

## 2023 – 2024 Topic overview

Year Group	Autumn - Esafety- Privacy and Security	Spring- Esafety- Online Bullying	Summer- Esafety-online relationships
1	<p>Programming A: Moving a robot (1.3)</p> <p>ESafety Session 1: <i>Can I explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</i></p> <p>ESafety Session 2: <i>Can I explain how passwords are used to protect information, accounts and devices.</i></p>	<p>Computing systems and networks: Technology around us (1.1)</p> <p>Esafety Session 1: <i>Can I describe how to behave online in ways that do not upset others and can give examples.</i></p>	<p>Creating media: Digital writing (1.5)</p> <p>Esafety Session 1: <i>Can I use the internet with adult support to communicate with people I know (e.g. video call apps or services).</i></p> <p>Esafety Session 2: <i>Can I give examples of when I should ask permission to do something online and explain why this is important.</i></p>
2 Creating media: Digital music (2.5)	Computing systems and networks: IT around us (2.1)	Creating media: Digital photography (2.2)	Programming A: Robot algorithms (2.3)

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<p>could be taught through music?</p>	<p>ESafety Session 1: <i>Can I describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</i></p> <p>ESafety Session 2: <i>Can I explain and give examples of what is meant by 'private' and 'keeping things private'.</i></p>	<p>Esafety Session 1: <i>Can I explain what bullying is, how people may bully others and how bullying can make someone feel.</i></p> <p>Esafety Session 2: <i>Can I talk about how anyone experiencing bullying can get help.</i></p>	<p>Esafety Session 1: <i>Can I explain who I should ask before sharing things about myself or others online.</i></p> <p>Esafety Session 2: <i>Can I explain why I have a right to say 'no' or 'I will have to ask someone'. Can I explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</i></p>
<p>3</p>	<p>Computing systems and networks: Connecting computers (3.1)</p> <p>Esafety Session 1: <i>Can I describe how connected devices can collect and share anyone's information with others.</i></p>	<p>Creating media: Desktop publishing (3.5)</p> <p>Esafety Session 1: <i>Can I describe appropriate ways to behave towards other</i></p>	<p>Programming A: Sequence in music/sequencing sounds (3.3)</p> <p>Esafety Session 1: <i>Can I explain what is meant by 'trusting someone online',</i></p>

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	<p>Esafety Session 2: <i>Can I describe simple strategies for creating and keeping passwords private.</i></p>	<p><i>people online and why this is important.</i></p> <p>Esafety Session 2: <i>Can I give examples of how bullying behaviour could appear online and how someone can get support.</i></p>	<p><i>why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</i></p> <p>Esafety Session 2: <i>Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</i></p>
<p><b>4</b> Creating media: Audio Production (4.2) could be taught through music?</p>	<p>Computing systems and networks: The Internet (4.1)</p> <p>Esafety Session 1: <i>Can I explain that internet use is never fully private and is monitored, e.g. adult supervision.</i></p>	<p>Creating media: Photo editing (4.5)</p> <p>Esafety Session 1: <i>Can I recognise when someone is upset, hurt or angry online.</i></p>	<p>Programming A: Repetition in shapes (4.3)</p> <p>Esafety Session 1: <i>Can I describe strategies for safe and fun experiences in a range of online social</i></p>

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	<p>Esafety Session 2: <i>Can I describe how some online services may seek consent to store information about me; I know how to respond appropriately and who Can I ask if I am not sure.</i></p>	<p>Esafety Session 2: <i>Can I describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</i></p>	<p><i>environments (e.g. livestreaming, gaming platforms)</i></p> <p>Esafety Session 2: <i>Can I explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.</i></p>
<p><b>5</b></p> <p>Data and information – Flat-file databases (5.4) will be taught by MS during Music time in Autumn term.</p>	<p>Computing systems and networks: systems and searching (5.1)</p> <p>Esafety Session 1: <i>Can I explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</i></p>	<p>Creating media: video production (5.2)</p> <p>Esafety Session 1: <i>Can I recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</i></p>	<p>Programming A: Selection in physical computing (5.3)</p> <p>Esafety Session 1: <i>Can I give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</i></p>

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	Esafety Session 2: <i>Can I explain what a strong password is and demonstrate how to create one.</i>	Esafety Session 2: <i>Can I identify a range of ways to report concerns and access support both in school and at home about online bullying.</i>	Esafety Session 2: <i>Can I demonstrate how to support others (including those who are having difficulties) online.</i>
<p><b>6</b> Data and information – Introduction to Spreadsheets (6.4) will be taught by MS during Music time in Autumn term.</p>	<p>Programming A: Variables in games (6.3)</p> <p>Esafety Session 1: <i>Can I describe how and why people should keep their software and apps up to date, e.g. auto updates.</i></p> <p>Esafety Session 2: <i>Can I describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</i></p>	<p>Creating media: webpage creation (6.2)</p> <p>Esafety Session 1: <i>Can I describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</i></p> <p>Esafety Session 2: <i>Can I explain how someone would report online bullying in different contexts.</i></p>	<p>Computing systems and networks: Communication and collaboration (6.1)</p> <p>Esafety Session 1: <i>Can I explain how sharing something online may have an impact either positively or negatively</i></p> <p>Esafety Session 2: <i>Can I describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</i></p>

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Esafty Units (3 strands taught over one year)

ESafety Session 2 must take place after half term before continuing the computing unit.

Key Stage 1 National Curriculum objectives

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2 National Curriculum objectives

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key:

Blue boxes – New Teach Computing Units

E-safety – children in all year groups will have their e-safety curriculum through e-safety week and during the first Computing lesson of each half term using ProjectEVOLVE.

(The numbers in the brackets are a ‘quick code’ reference for each unit, eg 1.3 refers to the third Year 1 unit in the recommended teaching order)

Safer Internet Day- 7<sup>th</sup> February 2023