		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing **Digital Wellbeing - Progressive Overview**								
Self-Image & Identity		I can 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.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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.	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	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 someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain how my online identity can be different to my offline identity I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain how identity online can be copied, modified or altered. I can explain how people can represent themselves in different ways online. I can demonstrate how to make responsible choices about having an online identity, depending on context	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.

For with God, everything is possible (Matthew 19:26)

| Online Relationships | I can name some ways that members of my family talk to each other and other people using the internet

I can name an app, a piece of software or a technology that I use or could use to talk to people I know | I can give examples of when I should ask permission to do something online and explain why this is important.

I can use the internet with adult support to communicate with people I know (e.g. video call)

I can explain why it is important to be considerate and kind to people online and to respect their choices.

I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | 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 who I should ask before sharing things about myself or others online.

I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

I can explain why I have a right to say 'no' or 'I will have to ask someone'. | I can explain what is meant by trusting someone online

I can explain how people's feelings can be hurt by what is said or written online | I can describe strategies for safe or fun experiences in a range of online social environments

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours | I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).

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 explain how someone can get help if they are having problems and identify when to tell a trusted adult. | I can explain how sharing something online may have an impact either positively or negatively

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 explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for |

For with God, everything is possible (Matthew 19:26)

							the sharer and others; and who can help if someone is worried about this.

For with God, everything is possible (Matthew 19:26)

Online reputation	I can recognise some ways in which the internet can be used to communicate	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without permission	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	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.	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity

For with God, everything is possible (Matthew 19:26)