

Digital Citizenship (Online Safety)

EYFS - Year 6 Progression



Year	Healthy Habits: Media Balance and Well-Being	Cyberbullying & Online Harms	Relationships & Communication	Information & Media Literacy	Privacy & Safety	Digital Footprint & Identity
EYFS	- Understand what media balance means. - Reflect on how they balance their time with technology. - Explore how to establish a healthy balance of activities for children, with and without media and tech.	- Understand what it means to be an upstander. - Reflect on ways to make others feel welcome.	- Understand what it means to be respectful and kind to others. - Reflect on how they can be kind online. - Learn about the benefits of co-using media with kids, and practise using questioning strategies to strengthen important early childhood skills.	- Understand that not everything they see on the internet is true. - Reflect on ways to check if something they see online is true.	- Understand what being safe on the internet means. - Reflect on ways to keep their passwords and information safe. - Discuss and reflect on how media and technology can affect key areas of children's development.	- Understand what a digital footprint is. - Reflect on what and who they share with online. - Think about the benefits and challenges of raising kids in today's digital world.
Year 1	- Learn why it's important to be aware and respectful of people while using devices. - Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.	- Know when and why to take breaks from device time. - Consider the feelings of people around them, even when engaged in fun online activities.	- Reflect on how active listening is an example of being respectful. - Learn strategies to practise active listening when using devices.	- Know when and why to take breaks from device time. - Consider the feelings of people around them, even when engaged in fun online activities.	- Discover that the internet can be used to visit faraway places and learn new things. - Compare how staying safe online is similar to staying safe in the real world. - Explain rules for travelling safely on the internet.	- Understand what it means to be responsible for something. - Identify ways to care for their device.
Year 2	- Recognise the different kinds of feelings they can have when using technology. - Know what to do when they don't have a good feeling when using technology.	- Understand the importance of being safe, responsible, and respectful online. - Learn the "Pause & Think Online" song to remember basic digital citizenship concepts.	- Reflect on how they are a part of a classroom community. - Identify examples of positive norms. - Create a device charter to support positive use of devices at school.	- Reflect on what it looks and feels like to stay focused on a task. - Define device distraction and recognise examples. - Learn strategies to manage device distractions at school.	- Understand that being safe online is similar to staying safe in real life. - Learn to identify websites and apps that are "just right" and "not right" for them. - Know how to get help from an adult if they are unsure about a website.	- Learn why it's important to be aware and respectful of people while using devices. - Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.

Digital Citizenship (Online Safety)

EYFS - Year 6 Progression



Year	Healthy Habits: Media Balance and Well-Being	Cyberbullying & Online Harms	Relationships & Communication	Information & Media Literacy	Privacy & Safety	Digital Footprint & Identity
Year 3	- Recognise the ways in which digital devices can be distracting. - Identify how they feel when others are distracted by their devices. - Identify ideal device-free moments for themselves and others.	- Understand what online meanness can look like and how it can make people feel. - Identify ways to respond to mean words online, using "S-T-O-P".	- Compare and contrast how they are connected to different people and places, in person and on the internet. - Demonstrate an understanding of how people can connect on the internet.	- Explain how giving credit is a sign of respect for people's work. - Learn how to give credit in their schoolwork for content they use from the internet.	- Recognise the kind of information that is private. - Understand that they should never give out private information online.	- Learn that the information they share online leaves a digital footprint or 'trail'. - Explore what information is OK to be shared online.
Year 4	- Examine both online and in-person responsibilities. - Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others. - Identify examples of online responsibilities to others.	- Understand that it's important to think about the words we use, because everyone interprets things differently. - Identify ways to respond to mean words online, using S-T-O-P. - Decide what kinds of statements are OK to say online and which are not.	- Define what a community is, both in person and online. - Explain how having norms helps people in a community achieve their goals. - Create and pledge to adhere to shared norms for being in an online community.	- Recognise that photos and videos can be altered digitally. - Identify different reasons why someone might alter a photo or video. - Analyse altered photos and videos to try to determine why.	- Define the term "password" and describe a password's purpose. - Understand why a strong password is important. - Practise creating a memorable and strong password.	- Consider how posting selfies or other images will lead others to make assumptions about them. - Reflect on the most important parts of their unique identities. - Identify ways they can post online to best reflect who they are.
Year 5	- Learn the "What? When? How Much?" framework for describing their media choices. - Use this framework and their emotional responses to evaluate how healthy different types of media choices are. - Begin to develop their own definition of a healthy media balance.	- Reflect on the characteristics that make someone an upstanding digital citizen. - Recognise what cyberbullying is. - Show ways to be an upstander by creating a digital citizenship superhero comic strip.	- Define "social interaction" and give an example. - Describe the positives and negatives of social interaction in online games. - Create an online video game cover that includes guidelines for positive social interaction.	- Define "copyright" and explain how it applies to creative work. - Describe their rights and responsibilities as creators. - Apply copyright principles to real-life scenarios.	- Identify the reasons why people share information about themselves online. - Explain the difference between private and personal information. - Explain why it is risky to share private information online.	- Define the term "digital footprint" and identify the online activities that contribute to it. - Identify ways they are -- and are not -- in control of their digital footprint. - Understand what responsibilities they have for the digital footprints of themselves and others.

Digital Citizenship (Online Safety)

EYFS - Year 6 Progression



Year	Healthy Habits: Media Balance and Well-Being	Cyberbullying & Online Harms	Relationships & Communication	Information & Media Literacy	Privacy & Safety	Digital Footprint & Identity
Year 6	• Reflect on how balanced they are in their daily lives. • Consider what "media balance" means and how it applies to them. • Create a personalised plan for healthy and balanced media use.	• Recognise similarities and differences between in-person bullying, cyberbullying and being mean. • Empathise with the targets of cyberbullying. • Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.	• Compare and contrast different kinds of online-only friendships. • Describe the benefits and risks of online-only friendships. • Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable. • Define what artificial intelligence is. • Understand what makes generative AI unique. • Reflect on the benefits and drawbacks of generative AI.	• Understand the purposes of different parts of an online news page. • Identify the parts and structure of an online news article. • Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.	• Define "the curiosity gap". • Explain how clickbait uses the curiosity gap to get your attention. • Use strategies for avoiding clickbait.	• Define "gender stereotypes" and describe how they can be present online. • Describe how gender stereotypes can lead to unfairness or bias. • Create an avatar and a poem that show how gender stereotypes impact who they are.

Source: Common Sense Media Digital Literacy & Well-Being Curriculum (UK adapted lesson objectives), as mapped in the school's 2026–2027 curriculum overview.