Route Map E – Safety YEAR R	
Term 1a Self-Image and Identity	I can recognise that I can 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.
Term 1b Online Relationship	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.
Term 2a Online Reputation Managing Online Information	I can identify ways that I can put information on the internet. I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. **search engine, voice activated searching**).
Term 2b Online Bullying	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.
Term 3a Health, Well-being and lifestyle	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.
Term 3b Privacy and Security Copyright and Ownership	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. I know that work I create belongs to me. I can name my work so that others know it belongs to me.

Route Map E – Safety YEAR 1	
Term 1a Self-Image and Identity	I can recognise that I can 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. I can explain how this could be either in real life or online.
Term 1b Online Relationship	I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online.
Term 2a Online Reputation Managing Online Information	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. I can use the internet to find things out. I can use simple keywords in **search engines**. I can 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.
Term 2b Online Bullying	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that do not upset others and can give examples.
Term 3a Health, Well-being and lifestyle	I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.

Term 3b Privacy and Security	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).	
	I can explain why I should always ask a trusted adult before I share any information about myself online.	
	I can explain how passwords can be used to protect information and devices.	
Copyright and Ownership	I can explain why work I create using technology belongs to me.	
	I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').	
	I can save my work so that others know it belongs to me (e.g. filename, name on content).	

Route Map   E – Safety
Route Map   E – Safety
YEAR 2

Term 1a Self-Image and Identity	I can explain how other people's identity online can be different to their identity in real life.
	I can describe ways in which people might make themselves look different online.
	I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
Term 1b Online Relationship	I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
	I can give examples of how I might use technology to communicate with others I don't know well.
Term 2a Online Reputation Managing Online Information	**Online Reputation** I can explain how information put online about me can last for a long time.
	I know who to talk to if I think someone has made a mistake about putting something online.
	Managing Online Information I can use keywords in search engines.
	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
	I can explain what **voice activated searching** is and how it might be used (e.g. Alexa, Google Now, Siri).
	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 why some information I find online may not be true.

Term 2b Online Bullying	I can give examples of bullying behaviour and how it could look online.	
	I understand how bullying can make someone feel.	
	I can talk about how someone can/would get help about being bullied online or offline.	
Term 3a Health, Well-being and lifestyle	I can explain simple guidance for using technology in different environments and settings.	
	I can say how those rules/guides can help me.	
Term 3b Privacy and Security Copyright and Ownership	Privacy and Security	
	I can describe how online information about me could be seen by others.	
	I can describe and explain some rules for keeping my information private.	
	I can explain what passwords are and can use passwords for my accounts and devices.	
	I can explain how many devices in my home could be connected to the internet and can list some of those devices.	
	Copyright and Ownership	
	I can describe why other people's work belongs to them.	
	I can recognise that content on the internet may belong to other people.	

Route Map E – Safety YEAR 3		
Term 1a Self-Image and Identity	I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media).	
Term 1b Online Relationship	I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. **emojis, acronyms, text speak**). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.	
Term 2a Online Reputation Managing Online Information	Online Reputation Managing Online Information	I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online.

	I can use key phrases in search engines.	
	I can explain what **autocomplete** is and how to choose the best suggestion.	
	I can explain how the internet can be used to sell and buy things.	
	I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	
Term 2b Online Bullying	I can explain what bullying is and can describe how people may bully others.	
	I can describe rules about how to behave online and how I follow them.	
Term 3a Health, Well-being and lifestyle	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	
Term 3b Privacy and Security Copyright and Ownership	I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.	
	I understand and can give reasons why passwords are important.	
	I can describe simple strategies for creating and keeping passwords private.	
	I can describe how connected devices can collect and share my information with others.	

Route Map E – Safety YEAR 4	
Term 1a Self-Image and Identity	I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.
Term 1b Online Relationship	I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online.
Term 2a Online Reputation Managing Online Information	I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; **In-app purchases**, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
Term 2b	

Online Bullying	I can identify some online technologies where bullying might take place.	
	I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).	
	I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	
Term 3a Health, Well-being and lifestyle	I can explain how using technology can distract me from other things I might do or should be doing.	
	I can identify times or situations when I might need to limit the amount of time I use technology.	
	I can suggest strategies to help me limit this time.	
Term 3b Privacy and Security Copyright and Ownership	I can explain what a strong password is.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
	I can describe strategies for keeping my personal information private, depending on context.	I can give some simple examples.
	I can explain that others online can pretend to be me or other people, including my friends.	
	I can suggest reasons why they might do this.	
	I can explain how internet use can be monitored.	

Route Map E – Safety YEAR 5	
Term 1a Self-Image and Identity	I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.
Term 1b Online Relationship	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 make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends.
Term 2a Online Reputation Managing Online Information	I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation.

	I can use different search technologies.	I can use search technologies effectively.
	I can evaluate digital content and can explain how I make choices from search results.	I can explain how search engines work and how results are selected and ranked.
	I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.	I can demonstrate the strategies I would apply to be discerning in evaluating digital content.
	I understand the difference between online **mis-information** (inaccurate information distributed by accident) and **dis-information** (inaccurate information deliberately distributed and intended to mislead).	I can describe how some online information can be opinion and can offer examples.
	I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.	I can explain how and why some people may present 'opinions' as 'facts'.
	I can explain what is meant by a **'hoax'**. I can explain why I need to think carefully before I forward anything online.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').
	I can explain why some information I find online may not be honest, accurate or legal.	I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).	I can identify, flag and report inappropriate content.
Term 2b Online Bullying	I can recognise when someone is upset, hurt or angry online.	
	I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.	I can describe how to capture bullying content as evidence (e.g **screen-grab, URL, profile**) to share with others who can help me.
	I can explain how to block abusive users.	I can identify a range of ways to report concerns both in school and at home about online bullying.
	I can explain how I would report online bullying on the apps and platforms that I use.	
	I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. **Childline**).	

Term 3a Health, Well-being and lifestyle	I can describe ways technology can affect healthy sleep and can describe some of the issues.	I can describe common systems that regulate age-related content (e.g. **PEGI, BBFC**, parental warnings) and describe their purpose.
	I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	I can assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).
		I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
Term 3b Privacy and Security Copyright and Ownership	I can create and use strong and secure passwords.	I use different passwords for a range of online services.
	I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, **geolocation**) with others.	I can describe effective strategies for managing those passwords (e.g. **password managers**, acronyms, stories).
		I know what to do if my password is lost or stolen.
	I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.	I can explain what app permissions are and can give some examples from the technology or services I use.
		I can describe simple ways to increase privacy on apps and services that provide privacy settings.
		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**).
Continue: Term 3b Privacy and Security Copyright and Ownership	I can assess and justify when it is acceptable to use the work of others.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
	I can give examples of content that is permitted to be reused.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Route Map E – Safety YEAR 6	
Term 1a Self-Image and Identity	I can give examples of how the internet and social media can be used for positive self-promotion. I can explain how people can curate and experiment with their identity online and why they might wish to do this. I am aware that my own personal online activity, history or profile (my **'digital personality'**) will affect the type of information returned to me in a search or on a social media stream, and intended to influence my beliefs, actions and choices. I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle. I can explain how presenting myself in different ways online carries both benefits and risks and I can describe and assess what these could be. I can explain strategies to reduce potential risks.
Term 1b Online Relationship	I can explain how and why people who I communicate with online may try to influence others negatively and can offer examples. e.g. **grooming**; **radicalisation; coercion**. I can explain strategies for assessing the degree of trust I place in people or organisations online. I can describe the initial signs of potentially problematic situations e.g. **grooming**, cyberbullying. I can assess when I need to take action and explain what to do if I am concerned about an online relationship. I can describe the benefits of communicating with a partner online. I can explain how relationships can safely begin (on-line dating), develop, be maintained, change and end online. I can give examples of how to make positive contributions to online debates and discussions. I can give examples where positive contributions have effected change in an online community (e.g. **Gamergate**, gaming communities, social media).
Term 2a Online Reputation Managing Online Information	I can describe and assess the benefits and the potential risks of sharing information online. I can describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards'). I can explain the term **'connectivity'**: the capacity for connected devices ('internet of things') to collect and share information about me with or without my knowledge (including microphones, cameras and **geolocation**). I can describe how this can affect me. I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). I can explain how to use search effectively and use examples from my own practice to illustrate this. When I publish online content, I am aware of how that content can be interpreted by others. I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of me (e.g. contribute to my online reputation). I can explain and give examples of how what I write online can also affect my school, family or social group, or future opportunities. I can explain strategies to manage and protect my 'digital personality'.

Term 2b Online Bullying	
I can describe how bullying may change as we grow older and recognise when it is taking place online.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion).	I can demonstrate how I would intervene (and how I would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.
I can identify and demonstrate actions to support others who are experiencing difficulties online.	I can give examples of effective strategies which might help myself or others.

Term 3a Health, Well-being and lifestyle	
I recognise and can discuss the pressures that technology can place on me and how/ when I think I should respond.	I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. **wellness apps**, **fitness trackers**, meditation/ relaxation apps).
I can give some examples of those pressures (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).	I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.
I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties.	I can describe the criteria I would use to help me evaluate the benefit technology and apps may have to me.
I can explain how I might recognise that I need support to control my use of technology and who might provide that support.	

Term 3b Privacy and Security Copyright and Ownership

I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. **viruses**, **trojans**, **ransomware**).	
I can explain what **cookies** are and can give examples of how my online browsing can be tracked and used by others (e.g. **adware**).	
I can identify commercial content and **scams** (e.g. pop-ups, **spam**) and can discuss simple strategies to manage such content (e.g. **pop-up blockers**, **junk folders**, **unsubscribing**).	
I can explain how my internet use is often **monitored** (e.g. by my school or internet service provider).	

I know that commercial online content can be viewed, accessed or downloaded illegally.	I understand the concept of software and content licensing.
I can give some examples of illegal access (e.g. illegal **streaming**, **pirate sites**, **torrent sites**, peer-to-peer sharing) and the associated risks.	I can explain the principles of **fair use** and apply this to case studies.
I can accurately define the concept of plagiarism.	I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers.
I can use this definition to evaluate my own use of online sources.	I can explain why controlling copyright of my content may be limited when using social media, website and apps.