

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

**Curriculum Intent**

The intent of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are confident, happy and independent learners who take an active role together in God's world.

**Computing Intent**

At Nyewood CE Infant School children will be able to use technology safely and logically to communicate, learn, understand and become active participants in God's evolving digital world.

*See separate Progression of Knowledge and Skills document for Internet Safety.*

**RSHE Intent**

At Nyewood C E Infant School, all children develop their attitudes and values, personal and social skills, knowledge and understanding, to flourish and become successful citizens in God's world.

**EYFS**

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	<b>Autumn term, Spring term, Summer Term</b>		
<b>RSHE – Being safe</b>  <b>Computing - Using technology across the curriculum</b>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What 'online' means</li> <li>• What the internet is</li> <li>• How to be safe online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• With support, access technology safely that uses the internet e.g. iPad, class interactive whiteboard.</li> <li>• With support, access and complete online games linked to learning.</li> <li>• With support, use the internet safely following advice e.g. Smartie the Penguin.</li> <li>• Get help from a trusted adult immediately if they are unsure</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What 'online' means</li> <li>• What the internet is and how it can be used</li> <li>• How to be safe online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Access technology safely that uses the internet e.g. iPad, class interactive whiteboard.</li> <li>• Access and complete online games linked to learning.</li> <li>• Use the internet safely following advice e.g. Smartie the Penguin.</li> <li>• Get help from a trusted adult immediately if content makes them feel sad, worried, scared or uncomfortable.</li> <li>• Understand that the internet can be used as a resource to find out information.</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What 'online' means</li> <li>• What the internet is and how it can be used</li> <li>• How to be safe online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Access technology safely that uses the internet e.g. iPad, class interactive whiteboard.</li> <li>• Access and complete a range of online games linked to learning.</li> <li>• Use the internet safely following advice e.g. Smartie the Penguin.</li> <li>• Identify key ways of keeping safe online e.g. getting help from a trusted adult immediately if content makes them feel sad, worried, scared or uncomfortable; ask for help if unsure; not sharing personal information.</li> <li>• Understand that the internet can be used in different ways e.g. finding out information, playing games, etc.</li> </ul>
<b>Vocabulary</b>	Online, internet, safe, technology, iPad, interactive whiteboard, trusted adult, information, personal information		

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

Year 1			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Term 1			
<b>RSHE - Being safe</b>	<b>Education for a Connected World; Online Relationships</b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing – Using technology</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to communicate safely online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Recognise some ways in which the internet can be used to communicate safely</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to communicate safely online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Give examples of how to use the internet safely to communicate with people known to us</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>The importance of and ways to ensure they are communicating safely online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Give a range of examples of how to use the internet safely to communicate with people known to us</li> </ul>
<b>RSHE – Being safe; Physical health and wellbeing</b>	<b>Education for a Connected World; Online Bullying</b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing – Using technology</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>Key trusted adults to communicate with online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify trusted adults that we can communicate with online</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>Who to communicate with online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify who we can communicate with safely online</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>Who to communicate with online</li> <li>Just like in real life it is important to be polite and respectful when you are online.</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify who we can communicate with online</li> <li>Explain how to behave when communicating online</li> </ul>
<b>RSHE – Being safe</b>	<b>Education for a Connected World; Health, Well-being and Lifestyle</b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing - Using Technology</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to keep safe and healthy when using technology</li> </ul> <b>Children can...</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to keep safe and healthy when using technology</li> </ul> <b>Children can...</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to keep safe and healthy when using technology</li> <li>How rules/guides can help to keep us safe</li> </ul> <b>Children can...</b>

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

	<ul style="list-style-type: none"> <li>Identify rules that help keep us safe when using technology both in and beyond the home.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain rules to keep us safe when using technology both in and beyond the home.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain simple guidance to keep us safe when using technology in different environments and settings.</li> </ul>
<b>RSHE – Being safe</b>  <b>Computing - Using Technology</b>	<i>Education for a Connected World; Self-Image and Identity</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
	<b>Children know...</b> <ul style="list-style-type: none"> <li>The difference between online and offline</li> <li>Different feelings and emotions</li> <li>To say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify how to feel online and offline e.g. safe, happy</li> <li>Identify key ways to stay safe online and offline e.g. saying no, tell someone, asking for help</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>To seek advice from a trusted adult if something happens that makes me feel sad, worried, uncomfortable or frightened</li> <li>The need for a balance in a healthy lifestyle</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify how to feel online and offline and what is appropriate</li> <li>Identify ways to stay safe online</li> <li>Identify what makes a healthy lifestyle e.g. diet, exercise, time spent online</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>To seek advice from a trusted adult if something happens that makes me feel sad, worried, uncomfortable or frightened</li> <li>Factors that can affect mental health and well-being – link back to healthy lifestyle.</li> <li>How other people's identity online can be different to their identity in real life.</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify how to feel online and offline and what is appropriate</li> <li>Identify a range of ways to stay safe online, including identities.</li> <li>Identify and explain what makes a healthy lifestyle, including mental health and wellbeing.</li> </ul>
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
	<b>Term 2</b>		
<b>RSHE – Physical health and wellbeing</b>  <b>Computing – Being digitally literate</b>	<i>Education for a Connected World; Managing Online Information</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
	<b>Children know...</b> <ul style="list-style-type: none"> <li>how to use the internet safely to find things out e.g. children's search engines, ask an adult for help</li> <li>To get help from a trusted adult if they are unsure</li> </ul> <b>Children can....</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to find information safely e.g. safe search engines</li> <li>To get help from a trusted adult if content makes them feel sad, uncomfortable worried or frightened.</li> </ul> <b>Children can...</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>how to find information safely (e.g. search engine, voice activated searching).</li> <li>To get help from a trusted adult if content makes them feel sad, uncomfortable worried or frightened.</li> </ul> <b>Children can...</b>

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

	<ul style="list-style-type: none"> <li>With support, identify devices that can be used to find out things online</li> <li>With support, use the internet safely to find out things</li> </ul>	<ul style="list-style-type: none"> <li>Identify devices that can be used to find out things online</li> <li>Use simple keywords in search engines to find out things online</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of devices that can be used to find out things online</li> <li>Use different ways to find out things online e.g. simple keywords in search engines, voice activated searching.</li> </ul>
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Term 3</b>			
<b>RSHE – Physical health and wellbeing</b>	<i>Education for a Connected World: Privacy and Security</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing - Programming</b>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What personal information is</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify some simple examples of personal information (e.g. name, address, birthday, age, location).</li> <li>With support, identify how to keep personal information safe online</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>Why to always ask a trusted adult before sharing any personal information online.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify more detailed examples of personal information (e.g. where I live, my family's names, where I go to school).</li> <li>Identify and explain how to keep personal information safe online (e.g. ask an adult first)</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information is safe to share online and what it not.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify a range of examples of personal information</li> <li>Identify and explain different ways to keep personal information safe online (e.g. ask an adult first, know what can/cannot be shared)</li> </ul>
<b>RSHE – Physical health and wellbeing</b>	<i>Education for a Connected World: Online Reputation</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing - Programming</b>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information could be put on the internet</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>With support, identify ways to put information on the internet.</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>Why to always ask a trusted adult before putting information online.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify ways to put information on the internet</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information can/cannot be shared</li> <li>that information can stay online and could be copied.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify ways to put information on the internet</li> <li>Identify what information can/cannot be shared on the internet</li> <li>Explain what can happen to information once it is online (e.g. stays online, can be copied)</li> </ul>
<b>Vocabulary (as EYFS +)</b>	Communicate, trusted adults, offline, healthy lifestyle, time spent online, identity, mental health and well-being, search engines, voice activated, content, devices		

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

Year 2			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Term 1		
<b>RSHE – Being safe</b>	<b><i>Education for a Connected World; Online Relationships</i></b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing – Using Technology</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>how they can stay safe when online.</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>identify ways to stay safe online</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>to explain why it is important to be considerate and kind to people online.</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify ways to stay safe and communicate online</li> <li>Explain how to behave online and why this is important</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>How to communicate safely online</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Identify a range of ways to stay safe and communicate online</li> <li>Explain how to communicate safely online with a range of people, including those unknown.</li> </ul>
<b>RSHE – Being safe; Physical Health and Well-being</b>	<b><i>Education for a Connected World; Online Bullying</i></b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
<b>Computing – Using technology</b>	<b>Children know...</b> <ul style="list-style-type: none"> <li>What bullying is</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>identify examples of bullying behaviour.</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>What bullying is</li> <li>What bullying looks like online and offline</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Give examples of bullying behaviour and how it could look online and offline</li> <li>Explain what to do if they are being bullied online or offline</li> </ul>	<b>Children know...</b> <ul style="list-style-type: none"> <li>What bullying is</li> <li>How to behave online and offline in ways that do not upset others</li> </ul> <b>Children can...</b> <ul style="list-style-type: none"> <li>Explain how to and how not to behave online and offline, including bullying.</li> <li>Explain the impact of online or offline bullying on others</li> </ul>
<b>RSHE – Being safe</b>	<b><i>Education for a Connected World; Self-Image and Identity</i></b> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

<b>Computing – Using Technology</b>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• How to feel online e.g. safe, happy</li> <li>• Issues that can occur online</li> <li>• Online identities</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened</li> <li>• Understand that people online might look different to real life</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• Online and offline identities</li> <li>• Where/how to get help</li> <li>• How much time is appropriate to spend online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Give examples of issues online and how to solve these (e.g. get help if something online had made me feel sad, worried, uncomfortable or frightened).</li> <li>• Identify different online and offline identities</li> <li>• Explain how the time spent online can affect mental health and well-being.</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• Online and offline identities</li> <li>• Where/how to get help</li> <li>• to recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>• How much time is appropriate to spend online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Give examples of issues online, including identities, and how to solve these</li> <li>• Describe ways in which people might make themselves look different online and offline</li> <li>• Explain how the time spent online can affect mental health and well-being in different ways</li> </ul>
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Term 2</b>			
<b>RSHE – Physical health and wellbeing</b>  <b>Computing – Being digitally literate</b>	<p><i>Education for a Connected World; Managing Online Information</i>          See 'Evolve Toolkit' -&gt; Strands' for matching resources (<a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a>)</p>		
	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What voice activated searching is</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> <li>• Being to use voice activated searching to find out information online</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What voice activated and search engines are</li> <li>• The functions on a keypad and computer</li> <li>• Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Use voice activated and/or search engines to find webpages</li> <li>• Navigate a simple webpage to get to information (e.g. home, forward, back buttons; links, tabs and sections).</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>• What voice activated and search engines are</li> <li>• The functions on a keypad and computer</li> <li>• Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</li> <li>• What 'made up' and 'true' information looks like</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Use voice activated and/or search engines to find webpages</li> <li>• Navigate a range of webpages to get to information (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>• Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' online.</li> </ul>

**Nyewood CE Infant School**  
**Internet Safety Progression in Knowledge and Skills**  
**To go alongside the Computing and RSHE Progression in Knowledge and Skills**

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Term 3		
<b>RSHE – Physical health and wellbeing</b>  <b>Computing - Programming</b>	<i>Education for a Connected World; Privacy and Security</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information is private</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>identify what information is safe to share online and what it not.</li> <li>describe and explain some rules for keeping my information private.</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information is private</li> <li>that online information about me could be seen by others.</li> <li>What a password is</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify what information is safe to share online and what is not</li> <li>Explain what a password is and how they can help.</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>What information is private</li> <li>that online information about me could be seen by others and what is appropriate</li> <li>What a password is</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Identify what information is safe and appropriate to share online and what is not</li> <li>Explain what a password is and how they are used to protect information, accounts and devices.</li> <li>Explain how many devices could be connected to the internet and can list some of those devices.</li> </ul>
<b>RSHE – Physical health and wellbeing</b>  <b>Computing - Programming</b>	<i>Education for a Connected World; Online Reputation</i> See 'Evolve Toolkit' -> Strands' for matching resources ( <a href="https://projectevolve.co.uk/toolkit/strand/">https://projectevolve.co.uk/toolkit/strand/</a> )		
	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>That information can stay online and could be copied.</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Explain what can happen to information once it is online (e.g. stays online, can be copied)</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>That information can stay online for a long time</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Explain what can happen to information once it is online (e.g. stays online, can last online for a long time, can be copied)</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>who to talk to if they think them or someone else has made a mistake about putting something online</li> </ul> <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Explain what can happen to information once it is online (e.g. stays online, can last online for a long time, can be copied)</li> <li>Explain what to do if they want to remove something that is incorrect or inappropriate online</li> </ul>
<b>Vocabulary (+ EYFS and Year 1)</b>	Bullying, appropriate, inappropriate, navigate, webpage, private, password		