rules	• I can explain rules to keep myself safe when using technology both in and beyond the home.	• 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. • I can say how those rules / guides can help anyone accessing online technologies
Privacy & Security	•	• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	• I can explain how passwords are used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	• I can explain how passwords can be used to protect information, accounts and devices. • 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). • 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).