



South Lake Primary School - Progression of learning - Computing

	Online Bullying	Privacy and security	Self-Image and identity	Online relationships	Managing online information	Online Reputation
R	I know what a good friend is I can explain how to be kind to others	I know that the work I create belongs to me I can name my work so that others know it belongs to me	I can explain how passwords can be used to protect information and devices. To develop an interest in ICT by using age appropriate websites or programs Recognise purposes for using technology in school and at home	Being a good friend to others on the internet – Digiduck's Big Decision	I can explain why it is important to be considerate and kind to people online. I can describe how to behave online in ways that do not upset others	
1	I can describe how to behave online in ways that do not upset others and can give examples.	To understand how passwords and PINs keep devices and information secure. Recognise some examples of strong and poor password practice.	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 explain why it is important to be considerate and kind to people online and to respect their choices.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I can describe what information I should not put online without asking a trusted adult first.
2	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can explain and give examples of what is meant by 'private' and 'keeping things private'.	I know that people can choose different pictures online to what they actually look like in real life. I can explain why someone might want to change their appearance online.	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.	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 how information put online about someone can last for a long time.
3	I can describe appropriate ways to behave towards other people online and why this is important.	I can describe simple strategies for creating and keeping passwords private. I recognise that passwords protect my reputation and the information that I consider important. To suggest methods for keeping password safe and secure	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	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 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 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.



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4	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 describe strategies for keeping personal information private, depending on context.	I can explain someone's online identity can be different to their identity in 'real life'. I can describe how someone might change their identity online. I can explain the positive reasons for changing your online identity and the negative reasons for doing so.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	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 how to find out information about others by searching online.
5	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	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.	I can explain how identity online can be copied, modified or altered.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	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 search for information about an individual online and summarise the information found.
6	I can describe how to capture bullying content as evidence and share with others who can help.	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).	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	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 explain the ways in which anyone can develop a positive online reputation.