E-Safety Curriculum Overview 2025-2026

Year	Autumn Term	Spring Term	Summer Term
1	**Project Evolve Units** **Lesson 1** - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. **Lesson 2** - I can explain why things one person finds funny or sad online may not always be seen in the same way by others	**Project Evolve Units** **Lesson 1 -** I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). **Lesson 2 -** I can explain why it is important to be considerate and kind to people online and to respect their choices.	**Project Evolve Units** **Lesson 1 -** I can give examples of when I should ask permission to do something online and explain why this is important. **Lesson 2 -** I can describe how to behave online in ways that do not upset others and can give examples.
2	**Project Evolve Units** **Lesson 1 -** I can say how those rules/guides can help anyone accessing online technologies. **Lesson 2 -** I can explain what bullying is, how people may bully others and how bullying can make someone feel.	**Project Evolve Units** **Lesson 1** - I can describe why other people's work belongs to them **Lesson 2** - I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g., email, online gaming, a pen-pal in another school/country).	**Project Evolve Units** **Lesson 1** - I can describe how anyone's online information could be seen by others. **Lesson 2** - I know who to talk to if something has been put online without consent or if it is incorrect.
3	**Project Evolve Units** **Lesson 1** - I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). **Lesson 2** - I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	**Project Evolve Units** **Lesson 1** - I can explain what is meant by 'trusting someone online', 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. **Lesson 2** - I can explain how someone's feelings can be hurt by what is said or written online.	**Project Evolve Units** **Lesson 1** - I can explain what is meant by the term 'identity'. **Lesson 2** - I can explain how people can represent themselves in different ways online.
4	**Project Evolve Units** **Lesson 1** - I can explain that technology can be designed to act like or impersonate living things (e.g., bots) and describe what the benefits and the risks might be **Lesson 2** - I can explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't	**Project Evolve Units** **Lesson 1** - I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this **Lesson 2 -** I can give some simple examples of content which I must not use without permission from the owner, e.g., videos, music, images.	**Project Evolve Units** **Lesson 1** - I can describe how to find out information about others by searching online. **Lesson 2** - I can explain ways that some of the information about anyone online could have been created, copied or shared by others

5	**Project Evolve Units** **Lesson 1** - I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. **Lesson 2 -** I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context	**Project Evolve Units** **Lesson 1** - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. **Lesson 2** - I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	**Project Evolve Units** **Lesson 1** - I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads. **Lesson 2 -** I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.
6	**Project Evolve Units** **Lesson 1 -** I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. **Lesson 2 -** I can explain how someone would report online bullying in different contexts.	**Project Evolve Units** **Lesson 1** - I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. **Lesson 2** - I can demonstrate the use of search tools to find and access online content which can be reused by others.	**Project Evolve Units** **Lesson 1** - I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise). **Lesson 2** - I can explain the ways in which anyone can develop a positive online reputation.