

## 2025 – 2026 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          | <p>Computing systems and networks: IT around us (2.1)</p>  | <p>Creating media: Digital photography (2.2)</p>   | <p>Programming A: Robot algorithms (2.3)</p>   |

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|   | <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> |
| 3 | <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 people</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><i>Esafety Session 2: Can I describe simple strategies for creating and keeping passwords private.</i></p>   | <p><i>online and why this is important.</i></p> <p><i>Esafety Session 2: 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><i>Esafety Session 2: Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</i></p> |
| 4 | <p>Computing systems and networks: The Internet (4.1)</p> <p><i>Esafety Session 1: 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><i>Esafety Session 1: Can I recognise when someone is upset, hurt or angry online.</i></p>  | <p>Programming A: Repetition in shapes (4.3)</p> <p><i>Esafety Session 1: 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>     |
| 5 | <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> <p>Esafety Session 2: <i>Can I demonstrate how to</i></p> |

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|   | <p>Esafety Session 2: <i>Can I explain what a strong password is and demonstrate how to create one.</i></p>   | <p>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></p>  | <p><i>support others (including those who are having difficulties) online.</i></p>   |
| 6 | <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:<br/>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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Esafety Units (3 strands taught over one year at the beginning of every new half term, prior to the first computing session.)

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

Key stage 1 National Curriculum objectives

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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Key:

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- Tuesday 10<sup>th</sup> February 2026