

Autumn Term: I am kind and responsible

	Agreement	Kindness	Responsibility	Reporting/ Supporting
Early Years	I begin to use rules given to me by a safe adult when I use technology	I am kind to others when sharing technology devices	I use technology chosen by safe adults to help me play and learn	I use devices with a safe adult.
Foundation Stage	I use rules given to me by a safe adult when I use technology	I am kind to my friends	I use technology chosen by safe adults to help me play and learn	I make sure a safe adult is with me when I am using a device
Year 1	I agree and use sensible rules to keep me safe when I use technology	I explain why it's important to be kind and polite	I use links to websites to find information I ask a safe adult if things I see online were made by a person or a digital tool	I tell a safe adult what I want to use a device for I show a safe adult when something worrying or unexpected happens when I am using a device
Year 2	I agree and use sensible rules to keep me safe when I use technology	I talk about why it is important to be kind and polite online as well as offline	I know that not all information that people put online is true I know that smart tools sometimes make up facts or stories.	Before I use a device, I talk to a safe adult about how I will keep myself safe I tell a safe adult when something worrying or unexpected happens when I am using a device
Year 3	I contribute to shared rules and use them to make good choices when I use technology	I describe the ways that people get bullied when they use different technologies and consider what I post I think about whether I can use images that I find online or create using a smart tool	I use search tools, including AI, to find appropriate information and decide whether I can trust it	I use the safety features of apps, games and websites as well as reporting concerns to a safe adult
Year 4	I contribute to shared rules and use them to make good choices when I use technology	I comment positively and respectfully when I use different technologies	I identify key words to use when searching safely online and think	I use a range of strategies to protect myself and my friends from harm online, including

		I explain how to check who owns photos, text and clipart I explain that AI-generated content may borrow from existing work	about the reliability of information I find I consider whether the results presented by a smart tool seem unfair, biased, or disrespectful	reporting concerns to a safe adult
Year 5	I contribute to shared rules and use them to support myself and others when we use technology	I always communicate kindly and respectfully and can describe the impact where this does not happen I know which online resources I can download and use I understand that Generative AI creates content based on existing materials, so we need to think about who truly owns the content	I use a search engine to find and evaluate different types of information I check if what a smart tool tells me is correct, and decide if I need to change it or not use it	I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a safe adult
Year 6	I contribute to shared rules and use them to support myself and others when we use technology	I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology I acknowledge the sources of information that I find online I can explain how smart tools can use or copy existing work (copyright), and why this might not be allowed	I talk about the way search results are selected and ranked and check the reliability of websites I visit I check if what a smart tool creates is true or fair before deciding whether to use it	I support my friends to protect themselves and make good choices online, including reporting concerns to a safe adult

Spring Term: I am safe and secure

	Privacy	Relationships	Protecting devices	Reporting/ Supporting
Early Years	I notice when devices show things from before	I use devices with other people, talking about what we do I talk about how devices and apps are different from people	I am careful with technology devices	See Autumn Term
Foundation Stage	I use a log in to access devices I know the device might store what I did I see information that is put online about me	I use devices with other people, talking about what we do I know the device or app does not have feelings.	I am careful with technology devices	
Year 1	I know what my personal information is and keep it private I know that something I put online can be seen by others I know that devices sometimes store what I do so they can show me things later.	I use different technologies, with a safe adult, to communicate responsibly with others I know that a smart tool is not a person with feelings.	I am careful about the icons I click or tap when I use technology devices	
Year 2	I explain why I need to keep my passwords and personal information private I know that apps and smart devices collect information about me to select what to show me next	I know that not everyone is who they say they are online I know that smart tools cannot feel, think, or be kind like a person.	I identify some possible risks to devices	
Year 3	I use a secure password and explain why they are important	I participate safely and responsibly in a secure online community	I ask a safe adult before downloading files and games from the Internet	

	I protect my personal information when I use devices	I know that smart tools are machines that follow rules chosen by people		
Year 4	I know that anything I share online will stay there to be seen and used by others I know that smart apps and devices use my data to select what to show me next	I make safe choices when using technology to communicate responsibly with others I use clear words to describe smart tools as machines that follow rules, which have no feelings or understanding	I explain why I need to ask a safe adult before downloading files and games from the internet	
Year 5	I use a secure password and safe screen name when I am using an online tool I explain the risks of sharing too much about myself online I recognise how AI uses data from my interactions and might influence my choices	I compare my online and face-to-face relationships I explain that AI generates content from data, making sure I don't say it has real feelings or understanding	I explain why I need to protect my computer or device from harm	
Year 6	I consider terms and conditions and adjust privacy settings to maintain control of my personal information I check the information about me online and know that some of it can be uploaded by others I know that AI learns from me in real-time, and this new information is used to try and change what I decide	I explain how to communicate safely and responsibly with people I only know online I explain that AI generates content based on patterns and probabilities from data, making sure I avoid saying they think, feel, or are kind like a human	I protect my computer or device from harm on the internet	

Summer Term: I am healthy

	Self-image	Age appropriate	Lifestyle choices	Reporting/ Supporting
Early Years	I tell you some things that are the same and different about me and my friends	I use apps, games and websites that safe adults choose for me	I stop using a device and choose another activity when asked I notice that devices don't work without electricity	See Autumn Term
Foundation Stage	I tell you the things that are the same about my friend and me I know that smart tools are different from people	I use devices, apps, games and websites that safe adults show me	I use a device for a limited time I know that devices need electricity to work	
Year 1	I tell you similarities and differences between people I know I say how I feel when someone says something nice to me I notice when devices keep showing me similar things	I select from a list of devices, apps, games and websites that a safe adult gives me	I use devices for the time I am allowed and tell you what else I like doing I know that all devices need electricity to work and we shouldn't waste power	
Year 2	I identify similarities and differences between people I know and people I see in the media/online I tell you how I feel when someone says something nice or not nice to me I know that when smart apps and devices select what to show me, it might stop me seeing different ideas or people	I describe the things I enjoy about age appropriate devices, apps, games and websites I am guided to use	I take a break when I have been using a device for too long I do a range of other activities when I am not using devices I know that technology uses a lot of electricity and resources from the planet, but it can also help us save energy and care for our planet	

Year 3	I question whether images and videos have been digitally altered or created by AI I explain how I feel when someone responds to something I have shared online I know that smart tools can help with ideas, but I am still in charge of final choices	I use age appropriate devices, apps, games and websites from a list I have agreed with others	I choose when and why to use technology, thinking about how it helps or harms me and the planet. I identify adverts, including those within online searches and AI suggestions	
Year 4	I explain how digitally altered images and videos, and deepfakes, make me feel I use appropriate strategies to deal with comments online I know that a person, not the device or tool, is responsible for what is said online	I choose devices, apps, games and websites that are appropriate for my age and explain my reasons to friends	I explain my choices about using technology, including good and bad effects on me, others, and the planet. I explain why I ignore or close some adverts that appear on my device and in AI suggestions	
Year 5	I know the reasons why images and videos are altered and deepfakes are created I recognise that online friendships affect my feelings I notice that AI tools might suggest things based on unfair ideas, and this could stop me from seeing new ideas	I select age-appropriate devices, apps, games and websites and encourage my friends to do the same	I make responsible choices about technology, understanding its positive and negative effects on health, relationships, and the environment. I identify the intended audience for an advert or AI suggestion	
Year 6	I explain how deepfakes, and altered images or videos can manipulate us and affect how we feel about ourselves	I select age-appropriate devices, apps, games and websites and explain the potential risks of making different choices	I evaluate my technology use, weighing positive and negative impacts on wellbeing, society, and the environment	

	I explain how online friendships affect our feelings I look closely at how AI tools give recommendations, knowing they might show me limited ideas or unfair biases		I explain how AI and my data are used to target adverts towards me	
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