

E-Safety Knowledge Progression Grid

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media Balance Is Important: Devices are tools: Recognise that tablets, phones, televisions, and computers are fun things we use to play, watch, and learn, but they are only part of our day. The "Pause" concept: Understand what it means to stop using a device when asked or when it is time to do something else (like sleep, eat, or talk to family). Real-world balance: Know that our bodies and brains need different types of activities throughout the day, such as physical play, drawing, reading, and resting. Feelings check-in: Recognise how it feels to play offline versus	Pause and Think Online: The "Pause & Think" Habit: Understand that just like you look both ways before crossing the street, you need to stop and think before you click, post, or share anything online. The Digital Body Metaphors: Learn how different parts of the body represent the core rules of digital citizenship: Head: Ask questions and think about what you see online. Arms: Find a healthy balance between screen time and offline play. Guts: Listen to your gut feelings if something online feels wrong, confusing, or scary.	We, the Digital Citizens: What is a Digital Citizen? Understand that just like being a good citizen in your school or local neighbourhood, a "digital citizen" uses technology safely, responsibly, and respectfully in online spaces. The Power of a Pledge: Comprehend that a pledge is a serious, self-directed promise to oneself and the community to uphold positive standards of behaviour online and offline. Synthesis of Digital Pillars: Connect all the core themes of digital citizenship (protecting privacy, balancing screen time, being kind, and asking adults for	Your Rings of Responsibility: The Concentric Rings of Responsibility: Understand that our duties and how we impact others grow outward in rings, much like ripples in water: Ring 1 (Me): Responsibility for your own choices, screen time, and personal data safety. Ring 2 (Family & Friends): Responsibility to treat people you know personally with kindness, respect, and fairness both offline and online. Ring 3 (School & Local Community): Responsibility to be an upstander, follow school rules, and treat classmates and local peers respectfully in shared digital spaces	My Media Choices: Understand that evaluating a media choice requires looking at three distinct factors: What? The type of media content (e.g., fast-paced video games, educational apps, social messaging, or creative tools). When? The time of day the media is used (e.g., right before bedtime versus mid-afternoon during free play). How Much? The duration or amount of time spent consuming or creating media. Emotional and Physical Awareness: Comprehend that different media choices directly influence how we feel emotionally and	Finding My Media Balance: Defining True Balance: Understand that media balance means using technology in a proportion that feels healthy, positive, and sustainable—recognizing that "balance" looks different for everyone and isn't about rigid, equal time limits. Recognizing Red Flags: Comprehend the personal signs and warning signals that indicate media choices are out of balance (e.g., losing track of time, missing out on real-world interactions, staying up too late, or feeling grumpy). Actionable Self-Regulation: Recognize that maintaining balance requires active

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being glued to a screen.	Legs: Stand up to mean behaviour or cyberbullying. Heart: Be kind and respectful to people online. Feet: Remember that everything you do online leaves a track (a digital footprint). Using a Trusted Adult: Know that if anything online makes their "guts" feel uncomfortable or worried, their immediate job is to pause and tell a trusted adult.	help) into a unified identity of what it means to be a good online community member.	(like school networks or class chats). Ring 4 (The World / Global Digital Community): Responsibility to be a respectful, ethical digital citizen in the wider internet world where you interact with people you may never meet in person. Comprehend that an action in one ring (such as posting a mean comment or sharing private data) ripples outward and can affect people in the outer rings.	physically (e.g., energized, drained, frustrated, or calm). Defining Media Balance: Recognize that media balance means using technology in a way that feels healthy and maintains a proper proportion alongside other essential life activities like sleep, homework, outdoor play, and face-to-face time with family and friends.	choices, such as setting personal limits, using device tools wisely, and carving out intentional time for physical activity, offline hobbies, family, and friends. Understands that media includes television, apps, games, books, and internet platforms. Recognises that different media choices lead to distinct emotional or physical responses (e.g., energized, drained, calm). Knows how to track media habits over a set period.
Pause for People: Respecting others: Understand that paying attention to people around you (looking up, listening) is an important way to	How Technology Makes You Feel: Connecting tech to emotions: Understand that using devices, playing games, or watching videos can	Device–Free Moments: The Value of Unplugged Time: Understand that while devices are useful for learning and fun, stepping away from	Password Power–Up: Comprehend that a password is a secret string of letters, numbers, and symbols designed to restrict	Private and Personal Information: Understand the critical difference between: <i>Private Information</i>: Details that can be used to identify or	You Won’t Believe This: Defining Clickbait: Understand that clickbait consists of sensationalized headlines, images, or links designed

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show respect and kindness. The “Pause for People” rule: Know that even if you are having fun playing a game or watching a show, you should stop for people when they talk to you or when it’s time to transition. Managing big feelings: Recognise that it is normal to feel frustrated or annoyed when asked to stop using a device, but there are healthy ways to handle those feelings.	make us feel many different emotions (e.g., happy, excited, frustrated, angry, or tired). Physical body clues: Recognise that our bodies give us signals when we have been on a screen for too long or when a game is making us upset (e.g., tight shoulders, a fast heartbeat, heavy eyes, or a grumpy mood). Choosing balance: Know that when technology starts making them feel uncomfortable, frustrated, or overly tired, it is time to “pause” and switch to an offline activity to feel better.	them helps us connect better with family, friends, and the physical world. Identifying Key Moments: Recognise specific times and places during the day when it is best to be “device-free” (e.g., during mealtimes, right before bedtime, while hanging out with friends, or when someone is talking to you). Creating Healthy Boundaries: Comprehend that making conscious choices to put devices away improves sleep, mood, and real-world interactions. Map Daily Routines: Identify parts of their daily schedule where screens interfere with relationships or rest,	unauthorised access to digital accounts. Understand that strong passwords are long (at least 8 characters), mix upper- and lower-case letters, include numbers/symbols, and never contain easily guessable personal identity data (like birthdays or names). Learn that a secure password can be built safely by starting with a memorable phrase or sentence, taking the first letters, and adding capitalisation and numbers.	locate you specifically (e.g., home address, phone number, full name, bank details, passwords) which should <i>never</i> be shared online without a parent and <i>Personal Information</i>: General details about your likes, dislikes, hobbies, or opinions (e.g., favourite food, favourite sport, drawing style) that are often safer to share within controlled or appropriate communities. Comprehend that sharing information safely depends heavily on <i>who</i> is asking, <i>where</i> you are sharing it (a secure school platform vs. a public game chat), and <i>why</i> they want it. Recognize that websites, apps, and games often track and collect user information	specifically to catch attention and force a click, often by exaggerating the truth or withholding vital information. Comprehend how clickbait works by bridging familiar, everyday topics (like video games, food, or animals) with an unresolved knowledge gap (e.g., “<i>You’ll never guess what happened next!</i>”), exploiting human curiosity to make people click. Evaluating Credibility and Intent: Recognize that sensational headlines often lead to low-quality, biased, or entirely inaccurate content, making it crucial to pause, evaluate source reliability, and avoid falling for emotional traps online.
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		and propose “device-free” solutions. Reflect on Benefits: Articulate how they feel after spending time completely unplugged (e.g., more rested, more focused, having more fun playing outside).		(both active and passive) to target ads, recommend content, or build user profiles. Understands that private information can identify a person in the real world. Recognises that passwords must be kept secret and built securely. Knows to ask a trusted adult before filling out online forms or game registrations.	
Safety in My Online Neighbourhood: The internet as a neighbourhood: Understand that exploring the internet is like visiting places in the real world—it can be exciting and full of learning, but it requires safety rules.	Internet Traffic Light: Understand that navigating the internet requires rules, just like crossing the road, using a color-coded system: Green Light (Go): Sites and apps that are safe, approved by a trusted adult, and just right for their age (e.g.,	That’s Private: Defining Private Information: Understand that certain details about themselves—such as their full name, home address, phone number, age, school name, and passwords—are private and should never be shared online without a parent’s permission.	This is Me: Understand that an online identity is shaped by what we post, share, and create (such as photos, selfies, and bios), and it can sometimes look different from our real, multi-faceted lives. Comprehend that when people look at	Our Online Tracks: The Long-Term Impact on Reputation: Understand that a digital footprint acts like a permanent fossil—it builds an online reputation that can last for years and influence how others view them in the future.	Beyond Gender Stereotypes: Defining Gender Stereotypes: Understand that a gender stereotype is an oversimplified, fixed idea or generalization about how men and women or boys and girls look, act, or should behave.

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The Three Golden Rules of Online Safety: Always ask a parent (or trusted adult/teacher) first before going online or opening a new app. Only talk to people you know in real life when using devices. Stick to places that are just right for you (appropriate websites, games, and apps meant for young children). Trusting your gut: Knowing that if something online makes them feel confused, uncomfortable, or scared, they should stop and tell an adult immediately.	educational platforms or kid-friendly games). Yellow Light (Slow Down / Ask): Sites or games they are unsure about, or where they aren't certain if it's okay, meaning they must slow down and ask an adult. Red Light (Stop / Danger): Content, pop-ups, or websites that are clearly not meant for children, make them feel uncomfortable, or are unapproved, meaning they must stop immediately and get a grown-up. Adult Guidance First: Reinforce the rule that checking with a parent, carer, or teacher is the best safety tool when a digital traffic light isn't clearly green.	Private vs. Public: Recognise the difference between safe, non-identifying information to share (like a favourite colour, a drawing, or a general hobby) and information that reveals who they are in the real world. The "Ask First" Rule for Data: Comprehend that whenever an app, game, or website asks for information about them, they must stop, pause, and check with a trusted adult before typing anything in.	images or posts online, they form opinions or "assumptions" about who someone is, which may or may not be accurate. Recognize the importance of reflecting the most meaningful parts of their true identity (culture, hobbies, values, and personality) accurately and safely when sharing online.	Comprehend that digital footprints do not just include what students post about themselves, but also what <i>others</i> post about them (such as tagged photos, comments, or shared group media), meaning people are not always in total control of their footprint. Collective Responsibility: Recognize the duty to protect both one's own digital reputation and the privacy/reputation of peers by practicing mindful sharing.	Presence in Digital Media: Comprehend how digital spaces—such as video game character designs, online ads, and social media trends—often rely heavily on stereotypes (e.g., that boys must be loud and competitive, or that girls are overly focused on appearance and need saving). Impact of Bias and Fairness: Recognize that buying into these stereotypes can result in unfairness, narrow-minded bias, and limitations on individual potential by discouraging people from pursuing diverse interests or expressing their true personalities.
Passwords:	Online Reputation:	Digital Trails:	Our Digital Citizenship Pledge:	Keeping Games Fun and Friendly:	Digital Friendships:

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Passwords as Digital Keys: Understand that a password is a secret combination of letters, numbers, or words that acts like a private key to lock and unlock devices, apps, or online accounts. Why Passwords Matter: Comprehend that passwords protect personal information, favourite games, and digital spaces so that other people cannot get into accounts without permission. The Rule of Secrecy: Recognize that just like a house key, a password must be kept secret—shared only with parents or carers, and never told to friends, schoolmates, or online contacts.	Digital Permanence (Lasting a Long Time): Understand that information, photos, and videos put onto the internet don't just disappear after a day; they can stay online for a very long time, sometimes forever. Building a Digital Reputation: Comprehend that everything left online forms a trail (a digital footprint) that shows who you are, meaning what you post today can still be seen by teachers, friends, or family years from now. The "Think Before You Post" Rule: Recognize that because online content is permanent and hard to take back, you must always stop and think about whether a photo, message, or game profile is something	The Concept of a Digital Trail: Understand that whenever you go online, visit websites, post photos, or play games, you leave behind a trail of information about what you did. Recognise that some information is left on purpose (like typing your name or uploading a picture), while other information is collected automatically in the background (like location data, search history, or what you click on). Comprehend that information posted online can travel quickly, be seen by people you don't know, and stay around for a very long time (it doesn't just disappear).	Understand that a classroom or school digital community relies on <i>shared</i> agreements made together, rather than just rules handed down by adults. Synthesizing all previous year-4 topics—privacy, digital footprints, rings of responsibility, strong passwords, online identity, and dealing with meanness—into actionable citizenship commitments. Comprehend that signing a joint pledge means holding oneself and others accountable to maintaining a kind, safe, and respectful environment whenever devices are used.	Understand that while multiplayer online games offer fantastic opportunities for teamwork, collaboration, and socializing with friends, they also introduce risks like negative chat, exclusion, or toxic behaviour. Comprehend specific negative behaviours unique to gaming environments—such as grieving—where individuals intentionally anger, irritate, or ruin the experience for other players through destructive actions or cheating. Shared Social Responsibility: Recognize that players have a personal duty to maintain a positive environment, choosing to lift teammates up rather than participating in or	Defining Online-Only Friendships: Understand that online-only friends are people you interact with exclusively through games, social platforms, or chat forums whom you have never met face-to-face. Weighing Benefits and Risks: Comprehend that while online friendships can offer shared interests, teamwork, and global connections, they also carry hidden risks—such as people pretending to be someone they aren't, oversharing private data, or pressure to do uncomfortable things. Boundaries and Red Flags: Recognize when an online relationship crosses a boundary (e.g., asking for personal information,
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	you will feel proud of in the future.			ignoring mean behaviour.	secrets, or photos) and knowing how to exit or report the interaction.
Online Relationships: Digital Rules and Permission: Understand that just like in the physical world, you must always ask a trusted adult for permission before opening a new app, playing a new game, or going online. Why Permission Matters Online: Comprehend that online spaces can contain unexpected things (such as pop-ups, strangers, or games that aren't age-appropriate), and asking a grown-up helps protect you from things you aren't ready to see. Involving Trusted Adults: Recognize who your trusted adults are	Online Bullying: Defining Bullying: Understand that bullying is not just a single argument or a one-off mean word; it is behaviour that is hurtful, intentional, and repeated over time (several times on purpose). Ways People Bully (Online and Offline): Comprehend that bullying can happen in the playground (teasing, pushing, leaving someone out) as well as through digital devices and games (sending mean messages, excluding someone from a chat, or spreading rumours online).	Who is in Your Online Community? Defining an Online Community: Understand that an online community includes all the people you interact with, play games with, or communicate with through apps and websites. Inner Circle vs. Outer Circle (Known vs. Unknown): Comprehend the difference between people you know and trust in the real world (family, close friends, teachers) and people you meet online whom you do not know in person. Understanding Online Personas: Recognise	The Power of Words: Understand that without face-to-face cues (like tone of voice, smiles, or body language), written words can be easily misunderstood or interpreted differently by different people. Comprehend that things typed or posted online can carry unintended negative impacts, hurt feelings, or escalate quickly because they are permanent and reach wider audiences. Recognize that people sometimes say things online they would never say to someone's face because of the perceived distance or	Be a Super Digital Citizen: Understand that being a "super" digital citizen means going beyond just following rules yourself—it means actively stepping up to help, guide, and protect others online. Recognizing that real digital leadership combines privacy awareness, media balance, reputation protection, and positive gaming behaviours into a unified identity. Comprehend that upper-primary pupils have a responsibility to act as role models for younger students or peers, showing them how to navigate digital	Is It Cyberbullying? Defining Cyberbullying (The Three Criteria): Understand that cyberbullying is not just someone being rude once; it requires specific conditions: Intentional: Done on purpose to hurt, humiliate, or upset someone. Repeated: Happening multiple times over a period, or shared widely so that it continues to cause harm. Power Imbalance: Involves an imbalance of power (such as social standing, physical strength, technological control, or being ganged up on by a group).

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both at home and at school, and know that you can always go to them if something pops up on a screen that makes you feel confused or worried.	Impact on Feelings: Recognize how bullying makes targets feel (isolated, sad, scared, or worried) and why everyone has a right to feel safe, respected, and included.	that people online may not always be who they say they are, making it vital to apply safety rules when chatting, messaging, or playing multiplayer games.	anonymity of digital devices	spaces safely and kindly. Understands that a digital community relies on shared agreements and rules rather than rules handed down alone. Recognises that a personal pledge helps connect basic safety pillars (privacy, passwords, upstander action). Knows how to contribute ideas to a group discussion.	Meanness vs. Conflict vs. Cyberbullying: Comprehend the critical difference between a one-off mean comment, a mutual argument between friends, and persistent, targeted harassment online. The Role of the Upstander and Bystander: Recognize that witnesses to cyberbullying have a choice to remain silent (passive bystanders) or use their digital voice to support the victim, report the behaviour, or disrupt the cruelty (active upstanders).
Sharing Information Online: Understand that unlike spoken words that vanish into the air, information put onto the internet (like a photo, video, or digital drawing) can stay online for a long time.	Copyright and Online Ownership: Everything Online Belongs to Someone: Understand that just like physical toys and drawings, pictures, videos, music, and games found on the internet are created	Putting a Stop to Online Meanness: Defining Online Meanness: Understand that online meanness happens when someone uses technology (like text messages, game chats, or comments) to say or	Is Seeing Believing? Understands what an online identity or profile is and how photos or selfies represent people. Recognises that people online can make	A Creator’s Rights and Responsibilities: Understand that everyone on the internet is both a <i>creator</i> (making videos, art, writing, or code) and a <i>consumer</i> (viewing others' work), which comes with	Reading News Online: Anatomy of an Online News Page: Understand that professional online news articles are built with distinct structural parts—each serving a specific purpose (e.g., headlines, by lines, dates, images,

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Comprehend that other people can easily copy, save, or share things that are put online, meaning you lose total control over who sees them once they are out there. Recognize why it is essential to pause and ask a trusted adult before putting any personal information, photos, or creations onto the internet.	and owned by real people. Digital Ownership: Comprehend that finding something on a website doesn't mean it is free for anyone to take, copy, or pretend they made it. Respecting Creators: Recognize why it is important to respect other people's hard work, creativity, and ownership when exploring digital content.	do mean, hurtful, or exclusionary things to someone else. Comprehend that online words can travel fast, reach a larger audience, and stay visible longer than spoken words, making them feel even more hurtful. Recognise the difference between being a <i>bystander</i> (watching and doing nothing) and an <i>upstander</i> (taking action to help someone who is being treated meanly).	assumptions based on pictures or posts. Knows that things posted on the internet leave a digital trail and stay visible for a long time. The Myth of "Seeing is Believing": Understand that in the digital age, photos, videos, and online stories can be edited, filtered, staged, or generated to look real when they are actually misleading or false. Spotting Altered Media: Recognize common digital editing techniques (such as filters, Photoshop, cropping, or special effects) that change reality to make something look funnier, scarier, or more dramatic than it really is.	unique rights and duties. Comprehend that creative work automatically belongs to its creator as soon as it is fixed in a tangible or digital form, meaning others cannot simply copy, steal, or claim it as their own. Recognize the ethical and legal duty to give credit (attribution) when using someone else's work, and to understand permissions like Creative Commons or public domain.	captions, and section categories). Comprehend the difference between objective factual reporting, opinion pieces, and commercial elements like sponsored content or native advertising that mimic real news articles. Evaluating Trustworthiness: Recognize the key warning signs of an untrustworthy or low-quality source (such as missing author details, unverified dates, exaggerated image visuals, or suspicious URLs) Understands that online articles, images, and videos can be misleading or staged. Recognises how clickbait uses the
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			Questioning Intent: Comprehend <i>why</i> people might alter images or share misleading information online (e.g., for attention, humour, to sell something, or to trick others) and why it is important to pause and investigate before believing it.		"curiosity gap" to force emotional clicks.
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