

Online Safety Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Privacy and Security	1. Know some examples of personal information, such as their name, age, birthday, address or where they live. 2. Understand that personal information is special or private and should not be shared with everyone. 3. Name trusted adults they could share information with, such as a parent, carer, teacher or familiar school adult. 4. Use a simple safety rule: "Stop and ask a grown-up" before sharing information or if something online feels worrying.	1. Know that passwords help protect devices, accounts and information and understand that passwords should be kept private. 2. Recognise personal information, including more detailed examples such as their address, school, family names, birthday, photos or where they live. 3. Explain that personal information belongs to themselves or others and should not be shared online without asking a trusted adult first. 4. Use a simple safety routine: "Stop, ask, tell" — stop before sharing, ask a trusted adult if unsure, and tell an adult if someone asks for personal information online.	1. Explain that passwords protect information, accounts and devices and know that passwords should be kept private. 2. Explain what "private" means and give examples of things that should be kept private, such as passwords, addresses, birthdays, school names and personal photos. 3. Describe simple rules for keeping personal information private, including asking a trusted adult, not sharing passwords, logging out and checking before entering information online. 4. Recognise that some everyday devices connect to the internet, such as tablets, TVs, smart speakers, lights, toys or games consoles, and understand that these also need safe rules.	1. Describe simple strategies for creating and keeping passwords private, such as not using personal information and not sharing passwords with friends. 2. Explain why personal information should only be shared with chosen, trusted people and know to tell a trusted adult if they feel unsure, worried or pressured. 3. Recognise that connected devices can collect and share information, including devices such as tablets, phones, games consoles, smart speakers, watches, TVs and toys. 4. Apply simple privacy and security rules in everyday online situations, including "pause, check, ask, tell" before sharing information or responding to requests.	1. Describe different strategies for keeping personal information private, selecting an appropriate response for the situation, such as changing privacy settings, limiting information shared, logging out or asking an adult. 2. Explain that online activity is not completely private because information may be recorded, stored or viewed by online services, schools, parents, carers or other authorised adults. 3. Explain that online services may ask for consent to collect, store or use personal information, and know to pause, read, decline or ask a trusted adult when unsure. 4. Know that the UK digital age of consent is 13 and understand why children under 13 may need parent or carer permission where an online service relies on consent to process personal data.	1. Explain what makes a password strong and demonstrate how to create a secure example using unrelated words and avoiding easily guessed personal information. 2. Explain that some free apps and online services collect, use or share personal information, such as contacts, photos, messages, voice recordings, interests and location data. 3. Explain what app permissions are and give examples, including permission to access a device's camera, microphone, contacts, photographs or location. 4. Make an informed decision about an app permission, considering what information is requested, why the app might need it and whether a trusted adult should be consulted.	1. Know how to manage passwords securely and respond if one is compromised, including using unique passwords, a trusted password manager, two-step verification and changing affected passwords. 2. Explain that software and app updates protect devices by fixing known security weaknesses and know that automatic updates can install important fixes promptly. 3. Know how privacy settings and terms and conditions affect the use of an online service, including who can view information, make contact or access location data. 4. Recognise how scams and phishing attempt to obtain money, passwords or personal information and apply a safe response: pause, check through an official source, avoid clicking, tell and report.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Bullying	1. Know that people can be kind or unkind when using technology and the internet. 2. Recognise simple examples of unkind behaviour online, such as using mean words, sending something unkind or deliberately upsetting somebody during an online activity. 3. Explain that unkind behaviour can affect how another person feels, for example making them feel sad, worried, upset or left out. 4. Understand that we should use kind words and actions when using technology with other people.	1. Know that the way we behave online can affect other people's feelings. 2. Describe kind and respectful ways to behave online, such as using kind words, taking turns and not deliberately upsetting others. 3. Recognise examples of online behaviour that could upset another person, such as sending an unkind message or sharing something to make somebody feel bad. 4. Choose appropriate words and actions when communicating online so that they do not upset others.	1. Know what bullying is and recognise different ways that people may bully others, including through technology. 2. Explain how bullying can make someone feel, including sad, frightened, worried, angry or left out. 3. Know that a person experiencing bullying is not to blame for what is happening to them. 4. Explain how someone experiencing bullying can get help, particularly by telling a trusted adult.	1. Describe appropriate and respectful ways to behave towards other people online and explain why this is important. 2. Recognise examples of how bullying behaviour might appear online, such as hurtful messages, comments, images or deliberate exclusion. 3. Explain that online behaviour can have a real impact on another person's feelings, even when people are not physically together. 4. Explain how someone experiencing online bullying can get support, including speaking to a trusted adult.	1. Recognise when someone's online experiences may be making them feel upset, hurt or angry. 2. Describe different ways online bullying can happen through digital media, including images, videos, messages, comments, text and chat. 3. Explain how something posted online can affect another person's feelings, even if the person posting it did not think it was important. 4. Explain how harmful online content can affect someone's reputation, including how other people think or feel about them.	1. Explain how online bullying can be different from bullying in the physical world, for example because it can happen at any time, reach a large audience quickly and involve content being copied or shared. 2. Recognise that joking, teasing or "banter" can be experienced as bullying when it becomes hurtful or unwanted, even if one person claims they were joking. 3. Explain when and how someone experiencing online bullying should seek help, including telling a trusted adult and using support or reporting routes at school and at home. 4. Know how to use online safety tools such as block and report to reduce contact with someone behaving abusively.	1. Know that specialist support and helplines are available for people experiencing online bullying, including Childline, and explain how appropriate help can be accessed. 2. Explain why evidence of online bullying can be useful when asking for help or making a report. 3. Describe appropriate ways of capturing evidence, such as recording the account or profile, URL, date and time, or taking a screenshot of appropriate text-based content. 4. Explain how to report online bullying in different contexts, including through an app or game's reporting tools, to school, to a trusted adult or through an appropriate support service.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health, Wellbeing and Lifestyle	1. Know that bodies and brains need a healthy balance of active play, quiet time, rest and sleep. 2. Recognise simple signs that they are tired, frustrated or need a break from an activity. 3. Follow agreed adult rules that help them use devices and other activities safely. 4. Know to tell a trusted adult if a game, video or activity makes them feel worried or uncomfortable.	1. Know that clear rules help keep them safe when using technology at home, school and elsewhere. 2. Explain simple healthy-use rules such as asking first, choosing suitable content and taking regular breaks. 3. Understand that device use should be balanced with sleep, movement, meals and time with other people. 4. Seek adult help when technology use feels unsafe, upsetting or difficult to stop.	1. Apply simple guidance for safe technology use in different settings such as home, school and public places. 2. Explain why surroundings, volume, posture and other people should be considered when using a device. 3. Make sensible choices about when and where technology is appropriate to use. 4. Follow agreed boundaries and ask an adult when the rules for a setting are unclear.	1. Explain how spending too much time using technology can affect mood, sleep, the body and relationships. 2. Compare positive and negative ways of spending extended time with digital activities. 3. Know that age restrictions exist to help protect children and should be followed. 4. Tell a trusted adult if someone pressures them to access age-restricted or uncomfortable content.	1. Explain how technology can be a helpful or unhelpful distraction depending on the situation. 2. Identify times when limiting device use would support concentration, sleep, relationships or physical activity. 3. Use practical strategies such as timers, planned breaks or device-free times to manage technology use. 4. Explain how balanced choices can reduce the negative effects of extended screen or device use.	1. Describe ways technology can support or harm physical and emotional wellbeing. 2. Use strategies that promote healthier digital habits, including balance, breaks and purposeful use. 3. Evaluate online health advice cautiously and balance it with information from trusted adults and qualified professionals. 4. Explain that in-app purchases and loot boxes can involve real money and should only be used with appropriate adult permission.	1. Explain the purpose of age-rating systems such as PEGI, BBFC classifications and parental warnings. 2. Recognise technology-related pressure and persuasive design features intended to keep users engaged. 3. Apply practical strategies to reduce health impacts, including regular breaks, good posture, sleep routines and appropriate device settings. 4. Make informed decisions about when and how to limit technology so that it does not interfere with exercise, diet, sleep, learning or relationships.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Reputation	1. Know that the things they tell or show other people help those people learn about them. 2. Understand that once information is shared, another person may remember it or tell somebody else. 3. Know to ask a trusted adult before sharing personal things with lots of people. 4. Understand that information about another person should be kind, truthful and shared with permission.	1. Recognise that information placed online can remain there and may be copied. 2. Know that some personal information should not be posted without asking a trusted adult. 3. Understand that sharing information online can create a record that other people may see later. 4. Use a simple “pause and ask” routine before putting information about themselves or others online.	1. Explain that information published online can remain available for a long time. 2. Understand that online information may be seen by people beyond the audience originally intended. 3. Know who to tell if something about them has been posted without permission. 4. Explain that incorrect online information can be challenged or corrected with help from a trusted adult.	1. Explain how a search can reveal information about another person. 2. Recognise that different people have different boundaries about what they are willing to share publicly. 3. Know to think carefully before sharing personal information and to ask a trusted adult when unsure. 4. Understand that search results contribute to what other people may learn or assume about someone.	1. Describe how searching online can reveal information that other people have posted about an individual. 2. Understand that information about a person may have been created, copied or shared by somebody else. 3. Recognise that online information about a person may be inaccurate, out of date or missing important context. 4. Consider where information came from before using it to make a judgement about someone.	1. Search for public information about a person and summarise what can be found without oversharing it further. 2. Explain how people may use online information to form judgements about an individual. 3. Recognise why those judgements can be incomplete or incorrect when information is false, selective or out of context. 4. Understand that a person’s online reputation can be influenced by both their own posts and content created by others.	1. Explain practical ways a person can build a positive online reputation. 2. Understand that a “digital personality” develops from the information, behaviour and content associated with a person online. 3. Use privacy, audience choices and appropriate degrees of anonymity to help manage an online reputation. 4. Explain how a positive reputation can support trust and opportunities while harmful content can have longer-term consequences.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing Online Information	1. Know that answers can be found by asking people, looking in books, using pictures or using a device with an adult. 2. Understand that some stories, pictures and information are real while others are pretend or make-believe. 3. Know to ask questions or check with a trusted adult when they are unsure whether something is true. 4. Tell a trusted adult if information, a picture or a story makes them feel worried or uncomfortable.	1. Know that digital tools such as search engines and voice search can help people find information. 2. Recognise that online content can include things they like or dislike and things that are real, pretend or jokes. 3. Use a simple search with adult support to locate information for a clear purpose. 4. Seek help from a trusted adult if digital content makes them feel worried, uncomfortable or frightened.	1. Use simple keywords and basic webpage controls to find information. 2. Explain that voice-activated search tools are computer systems rather than real people. 3. Distinguish between imaginary or made-up content and information presented as true or real. 4. Know that information found online may sometimes be inaccurate or untrue.	1. Use key phrases and autocomplete suggestions thoughtfully to improve a search. 2. Explain how the internet can be used to buy and sell things and recognise that online content can influence choices. 3. Distinguish between a fact, an opinion and a belief and explain that they may be presented differently online. 4. Know to involve a trusted adult when online information is upsetting, confusing or difficult to judge.	1. Analyse online information and make a reasoned judgement about its probable accuracy. 2. Compare information found across websites, social media, image sites and video sites before deciding what to believe. 3. Recognise advertising, pop-ups and in-app purchase prompts as methods designed to influence spending or attention. 4. Explain how bots, repeated claims and altered images can contribute to fake or misleading information.	1. Explain the benefits and limitations of different search technologies, including voice-activated search. 2. Apply scepticism by checking evidence, validity and reliability when deciding whether digital content is trustworthy. 3. Recognise sponsored or boosted content, influencer marketing, stereotypes and hoaxes as factors that can shape what people see and believe. 4. Explain how false or misleading information can affect emotions and behaviour and why it should be checked before sharing.	1. Explain how search engines select and rank results and use search techniques effectively. 2. Distinguish misinformation from disinformation and explain why widely repeated information can still be inaccurate. 3. Describe how influence, manipulation, persuasion, targeted advertising and persuasive design can shape people's choices. 4. Analyse and verify claims using multiple checks, and know how to flag or report inappropriate or unreliable content.
Copyright and Ownership	1. Know that something they draw, build, write or make is their own creation. 2. Put their name on their work so other people know who made it. 3. Recognise that things made by somebody else belong to that creator. 4. Ask before copying, changing or using another person's creation.	1. Explain that digital work belongs to them when they have created or designed it. 2. Use a suitable name or title when saving work so its creator can be identified. 3. Understand that saving or copying somebody else's work does not make it their own. 4. Know to ask before using work created by another person.	1. Recognise that images, music, videos and other content found on the internet may belong to another person or organisation. 2. Explain that a creator still owns their work even when other people can view or copy it. 3. Distinguish between finding a piece of content and owning that content. 4. Show respect for ownership by checking before reusing somebody else's work.	1. Explain why copying another person's online work without permission is unfair. 2. Understand that copying can remove credit from the creator or misrepresent another person's effort as their own. 3. Know that asking permission and acknowledging a creator are ways of respecting ownership. 4. Choose to create original work or use material they have permission to use rather than simply copying it.	1. Check who owns online content before deciding whether it can be reused. 2. Understand that having access to view something does not automatically give permission to copy, edit or republish it. 3. Give examples of music, images and videos that may require the owner's permission before reuse. 4. Select alternative content when reuse rights are unclear or permission has not been granted.	1. Assess whether using another person's work is acceptable for a particular purpose. 2. Recognise that some online content is deliberately licensed or permitted for reuse. 3. Know how to locate content that can legally be reused. 4. Follow reuse conditions, including giving credit to the original creator when required.	1. Use search tools and filters to find content that is permitted to be reused. 2. Reference and acknowledge the sources of text, images, audio or other material used in their own work. 3. Explain why attribution is an important part of ethical and lawful use of other people's creations. 4. Combine original work with appropriately licensed third-party content in a responsible way.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self Image and Identity	1. Know they can say “no”, “please stop” or move away when someone makes them feel sad or uncomfortable. 2. Recognise feelings such as worried, embarrassed or upset as signs that they may need help. 3. Know that a trusted adult can listen and help when another person’s behaviour does not feel right. 4. Understand that people may show different parts of themselves in different situations while still being the same person.	1. Recognise that people they interact with through technology can sometimes make others feel sad, embarrassed or upset. 2. Know to stop and speak to a trusted adult when something on a device makes them feel worried, uncomfortable or frightened. 3. Explain simple ways a trusted adult can help them deal with an upsetting digital experience. 4. Understand that their own feelings are an important clue when deciding whether an interaction feels safe.	1. Explain that a person may look or behave differently online from how they appear offline. 2. Recognise examples of online situations that could make someone feel worried, uncomfortable, frightened or upset. 3. Identify appropriate ways of getting help when an online experience does not feel safe. 4. Understand that an online appearance does not always show the whole truth about a person.	1. Know that identity means the characteristics and information that help show who a person is. 2. Explain that people can represent themselves online using different names, images, avatars or profiles. 3. Describe why someone might present their identity differently when gaming, using an avatar or using another online service. 4. Recognise that an online representation is a choice and may not show every part of a person’s offline identity.	1. Explain that their online identity can differ from how they present themselves offline. 2. Understand that positive and respectful online interactions influence how other people perceive them. 3. Recognise that people online can pretend to be someone else, including someone the child already knows. 4. Give sensible reasons why a person might present themselves differently online, including privacy, play or deception.	1. Explain that an online identity can be copied, changed or altered by the owner or by other people. 2. Recognise that identity information can be reused out of context or used to impersonate someone. 3. Make responsible choices about how to represent themselves online according to the audience and situation. 4. Explain how choices about online identity can affect safety, relationships and reputation.	1. Critically evaluate online representations of gender, race, religion, disability, culture and other groups. 2. Explain why harmful stereotypes and inappropriate representations should be challenged rather than accepted or repeated. 3. Recognise online content or interactions that could make a person feel worried, uncomfortable or frightened and identify suitable routes for help. 4. Know that they should continue asking trusted adults or support services until they receive the help they need.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Relationships	1. Know that people communicate by talking, listening, using gestures, pictures and other ways of sharing ideas. 2. Recognise that technology can help them communicate with people they already know when a trusted adult is supporting them. 3. Understand that they should ask before taking, using or sharing something that involves another person. 4. Know that listening to “yes”, “no” and “stop” helps people treat each other kindly and respectfully.	1. Know when they should ask permission before doing or sharing something involving another person online. 2. Use adult-supported technology to communicate safely with people they already know. 3. Explain why considerate and kind communication includes respecting other people’s choices. 4. Understand that the same joke, picture or message can make different people feel differently.	1. Recognise that technology can connect them with people they do not know offline and explain why extra care is needed. 2. Know who to ask before sharing information about themselves or somebody else. 3. Understand that permission can be given, refused or changed and that everyone has the right to say “no”. 4. Know to get help if they feel pressured to agree or if something about them is shared without consent.	1. Explain how people with similar interests can meet and communicate in online spaces. 2. Distinguish between knowing, liking and trusting someone online and understand that trust should develop carefully. 3. Recognise that trust can be withdrawn if an interaction makes someone feel nervous, uncomfortable or worried. 4. Explain why permission should be gained before sharing another person’s images or information, just as it should offline.	1. Describe practical strategies for taking part safely in social online environments such as games and livestreams. 2. Recognise differences between healthy and unhealthy online relationship behaviours. 3. Apply respectful behaviour when communicating in chats, comments and group spaces. 4. Understand that content which seems unimportant to one person may matter greatly to someone else’s feelings, beliefs or experiences.	1. Explain how emojis, memes and GIFs can communicate meaning but may be interpreted differently by different people. 2. Recognise that some people contacted online may intend harm and understand that any resulting harm is never the child’s fault. 3. Describe how people can collaborate constructively and make positive contributions within online communities. 4. Know when to support another person, seek help and involve a trusted adult when online relationships become difficult.	1. Explain how sharing something online can have positive or negative consequences for other people. 2. Respect boundaries about what may be shared about someone else, even within friendships. 3. Understand that items shared privately can be copied, forwarded or screen-captured and affect people beyond the intended audience. 4. Explain how taking or sharing embarrassing or inappropriate images can affect the subject and sharer, and identify appropriate sources of help.

Privacy and Security Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children recognise simple personal information and know to ask a trusted adult before sharing it.
Year 1	Children identify a wider range of personal information and understand that passwords protect accounts, devices and information.
Year 2	Children explain what private means, describe simple privacy rules and recognise that everyday devices can connect to the internet.
Year 3	Children apply password and trusted-sharing strategies and understand that connected devices can collect and share information.
Year 4	Children make context-dependent privacy choices and understand monitoring, consent and the digital age of consent.
Year 5	Children create strong password examples, explain how apps and services use personal data, and evaluate app permissions.
Year 6	Children manage account security, respond to compromised passwords, explain updates and privacy controls, and recognise scams or phishing.

Online Bullying Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children recognise kind and unkind behaviour and understand that unkind actions can affect people's feelings.
Year 1	Children describe how to behave appropriately online so their words and actions do not upset others.
Year 2	Children understand what bullying is, how it can make people feel, that the person experiencing it is not to blame, and that help is available.
Year 3	Children recognise how bullying behaviour can appear online, describe respectful behaviour and identify ways to get support.
Year 4	Children recognise emotional signs of online bullying, identify bullying through different media, and explain its impact on feelings and reputation.
Year 5	Children explain how online bullying differs from offline bullying, recognise when banter becomes hurtful, and know how to seek help, block and report.
Year 6	Children know how to access specialist support, preserve appropriate evidence and select the correct reporting route for different online contexts.

Health, Wellbeing and Lifestyle Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children understand healthy balance, notice when they need rest or a break and follow adult rules that support safety and wellbeing.
Year 1	Children explain simple healthy technology rules and balance device use with sleep, movement, meals and time with other people.
Year 2	Children apply safe-use guidance to different environments and make sensible decisions about volume, posture, surroundings and boundaries.
Year 3	Children explain how extended technology use can affect mood, sleep, bodies and relationships and understand why age restrictions matter.
Year 4	Children recognise helpful and unhelpful distraction and use practical strategies to limit technology when it interferes with other needs.
Year 5	Children evaluate technology’s effects on wellbeing, use healthier habits, check online health advice carefully and understand in-app spending risks.
Year 6	Children understand age-rating systems and persuasive design and apply practical strategies to protect sleep, posture, activity, learning and relationships.

Online Reputation Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children understand that sharing information changes what other people know and that information about others should be truthful and shared with permission.
Year 1	Children learn that online information can persist and be copied, so they should pause and ask before posting personal information.
Year 2	Children understand that published information can last, reach wider audiences and may need adult help if it is wrong or shared without consent.
Year 3	Children use simple searches to understand what others can learn about a person and consider personal boundaries before sharing.
Year 4	Children recognise that information about someone may be created by others, be inaccurate or lack context, so sources should be considered before judging.
Year 5	Children explain how online information shapes judgements and how both their own posts and other people's content influence reputation.
Year 6	Children deliberately build and manage a positive digital reputation using audience choices, privacy controls and appropriate anonymity.

Managing Online Information Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children find answers in different ways, distinguish real from pretend information and ask a trusted adult when they are unsure.
Year 1	Children use simple digital search tools with adult support and recognise that content can be real, pretend, funny or upsetting.
Year 2	Children use keywords and basic webpage navigation, understand voice search as technology and know that online information may be inaccurate.
Year 3	Children refine searches and distinguish facts, opinions and beliefs while recognising that digital content can influence choices.
Year 4	Children judge probable accuracy across sources and recognise advertising, bots, altered images and repeated claims as possible influences.
Year 5	Children apply scepticism and evidence checks to sponsored content, influencers, stereotypes and hoaxes before believing or sharing information.
Year 6	Children understand ranking, misinformation, disinformation and persuasive design, then verify claims and use appropriate flagging or reporting tools.

Copyright and Ownership Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children know that creators own what they make, identify their own work and ask before copying or changing another person's creation.
Year 1	Children understand ownership of digital work, save it with suitable identifying names and know that copying does not transfer ownership.
Year 2	Children recognise that online images, music, video and other content still belong to their creators even when the content is easy to access.
Year 3	Children explain why copying without permission is unfair and use permission and credit to respect creators.
Year 4	Children check ownership and reuse rights before copying, editing or republishing music, images, video or other online content.
Year 5	Children judge acceptable use, find content licensed for reuse and follow licence conditions including attribution when required.
Year 6	Children use search filters to find reusable content, reference sources accurately and combine original and licensed material responsibly.

Self Image and Identity Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children understand personal boundaries, recognise uncomfortable feelings and know that a trusted adult can help.
Year 1	Children recognise upsetting digital interactions, use their feelings as a safety clue and seek support from a trusted adult.
Year 2	Children understand that online and offline appearances can differ and know how to get help when an interaction feels unsafe.
Year 3	Children understand identity and explain how avatars, profiles and different contexts can change how somebody is represented online.
Year 4	Children compare online and offline identity and understand how positive interactions, perception and pretending affect identity online.
Year 5	Children understand that identity can be copied or altered and make responsible choices about how they represent themselves to different audiences.
Year 6	Children critically evaluate stereotypes and online representations, challenge harmful portrayals and persist in seeking help when needed.

Online Relationships Knowledge Progression: EYFS to Year 6

Year group	Core knowledge progression
EYFS	Children learn that good relationships involve communication, listening, kindness, permission and respecting “no” or “stop”.
Year 1	Children practise adult-supported communication, ask permission and understand that the same message can affect people differently.
Year 2	Children understand unfamiliar online contacts, consent, the right to refuse and the need to get help when pressured.
Year 3	Children explore shared-interest communities, distinguish liking from trusting and apply permission rules before sharing about others.
Year 4	Children identify healthy and unhealthy behaviours and use respectful strategies in social online environments such as gaming and livestreaming.
Year 5	Children interpret digital communication, contribute positively to communities and know when harmful contact requires support or adult help.
Year 6	Children respect sharing boundaries and understand how private content can spread and create consequences for both the subject and the sharer.