AAT E-Safety Overview 2025-2026

Yellow = E-Safety books to read with your class

Blue = NOS video to show in the lesson

Year Group	September Term 1	October Term 1	November Term 2	January Term 3	February Term 3	March Term 4	April/May Term 4/5	June Term 6	July Term 6
	Self-image and identity This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.	**Health, well-being and lifestyle** This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	**Online bullying** This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.	**Online relationships** This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.		**Online reputation** This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	**Managing online information** This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.	**Privacy and security** This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	**Copyright and ownership** This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
Rec	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. 1 – Self-image and identity video 2- What do uncomfortable, embarrassed, and upset mean? 3 – What online and offline scenarios can make us feel sad, uncomfortable, embarrassed, or upset? 4 – What can we do if someone makes us feel uncomfortable, embarrassed, or upset online or offline? Trusted Adults activity covered during safe hands work.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. 1 – Health, wellbeing and lifestyle video 2 – What are the rules when using technology at home and at school? 3 – What can happen if we don't follow the rules? 4 – Technology rules or not? Read: Webster's Bedtime	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. 1 – Online bullying video 2 – How can people be unkind online? 3 – Being unkind online and in real life	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. 1 – Online relationships video 2 – what does 'communicate' mean? 3 – How can we communicate using technology? Read: Webster's Emails	Safer Internet Day Collective Worship	I can identify ways that I can put information on the internet. 1 – Online reputation video 2 – Technology treasure hunt 3 – Can we connect to the internet with it or not?	I can talk about how to use the internet as a way finding information online. I can identify devices I could use to access information on the internet. 1 – Managing online information video 2 – What devices can I use to get on the internet? 3 – How can I use the internet to find out information?	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. 1 – Privacy and security video 2 –What is your personal information? 3 – Who can you share your personal information with and why?	I know that work I create belongs to me. I can name my work so that others know it belongs to me. 1 – Copyright and ownership video 2 – How do I know work belongs to me? 3 – Taking work that belongs to someone else Follow-up 2:Which is yours?
1	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. 1 – Feeling sad, uncomfortable, embarrassed or upset (Show Self-image and identity video) 2 – Mapping our mood 3 – My trusted adults (Covered in PSHE during Safe Hands learning)	I can explain rules to keep myself safe when using technology both in and beyond the home. 1 – Being healthy with technology (Show Health, wellbeing and lifestyle video) 2- Technology rules 3 – Following the rules Plus read: Doug Unplugged	I can describe how to behave online in ways that do not upset others and can give examples. 1 – Ways people can be unkind online (Show Online bullying video) 2 – How being unkind can make people feel 3 – Kind behaviour online Plus read:– Trolls Stink!	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. 1 – Asking permission 2 – Communicating with technology (Show Online relationships video) 3 – Being kind and considerate	Safer Internet Day Collective Worship	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. 1 – Sharing information (Show Online reputation video) 2 – What not to share 3 – Getting help (Quick reminder of safe hands)	I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened. 1 – Devices and the internet (Show Managing online information video) 2 – Finding information 3 – Real or make-believe?	I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 1 – My private information (Show Privacy and security video) 2 – Can I share my information? 3 – Passwords Read – Digiduck's Big Decision	I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy. 1 – Making documents (Show Copyright and ownership video) 2 – Is it mine? 3 – Copies
2	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 1 – What I want to look like online 2 – Risky situations online	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. 1 – Using technology 2 – Following our technology rules 3 – Family rules Plus read 'Chicken clicking!'	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. 1 – What is bullying? 2 – How bullying makes someone feel 3 – Getting support	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). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can 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 can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. 1 – How to ask permission 2 – Consent 3 – Consent and sharing online	Safer Internet Day Collective Worship	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. 1 – My school 2 – My profile 3 – Speaking to trusted adults (Covered in PSHE as part of safe hands – Please just discuss a safe hands reminder)	I can use simple keywords in **search engines**. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. 1 – The main parts of a webpage 2 – Voice-activated searching	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). 1 – Keeping things private 2 – Stronger passwords Read: Monkeycow	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. 1 – Does it belong to me? 2 – Does it belong to them? 3 – Copying work and ownership

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3	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an **avatar**; social media) and why. 1. Avatars 2. Usernames online 3. Changing identity online	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). 1. Keeping passwords private 2. Reporting and blocking 3. Collecting data Read – Dot Read- Tek The Modern Cave Boy	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. 1. Appropriate behaviour online 2. Bullying online 3. Getting support Beneath the Screen poems - True	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. 1. Sharing information online 2. Hurtful situations online 3. Permission and sharing	Safer Internet Day Collective Worship	I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. 1. Researching online 2. Things I don't want to share online 3. Being unsure and seeking help Read– #Goldilocks	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what **autocomplete** is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 1. Autocomplete 2. Facts, opinions, and beliefs 3. Preferences	I can describe simple strategies for creating and keeping passwords private. 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. I can describe how connected devices can collect and share anyone's information with others. 1. Keeping passwords private 2. Reporting and blocking 3. Collecting data Beneath the screen poems – Hacked off	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. 1. My digital work (Show Your digital work video on NOS) 2. Saving my digital work part 1
4	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 1. My online and offline identities (Watch How you feel video on NOS) 2. Positive interactions 3. Identity theft Beneath the screen poems – A girl called Heather	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. 1. Being healthy online (Watch Being healthy online video on NOS) 2. Taking care of your mind 3. Our free time Read – When Charlie McButton lost power	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). 1. Watch Being kind online video on NOS) 2. Recognising when someone is hurt, angry or upset 3. Positive and negative comments Beneath the screen poems – The Troll	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 1. Online friends 2. Healthy online behaviour 3. Respect and privacy	Safer Internet Day Collective Worship	I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. 1. Tips for searching online 2. Finding reliable information online 3. Researching a celebrity Beneath the screen poems – the picture that will never go away	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; **in-app purchases**, **pop-ups**) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. 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. 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. 1. Adverts online 2. Searching for reliable information 3. Adverts and pop-ups Watch Learning online video on NOS)	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the **digital age of consent** is and the impact this has on online services asking for consent. 1. Making choices 2. Data saved inline 3. Consent online	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. 1. The impact of plagiarism 2. Can I use other people's work? 3. Copyright and usage rights

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5	I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. 1. Copy, modify, alter 2. Creating a digital avatar 3. Photos online	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. **in-app purchases**, **lootboxes**) and explain the importance of seeking permission from a trusted adult before purchasing. 1. The pros and cons of being online 2. Looking after our mental health 3. Spending money in games Beneath the Screen poems – Scrambled Brains Read – But it's just a game	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 1. Online and offline bullying 2. Telling jokes 3. Helpline services Beneath the screen poems – True	I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. 1. Strangers online (Show Online Friends Video on NOS) 2. Emojis 3. Our communities Beneath the screen poems – You bet I would	Safer Internet Day Collective Worship	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. 1. The perfect profile (Show What you show online video on NOS) 2. Researching online 3. Making judgements	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being **sceptical**'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads. 1. Trustworthy content 2. Targeted adverts 3. Assessing online information	I can explain what a **strong password** is and demonstrate how to create one. I can 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 can explain what app permissions are and can give some examples. 1. Developing passwords (Show private information and passwords video on NOS) 2. Our data online 3. App permissions	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. 1. Using online content 2. Google SafeSearch 3. Copyright rules
6	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. 1. Challenging Stereotypes 2. Managing online situations	I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use). 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). 1. Being healthy with technology 2. Persuasive design online 3. Pressure and technology Beneath the screen – A Mother's Misery	I can describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me. I can explain how someone would report online bullying in different contexts. 1. Screengrabs and screenshots 2. Reporting online bullying 3. The impact of online bullying	I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. **screen-grabs**. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. 1. Sharing photos of others 2. To share or not to share? 3. My digital footprint	Safer Internet Day Collective Worship	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their **'digital personality'** and online reputation, including degrees of **anonymity**. 1. Protecting my online reputation 2.Creating a positive online presence 3. My profile Beneath the screen – The teacher and the tutu	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. 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. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and **'ad targeting'** and targeting for **fake news**). I understand the concept of **persuasive design** and how it can be used to influences peoples' choices. 1. Persuasion and adverts 2. Fake news detective 3. Writing fake news	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**). I know that online services have **terms and conditions** that govern their use. 1. Managing passwords 2. Real or fake? 3. Phishing	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. 1. Copyright presentations 2. Referencing 3. Bibliographies