

# E-safety Project Evolve units

	EYFS	Year 1	Year 2
<p>Self-Image and Identity</p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>            Me and My Relationships            Valuing Difference            Keeping Myself Safe</p>	<p>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.</p>	<p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Know that 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.</p>	<p>Explain how other people may look and act differently online and offline.</p> <p>Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.            Give examples of how they might help.</p>

<p><b>Online Relationships</b></p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>  Me and My Relationships  Valuing Difference</p>	<p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of how I (might) use technology to communicate with people I know.</p>	<p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Use the internet with adult support to communicate with people I know (e.g. video call apps or services)</p> <p>Explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>Explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>Give examples of how someone might use technology to communicate with others they don't also know offline.  Explain why this might be risky.</p> <p>Explain who I should ask before sharing things about myself or others online.</p> <p>Describe different ways to ask for, give, or deny my permission online and identify who can help me if I am not sure.</p> <p>Explain why I have the right to say 'no' or 'I will have to ask someone'.  Explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>Identify who can help if something happens online without my consent.</p> <p>Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online.</p>
<p><b>Online Reputation</b></p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>  Keeping Myself Safe  Rights and Responsibilities</p>	<p>Identify ways that I can put information on the internet.</p>	<p>Recognise that information can stay online and could be copied.</p> <p>Describe what information I should not put online without asking a trusted adult first.</p>	<p>Explain how information put online about someone can last for a long time.</p> <p>Describe how anyone's online information could be seen by others.</p> <p>Know who to talk to if something has been put online without consent or if it is incorrect.</p>

<p><b>Online Bullying</b></p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>  Me and My Relationships  Valuing Difference  Keeping Myself Safe  Growing and Changing</p>	<p>Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel.</p>	<p>Describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Explain why anyone who experiences bullying is not to blame.</p> <p>Talk about how anyone experiencing bullying can get help.</p>
<p><b>Managing Online Information</b></p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>  Keeping Myself Safe</p>	<p>Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices I could use to access information on the internet.</p>	<p>Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>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.</p> <p>Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Use simple keywords in search engines.</p> <p>Demonstrate how to navigate a simple webpage to get information I need.</p> <p>Explain what voice activated searching is and how it might be used, and know it is not a real person.</p> <p>Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Explain why some information I find online may not be real or true.</p>
<p><b>Health, Well-being and Lifestyle</b></p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>  Me and My Relationships  Growing and Changing  Keeping Myself Safe  Being my Best</p>	<p>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Give some simple examples of these rules.</p>	<p>Explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Explain simple guidance for using technology in different environments and settings.</p> <p>Say how those rules/guides can help anyone accessing online technologies.</p>

<p>Privacy and Security</p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>          Keeping Myself Safe</p>	<p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Describe who would be trustworthy to share this information with and explain why they are trusted.</p>	<p>Explain how passwords are used to protect information, accounts and devices.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>Explain how passwords can be used to protect information, accounts and devices.</p> <p>Explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Describe and explain some rules for keeping personal information private.</p> <p>Explain how some people may have devices in their homes connected to the internet and give examples.</p>
<p>Copyright and Ownership</p> <p><b>PSHE/RSE links</b>  <u>SCARF units:</u>          Rights and Responsibilities</p>	<p>Know that work I create belongs to me.</p> <p>Name my work so that others know it belongs to me.</p>	<p>Explain why work I create using technology belongs to me.</p> <p>Say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>Save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>Understand that work created by others does not belong to me even if I save a copy.</p>	<p>Recognise that content on the internet may belong to other people.</p> <p>Describe why other people's work belongs to them.</p>