E-Safety curriculum overview

The rationale behind our E-Safety overview is to ensure that as a school, we are providing effective safeguarding to all of our children with regards to their online safety. We have created an online safety overview across the school. This allows the topics to be covered around the school, in assemblies and in conversation within the classroom. We use Project Evolve to support our e-safety curriculum as this platform offers a wide range of relevant resources which are Year Group focussed allowing our lesson objectives to be relevant and age appropriate for all children. We have made adaptations to the Project Evolve curriculum to meet the needs of our children and to ensure suitability for LKS2 and UKS2 and each theme is taught at the same time.

In Autumn we focus on how children are able to access, use and respond to different information they might come across online, from there we focus on how to behave online, with a focus on cyber bullying to tie in with Anti-Bullying week. During the Spring Term, the curriculum focuses on how to stay safe when using the internet and ensuring that they are using it safely and sensibly for their mental and physical health. We also cover privacy, security and copyright. The curriculum then moves onto how the children may portray themselves online and how to communicate and represent themselves appropriately and safely. In the summer term, we move onto online relationships, online reputation, self-image and identity. Although the whole school goes through the same sequence of topics, their learning objectives develop as they move up Ashfield and builds on what they learned from the previous year. We also make sure that there are events throughout the year which are acknowledged and focussed on, such as Internet Safety Day. The integrated curriculum links E-Safety with computing lessons and research in various foundation lessons. Further online safety may also be delivered through e-Safety workshops (led by local Police), and through the Barney and Echo safer internet programme (Year 6).

Online Safety curriculum overview (2025-2026)

	Autumn Term	Spring Term	Summer Term
Year 3	Cyberbullying Managing Information Online Privacy and Security	Health, wellbeing and lifestyle Copyright and ownership Self-image and identity	Online relationships Online reputation
Year 4	Cyberbullying Managing Information Online Privacy and Security	Health, wellbeing and lifestyle Copyright and ownership Self-image and identity	Online relationships Online reputation
Year 5	Cyberbullying Managing Information Online Privacy and Security	Health, wellbeing and lifestyle Copyright and ownership Self-image and identity	Online relationships Online reputation
Year 6	Cyberbullying Managing Information Online Privacy and Security	Health, wellbeing and lifestyle Copyright and ownership Self-image and identity	Online relationships Online reputation Self-image and identity

Online Safety curriculum overview (2025-26)

Month	Theme	Year 3	Year 4	Year 5	Year 6
October	**Managing online information**	I can use key phrases in search engines. I can explain what autocomplete is. I can explain how to choose the best suggestion. I am aware that autocomplete suggestions may not be truthful.	I can explain the difference between a 'belief', an 'opinion' and a 'fact'. I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I can identify how to get help from a trusted adult if needed.	I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results.	I can use search technologies effectively. I can explain how search engines work. I can explain how results are selected and ranked.
November	**Cyberbullying** (Link to antibullying week)	I can explain why I should be kind online vs. unkind I know how I should act online. I can explain how I make sure I am being kind online	I understand bullying behaviour can make someone feel upset, hurt or angry. I am aware of online behaviours that may show that someone is feeling upset, hurt or angry. I understand that someone may try to pretend they are not upset, hurt or angry online	I can explain some differences between online and offline bullying. I know some of the different ways people can be hurtful to others online. I know how to be an 'upstander' online	Identify routes for reporting bullying and harmful behaviours they witness or experience online. Make decisions about the suitability of different reporting routes based on context. Consider strategies for safely and positively intervening.
December	**Privacy and Security**	Recognise that passwords protect my reputation and the information that I consider important. Be able to suggest methods for keeping password safe and secure.	Explain the reasons why internet use may be monitored. Understand how monitoring services are used to keep children and users safe online.	I can explain what is meant by 'being sceptical'. I understand the difference between online mis-information and dis-information. I can evaluate flawed reasoning.	I can describe why people should keep their software and apps up to date. I can describe how people can keep their software and apps up to date e.g. auto updates.
January	**Health, wellbeing and lifestyle**	I can explain why some online activities have age restrictions. I can explain how children can be pressured into watching or doing something online. I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable	Give examples of tech/online activities that they engage with for extended periods of time. Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work. Give examples of what happens when they have been online for too long. Identify times when someone might need to limit the amount of time they use technology.	Recount the concept of healthy sleep. Can identify activities when using technology that could negatively impact on sleep. Can offer simple strategies to manage technology before bedtime	Recognise the features of a healthy media balance. Understand how technology can place pressure on someone. Know how to positively address peer pressure and can apply this in online situations.

February	**Copyright and ownership**	To understand that we all have rights over the content we create. To know that whilst the internet may be 'Free' not all content is 'Free to use'.	Demonstrate ways of recognising who might own online content. Explain what reuse is. Give examples of when they are/are not permitted to reuse online content.	Recognise fair dealing situations. Understand that some work is in the public domain. Know that even copyrighted work can be used, if this use is fair.	Demonstrate ways of searching for reusable content. Select content that is appropriate for reuse in my own work. Understand how to reference online sources in my own work.
March	**Self-image and Identity**	I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media).	I can explain how my online identity can be different to the identity I present in 'real life'. I can explain the reasons for and against changing your identity online and explain how someone might do so. I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me.	I can explain someone's online identity can be different to their identity in 'real life'. I can describe how someone might change their identity online. I can explain the positive reasons for changing your online identity and the negative reasons for doing so.	I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.
May	**Online relationships**	I understand that there are places online that are for sharing interests and can name at least an example. I understand what it means to communicate online. I know that when communicating online some people use a different 'language' to when they are speaking face to face.	I understand and can explain what is meant by respect. I can give examples of how online behaviour is either respectful or disrespectful. I can describe how it is possible to be respectful online.	I can describe what is meant by harm. I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart. I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.	Understand what 'boundaries' are, including online. Understand the concepts of respect and self-respect and give examples of how this can be shown online. Understand how to respect others' boundaries online, particularly regarding sharing information about them.
June	**Online Reputation**	I can use a search engine to find information about me and my family. I can use " " to narrow my search. I understand that I should check the images, news and video results as well as the regular search results.	I understand that others may search my name online to find information about me. I know that not all information about me online may have been posted online by me. I understand that people may alter information or put untrue information about me online with or without my knowledge.	I can use a search engine to search for information about other people and present that information for others to read. I understand that the information I find may not be accurate.	I can explain what a digital personality is. I can explain strategies anyone can use to protect their 'digital personality' and online reputation. I can explain how online anonymity can protect online reputation.