

Project Evolve: Primary School Online Safety Progression Overview

This document outlines the progression of online safety education from EYFS to Year 6, organised by the eight core strands of the UKCIS 'Education for a Connected World' framework. This spiral curriculum ensures that pupils revisit key themes with increasing depth and complexity as they mature.

1. Self-Image and Identity

This strand explores how we present ourselves online and the impact of digital technology on self-esteem and identity.

Year Group	Learning Focus
EYFS	Recognising that they can use technology to represent themselves (e.g. taking a photo) and identifying things they like to do online.
Year 1	Explaining how they can represent themselves in different ways online (e.g. using an avatar) and identifying how they are similar or different to others.
Year 2	Recognising that information put online about them can be seen by others and that they should represent themselves positively.
Year 3	Identifying how people represent themselves in different ways and beginning to understand that online identities can be different from real-life identities.
Year 4	Explaining how others' identities are shaped by what they post and how online identities can be used to influence others.
Year 5	Discussing the concept of an 'idealised' identity and how digital manipulation (filters/editing) affects self-image and perception of others.
Year 6	Analysing the impact of positive and negative online feedback on self-worth and exploring the complexities of managing multiple online identities.

2. Online Relationships

Focuses on developing respectful communication, understanding social norms online, and the importance of digital consent.

Year Group	Learning Focus
EYFS	Understanding the need to be kind to others

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	online and identifying people who can help if something goes wrong.
Year 1	Describing how to be a good friend online and identifying what kind of information is safe to share with others.
Year 2	Understanding that communication can be public or private and identifying which is appropriate for different situations.
Year 3	Explaining how to behave respectfully in different online spaces and identifying how to seek help if someone is being unkind.
Year 4	Defining 'consent' in an online context and understanding why it is important to ask before sharing photos or videos of others.
Year 5	Evaluating the impact of digital communication on relationships and identifying strategies for managing conflict online.
Year 6	Analysing how social media influences relationships and understanding the risks associated with communicating with people they do not know.

3. Online Reputation

Explores the concept of a digital footprint and the long-term consequences of online actions.

Year Group	Learning Focus
EYFS	Recognising that they can share things online with people they know.
Year 1	Understanding that information they post can be seen by others and that they should think before they share.
Year 2	Identifying that online information can be saved and shared by others, creating a permanent record.
Year 3	Explaining how online actions contribute to a 'digital footprint' and how this can be positive or negative.
Year 4	Identifying how to manage their digital footprint and understanding that others can also contribute to their reputation online.
Year 5	Analysing how a digital footprint can influence how others see them, both now and in the future (e.g. secondary schools).
Year 6	Understanding that they have control over their reputation but that some information may be difficult to remove once shared.

4. Online Bullying

Identifying, preventing, and responding to digital harassment and unkind behaviour.

Year Group	Learning Focus
EYFS	Recognising when someone is being unkind online and knowing who to tell.
Year 1	Describing what online bullying is and identifying simple ways to stop it (e.g. closing the screen).
Year 2	Understanding that online bullying can happen in different ways and that it is important to tell a trusted adult.
Year 3	Identifying the difference between a one-off 'mean' comment and a pattern of bullying. Learning how to use 'Report' tools.
Year 4	Explaining the role of the 'bystander' and 'upstander' in online bullying situations.
Year 5	Evaluating the impact of online bullying on the victim and the bully and identifying effective ways to support others.
Year 6	Analysing the legal and social consequences of online bullying and understanding how to deal with more complex issues like 'trolling'.

5. Managing Online Information

Developing critical thinking skills to navigate online content, including search techniques and spotting misinformation.

Year Group	Learning Focus
EYFS	Understanding that they can use the internet to find things out and that not everything they see is real.
Year 1	Learning how to use simple keywords in a search engine and recognising that search results may not always be what they expect.
Year 2	Identifying that information online can be created by anyone and that they should check facts with a trusted adult.
Year 3	Developing more effective search strategies and beginning to understand how search engines rank results (simple algorithms).
Year 4	Evaluating the reliability of online sources and identifying 'persuasive' content (e.g. adverts vs. information).
Year 5	Identifying 'Fake News' and 'Clickbait' and understanding why people create and share misleading information.

Year Group	Learning Focus
Year 6	Analysing how algorithms personalize the information we see (filter bubbles) and the impact this has on our world view.

6. Health, Wellbeing and Lifestyle

Understanding the impact of technology on physical and mental health, including screen time and digital balance.

Year Group	Learning Focus
EYFS	Recognising that using technology can make them feel different emotions and knowing when to take a break.
Year 1	Understanding the importance of balancing time spent online with other activities like sleep and exercise.
Year 2	Identifying how using technology before bed can affect sleep and how to set simple rules for screen time.
Year 3	Explaining how 'notifications' and 'streaks' are designed to keep people using apps and games.
Year 4	Identifying the physical effects of using technology (e.g. posture, eye strain) and how to mitigate them.
Year 5	Discussing the emotional impact of 'FOMO' (Fear Of Missing Out) and the importance of digital detoxing.
Year 6	Analysing the concept of 'persuasive design' in depth and identifying personal strategies for maintaining a healthy digital balance.

7. Privacy and Security

Learning how to protect personal data and keep devices secure from threats.

Year Group	Learning Focus
EYFS	Understanding that some information (like passwords) is private and should not be shared.
Year 1	Identifying personal information and explaining why it should be kept secret online.
Year 2	Learning how to create a strong, memorable password and understanding that devices need to be locked.
Year 3	Identifying common online risks like 'pop-ups' and understanding that they should not click on suspicious links.
Year 4	Explaining how apps and websites collect data

Year Group	Learning Focus
	about users and the importance of checking privacy settings.
Year 5	Identifying 'Scams' and 'Phishing' attempts and understanding how to protect against identity theft.
Year 6	Understanding the importance of two-factor authentication and how to manage security across multiple accounts.

8. Copyright and Ownership

Understanding the rights of content creators and the ethical use of digital media.

Year Group	Learning Focus
EYFS	Recognising that they can create things using technology and that those things belong to them.
Year 1	Identifying that work created by others (photos, videos, text) belongs to them.
Year 2	Understanding that they should ask permission before using or sharing someone else's work.
Year 3	Defining 'Copyright' and identifying the copyright symbol. Understanding that 'stealing' digital content is wrong.
Year 4	Explaining how to credit the creator of a piece of work and understanding the concept of 'fair use'.
Year 5	Identifying different types of creative licenses (e.g. Creative Commons) and how to find 'free to use' images.
Year 6	Analysing the impact of piracy on creators and the economy, and understanding the legalities of sharing and remixing content.