Abbey Hill E-Safety Curriculum

Progression Map

A clear, sequenced curriculum that develops pupils' knowledge, skills and understanding to keep themselves and others safe, make positive choices and be responsible digital citizens.

Our E-Safety Strands	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 My Information 	Talk about what is special and personal about me.	Recognise personal information and know some of it should be kept private.	Identify different types of personal information and understand what is safe to share online.	Understand responsibility for my personal informston and keep it private online.	Identify what information is appropriate to share online and consider the consequences.	Recognise how my information contributes to my digital footprint and how to manage it.	Make informed choices about what to share online and how to protect my privacy, identity and reputation.
2 My Interactions 	Be kind when using technology.	Use kind words and actions online and treat others with respect.	Recognise kind and unkind communication online and know how to respond positively.	Communicate respectfully online and recognise when behaviour is unacceptable.	Understand how my messages and actions can affect others and respond appropriately.	Recognise different online behaviours, manage challenges and help create positive online spaces.	Communicate thoughtfully, challenge unkind behaviour and promote a safe and respectful online community.
3 If Something Goes Wrong 	Know to stop and tell a trusted adult if something worries me.	Recognise when something online makes me feel uncomfortable and tell an adult.	Know what to do if something online feels unusual, unkind or unsafe.	Recognise concerns such as upsetting or worrying content and know who to talk to for help.	Identify risks, report concerns and block or mute content that upsets me.	Understand how to respond to online risks, report concerns and access support.	Evaluate online situations, make safe decisions, report appropriately and support others to get help.
4 Be a Responsible Digital Citizen 	Use technology safely and follow our class rules.	Make safe and kind choices online and help keep our class safe.	Use technology safely and responsibly and understand how my choices can affect others.	Be a responsible digital citizen, make safe choices and consider how to help others online.	Use my knowledge to make safe, respectful and responsible choices and encourage others to do the same.	Make positive contributions online, considering safety, respect and the impect of my choices on others.	Be a confident, responsible and respectful digital citizen, using my knowledge and skills to keep myself and others safe online.

Achieving our dreams together



Abbey Hill
E-Safety Unit

Reception

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
R – I can talk about things that are special and personal to me (e.g. my name, age and who is in my family).

Key theme
Personal information and privacy.

Key question
What information is special about me?

Teacher does
Talks with pupils about information that is about us (e.g. name, age, family) and explains that some information is private.

Pupils do
Share what is special about them and listen to others. Discuss what should be kept private.

Resources
Classroom technology (e.g. interactive whiteboard), class discussion.

Evidence
Teacher observations and pupil responses during discussion.

2 My Interactions



Progression reference
R – I can talk about how to be kind when using technology.

Key theme
Online communication and behaviour.

Key question
How can we be kind when we use technology?

Teacher does
Models kind and unkind behaviour using simple, familiar examples (e.g. talking in a game or on a video call) and discusses how our words can make others feel.

Pupils do
Say which behaviours are kind and unkind and explain how they might make someone feel.

Resources
Classroom technology (e.g. interactive whiteboard), verbal examples.

Evidence
Teacher observations and pupil contributions to discussion.

3 If Something Goes Wrong



Progression reference
R – I can recognise when something online makes me feel unsure or unhappy and know to tell a trusted adult.

Key theme
Recognising concerns and seeking help.

Key question
What should I do if something online makes me feel unhappy?

Teacher does
Talks about what to do if we see or hear something that is surprising, upsetting or makes us feel unsure. Introduces a simple response: "Stop, close it, tell an adult."

Pupils do
Practise what to do using role-play or by talking through examples.

Resources
Classroom technology (e.g. interactive whiteboard), role-play and discussion.

Evidence
Teacher observations of pupils correctly describing or practising the response.

4 Be a Responsible Digital Citizen



Progression reference
R – I can help to keep myself and others safe when using technology by following our class rules.

Key theme
Using technology safely and respectfully.

Key question
How can we use technology safely in our class?

Teacher does
Recaps key learning from the unit and works with pupils to agree simple class rules for using technology safely and kindly.

Pupils do
Suggest ideas for class rules (e.g. be kind, ask an adult, use it carefully) and agree the rules together.

Resources
Classroom technology (e.g. interactive whiteboard), class discussion.

Evidence
A class e-safety promise/rules (e.g. displayed on the board) and teacher observations of pupils' understanding.

Abbey Hill
E-Safety Unit

Year 1

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y1 – I can recognise personal information (e.g. name, address, photos) and know that some information should be kept private.

Key theme
Personal information and privacy.

Key question
What information should I keep private?

Teacher does
Introduce the idea of personal information. Use familiar examples to sort information into 'OK to share' and 'Keep private'.

Pupils do
Discuss and sort examples (e.g. name, age, address, photos) and explain their choices.

Resources
Classroom technology (e.g. interactive whiteboard), real-life examples.

Evidence
Teacher observations and pupil explanations during discussion or sorting.

2 My Interactions



Progression reference
Y1 – I can recognise kind and unkind behaviour online and know how to be polite and treat others with respect.

Key theme
Online communication and behaviour.

Key question
How can we be kind and respectful online?

Teacher does
Share simple examples of kind and unkind messages or actions. Model how to use kind words online, just like we do in school.

Pupils do
Talk about the examples and use thumbs up/down to show which are kind or unkind, explaining why.

Resources
Classroom technology (e.g. interactive whiteboard), verbal examples.

Evidence
Teacher observations and pupil responses during discussion.

3 If Something Goes Wrong



Progression reference
Y1 – I can recognise when something online makes me feel worried, upset or uncomfortable and know to tell a trusted adult.

Key theme
Recognising concerns and seeking help.

Key question
What should I do if something online makes me feel worried?

Teacher does
Talk about different online situations (e.g. something strange, unkind or surprising) and introduce a simple response: "Stop, close it, tell an adult."

Pupils do
Practise what to do through role-play or by talking through examples.

Resources
Classroom technology (e.g. interactive whiteboard), role-play and discussion.

Evidence
Teacher observations of pupils correctly describing or practising the response.

4 Be a Responsible Digital Citizen



Progression reference
Y1 – I can make safe and responsible choices when using technology and help to keep our class and school safe online.

Key theme
Using technology safely and responsibly.

Key question
How can we use technology safely and responsibly?

Teacher does
Recap key learning from the unit. Co-create simple class rules for using technology safely, kindly and carefully.

Pupils do
Suggest ideas for the class rules and agree the rules together (e.g. be kind, keep personal information private, tell an adult).

Resources
Classroom technology (e.g. interactive whiteboard), class discussion.

Evidence
A class e-safety poster or agreed rules and teacher observations of pupils' understanding.

Abbey Hill E-Safety Unit

Year 2

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y2 – I can identify different types of personal information and understand that some information should not be shared online.

Key theme
Personal information and privacy.

Key question
What information is safe to share online?

Teacher does
Introduce different types of information (e.g. name, age, home, photos). Use real-life examples to discuss what is safe or unsafe to share.

Pupils do
Sort examples of information into 'safe to share' and 'not safe to share' and explain their choices.

Resources
Classroom technology (e.g. interactive whiteboard), real-life examples.

Evidence
Teacher observations and pupil explanations during discussion or sorting.

2 My Interactions



Progression reference
Y2 – I can recognise kind and respectful communication online and understand that unkind behaviour can hurt others.

Key theme
Online communication and behaviour.

Key question
How can we communicate kindly and respectfully online?

Teacher does
Explore examples of kind and unkind online messages or behaviours. Model how to respond positively and when to seek help.

Pupils do
Discuss examples, talk about how they make others feel and suggest kind, respectfull responses.

Resources
Classroom technology (e.g. interactive whiteboard), verbal examples.

Evidence
Teacher observations and pupil contributions to discussion.

3 If Something Goes Wrong



Progression reference
Y2 – I can recognise when something online makes me feel worried, upset or unsafe and know a range of ways to get help.

Key theme
Recognising concerns and seeking help.

Key question
What should I do if something online makes me feel unsafe?

Teacher does
Discuss a range of familiar scenarios (e.g. a pop-up, a stranger contacting you, an unkind message). Revisit 'Stop, Close it, Tell an adult' and who pupils can go to for help.

Pupils do
Talk through different scenarios and decide what they would do and who they could tell.

Resources
Classroom technology (e.g. interactive whiteboard), verbal scenarios.

Evidence
Teacher observations of pupils correctly describing or practising the response.

4 Be a Responsible Digital Citizen



Progression reference
Y2 – I can make safe, responsible and respectful choices when using technology and understand how my choices can affect others.

Key theme
Using technology safely and responsibly.

Key question
How can I be a responsible and respectful digital citizen?

Teacher does
Recap key learning from the unit. Explore how we can be safe, kind and respectful online. Create a simple class digital safety agreement.

Pupils do
Share ideas for being a responsible digital citizen and agree on a set of class rules or promises.

Resources
Classroom technology (e.g. interactive whiteboard), class discussion.

Evidence
A class e-safety agreement (e.g. poster or shared list) and teacher observations of pupils' understanding.

Abbey Hill E-Safety Unit

Year 3

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y3 – I understand that I have a responsibility to be safe online and keep personal information private.

Key theme
Personal information, privacy and trust.

Key question
What information should I keep private online?

Teacher does
Introduce different types of information. Use examples and discussion to sort information into safe or not safe to share. Explore who we can trust online.

Pupils do
Sort and discuss examples, give reasons for their choices, and take part in short scenarios about what they would share and with whom.

Resources
Slides / examples, sorting activity (print or digital), scenario cards.

Evidence
Completed sorting activity and recorded reasons (e.g. on worksheet or in books).

2 My Interactions



Progression reference
Y3 – I can recognise respectful and unacceptable behaviour online.

Key theme
Online communication, kindness and behaviour.

Key question
How can we be kind and respectful when we communicate online?

Teacher does
Show examples of online messages (text, emojis, images). Discuss how messages can be interpreted differently and how our words and images can affect others.

Pupils do
Explore different messages, discuss how they might make someone feel, sort behaviours (kind / unkind), and suggest ways to communicate respectfully online.

Resources
Slides with examples (texts, emojis, images, GIFs), discussion prompts, sorting activity.

Evidence
Recorded responses (e.g. worksheet or mind map) showing examples of kind and unkind behaviour and how to be respectful.

3 If Something Goes Wrong



Progression reference
Y3 – I know what to do if something doesn't feel right online and who I can talk to.

Key theme
Recognising concerns and getting help.

Key question
What should I do if something happens online that upsets me?

Teacher does
Use scenarios to explore situations that might feel worrying or upsetting. Model the 'stop, don't respond, tell a trusted adult' approach.

Pupils do
Discuss scenarios, decide what they would do, role-play or sequence the steps, and identify trusted adults they could speak to.

Resources
Scenario cards, slides, 'what would you do?' activity, trusted adult prompt sheet.

Evidence
Recorded responses to scenarios (e.g. worksheet, sequencing activity or written/drawn answers).

4 Be a Responsible Digital Citizen



Progression reference
Y3 – I understand that I have a responsibility to be safe online and contribute to a positive online environment.

Key theme
Putting learning into action and sharing safety messages.

Key question
What is the most important advice I could give to help others stay safe online?

Teacher does
Recap learning from the previous lessons. Model how to plan a clear poster with a key message and supporting images. Demonstrate how to use PicCollage to create a digital poster.

Pupils do
Plan and create an e-safety poster using PicCollage, including key messages, images and simple text aimed at other pupils.

Resources
Devices, planning sheet, example posters, image bank (if needed).

Evidence
Completed digital e-safety poster (saved or shared) and planning sheet showing key messages.

Abbey Hill
E-Safety Unit

Year 4

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y4 – I can understand what personal information is, why it should be kept private and how to manage my privacy settings.

Key theme
Personal information, privacy and trust.

Key question
What information is safe to share online and who can I trust with it?

Teacher does
Discuss what personal information is and why it should be kept private. Explore where information is requested (apps, games, websites) and look at privacy settings.

Pupils do
Sort information into safe or not safe to share. Explore realistic examples and make choices about what they would share and with whom.

Resources
Slides, sorting cards, scenario examples (print or digital), privacy settings examples.

Evidence
Completed sorting activity and/or recorded responses (worksheet or on Seesaw/books).

2 My Interactions



Progression reference
Y4 – I can recognise acceptable and unacceptable behaviour online and understand how messages can be misunderstood.

Key theme
Online communication, relationships and behaviour.

Key question
How can we communicate respectfully online and avoid misunderstandings?

Teacher does
Explore different forms of online communication (text, emojis, images, GIFs). Discuss how tone can be misinterpreted and the impact of unkind messages.

Pupils do
Analyse example messages, decide how they might make someone feel and suggest better ways to respond. Create their own examples of kind and respectful messages.

Resources
Slides with message examples, emoji cards, scenario cards, discussion prompts.

Evidence
Recorded responses, worksheet or examples of messages written by pupils.

3 If Something Goes Wrong



Progression reference
Y4 – I know where to report concerns about content and contact within apps and programmes and how to seek help.

Key theme
Recognising concerns, responding and reporting.

Key question
What should I do if I see or receive something that worries me online?

Teacher does
Use scenarios to explore different online situations. Model how to take a screenshot, block/mute and report (using age-appropriate examples). Discuss who can help.

Pupils do
Work through scenarios and choose the best actions. Practise the steps (e.g. ordering 'stop, save, block, report, tell') and discuss reasons for their choices.

Resources
Scenario cards, slides, 'what would you do?' activity, trusted adult prompt sheet.

Evidence
Recorded responses (worksheet or sequencing activity) and/or contributions to class discussion.

4 Be a Responsible Digital Citizen



Progression reference
Y4 – I can use my knowledge to contribute to a positive online environment and encourage others to make safe choices.

Key theme
Using our learning to inform and influence others.

Key question
What key messages could help others stay safe and make good choices online?

Teacher does
Recap learning from the previous lessons. Share examples of effective e-safety messages. Model how to plan and create a poster using PicCollage.

Pupils do
Plan and create an e-safety poster using PicCollage, including clear messages, images and simple text aimed at other pupils.

Resources
Devices (tablets/laptops), planning sheet, example posters, image bank (if needed), PicCollage.

Evidence
Completed digital e-safety poster (saved or shared) and planning sheet showing key messages.

Abbey Hill E-Safety Unit

Year 5

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y5 – I understand what information is appropriate to share online, who I can trust and how to manage my digital footprint.

Key theme
Privacy, online identity and managing our digital footprint.

Key question
What information should I share online and how can I keep my digital footprint positive?

Teacher does
Explore real-life examples of online profiles and information shared. Discuss why people share information, the risks involved and how to manage privacy settings on different platforms.

Pupils do
Analyse examples of profiles and decide what should and shouldn't be shared. Create a 'safe profile' for a given scenario, justifying their choices.

Resources
Slides, example profiles (real and adapted), sorting cards, privacy settings guides (screenshots).

Evidence
Completed sorting activity and/or annotated profile showing safe choices (with justifications).

2 My Interactions



Progression reference
Y5 – I can recognise that not everyone uses technology safely and understand the risks associated with online behaviour.

Key theme
Online communication, relationships and respect.

Key question
How can we communicate positively online and what are the risks in group chats and social media?

Teacher does
Introduce and discuss real and fictional examples of online conversations (including group chats). Explore themes such as peer pressure, exclusion, inappropriate messages and sharing images.

Pupils do
Work in groups to analyse different scenarios. Identify risks, discuss how the messages might make people feel and suggest safer, more respectful responses.

Resources
Slides, example messages (text, emojis, images), scenario cards, discussion prompts.

Evidence
Recorded group responses (e.g. worksheet or mind map) and/or written reflections on how to communicate safely and respectfully.

3 If Something Goes Wrong



Progression reference
Y5 – I know how to report concerns and access different forms of help, including for myself and for others.

Key theme
Recognising risks, responding appropriately and seeking help.

Key question
What should I do if something happens online to me or someone else?

Teacher does
Present a range of scenarios (content, contact and conduct). Model how to take a screenshot, block/mute and report on common platforms. Discuss different routes for support (trusted adults, Childline, CEOP etc).

Pupils do
Choose the best course of action for different scenarios, including when a friend is at risk. Practise explaining what they would do and why.

Resources
Scenario cards, slides, device examples (or screenshots), reporting guides, support services list.

Evidence
Completed scenario responses and/or flowchart of 'what to do', showing understanding of the correct steps.

4 Be a Responsible Digital Citizen



Progression reference
Y5 – I can use my knowledge to contribute to a positive online environment and encourage others to make safe choices.

Key theme
Using our learning to inform and influence others.

Key question
What key messages will help others to stay safe, respectful and responsible online?

Teacher does
Recap learning from previous lessons. Share examples of effective e-safety posters. Model how to plan and create a digital poster using PicCollage, including layout, images and clear messages.

Pupils do
Plan and create an e-safety poster using PicCollage, aimed at other pupils. Include clear messages about privacy, respectful behaviour, what to do if something goes wrong and being a responsible digital citizen.

Resources
Devices (tablets/laptops), PicCollage, planning sheet, example posters, image bank (if needed).

Evidence
Completed digital e-safety poster (saved or shared) and planning sheet showing key messages.

Abbey Hill
E-Safety Unit

Year 6

Building **knowledge**, making safe choices and creating a safer digital world

1 My Information



Progression reference
Y6 – I understand how my online identity is built and the impact information can have now and in the future.

Key theme
Privacy, online identity, digital footprint and long-term impact.

Key question
How does the information I share online affect my future?

Teacher does
Explore how information builds an online profile. Use real examples to show how information can be found, shared and used. Discuss risks and long-term consequences (e.g. education, employment).

Pupils do
Investigate case studies and decide what information could be found about a person. Discuss how this might affect them. Create a 'Top Tips' list for managing their digital footprint.

Resources
Slides, real and adapted examples, 'digital footprint' activity sheets, discussion prompts.

Evidence
Completed activity/worksheet and recorded discussion notes or a 'digital footprint top tips' sheet.

2 My Interactions



Progression reference
Y6 – I understand the risks associated with online behaviour and can recognise when it is acceptable or unacceptable.

Key theme
Online communication, relationships, influence and behaviour.

Key question
How can I communicate and behave respectfully online, even when it is difficult?

Teacher does
Explore real and challenging scenarios (e.g. **group chats, peer pressure**, banter, exclusion, sharing images). Discuss intent versus impact and the potential consequences of online behaviour.

Pupils do
Analyse different scenarios, identify risks, and decide how they would respond. Consider how to be an upstander and support others. Create examples of positive and negative online behaviours.

Resources
Slides, scenario cards (text, images, group chats), discussion prompts, sorting activity.

Evidence
Recorded responses (e.g. worksheet, mind map or group discussion notes) showing understanding of respectful and responsible behaviour.

3 If Something Goes Wrong



Progression reference
Y6 – I know how to report concerns and access different forms of help, and I can support others to do the same.

Key theme
Recognising risks, reporting, seeking help and supporting others.

Key question
What should I do if something goes wrong online (for me or someone else)?

Teacher does
Use a range of real and complex scenarios (e.g. inappropriate content, contact, online bullying, someone at risk). Model how to save evidence, block, report and access different support services (including Childline, CEOP, in-app reporting).

Pupils do
Work through scenarios, choose the most appropriate response and explain why. Practise what to do using step-by-step activities. Consider how they could support a friend and when to seek adult help.

Resources
Scenario cards, slides, devices (if available), reporting guides (app/website examples), 'what would you do?' activity.

Evidence
Completed scenarios and recorded responses (e.g. worksheet, sequencing activity or flowchart) showing correct steps and appropriate use of support.

4 Be a Responsible Digital Citizen



Progression reference
Y6 – I understand that I have a responsibility to be safe online, that my behaviour can affect others, and that I can contribute to a positive online environment.

Key theme
Digital citizenship, responsibility, positive contribution and helping others.

Key question
How can I use what I know to make a positive difference online?

Teacher does
Recap and build on learning from the previous lessons. Discuss what it means to be a responsible digital citizen, including personal responsibility for behaviour and choices. Model how to plan an effective e-safety campaign using PicCollage.

Pupils do
Plan and create a digital e-safety campaign poster using PicCollage, aimed at other pupils. They select and prioritise key messages about safe choices, responsibility and supporting others.

Resources
Devices (tablets/laptops), PicCollage, planning sheet, example posters, image bank (if needed).

Evidence
Completed digital e-safety poster (saved or shared) and planning sheet showing key messages and intended audience.