

# E-Safety Half Termly Planner 2025-2026

Autumn 1		Healthy Habits: Media Balance and Well-Being	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Arms of the Digital Citizens!</a>	<b>balance</b> – having equal weight or importance of something <b>device</b> – an electronic piece of equipment like a phone, tablet, or laptop	Students will meet Arms, one of the six Digital Citizen characters! Arms explores the meaning of media balance and why it's important to balance our time online so that we have time to do all that we love.	
Year 1 <a href="#">Pause for People</a>	<b>pause</b> – to stop what you're doing or saying <b>device</b> – an electronic piece of equipment like a phone, tablet, or laptop <b>frustrated</b> – feeling annoyed	Whether it's watching TV or playing on a tablet, using tech can be super fun! Often, children find it hard to transition from an online activity to an offline one.  Teach your learners a simple routine for how to manage those inevitable digital interruptions that are part of everyone's lives in the digital age.	<ul style="list-style-type: none"> <li>• What technology do you use?</li> <li>• How do you feel when using technology?</li> <li>• Pause, Breathe, Finish up. Why should we pause?</li> <li>• Pause, Breathe, Finish up. Why should we take a breath?</li> <li>• Pause, Breathe, Finish up. Why should we finish up?</li> <li>• Pause, Breathe, Finish up. What does this mean?</li> </ul>
Year 2 <a href="#">How Technology Makes You Feel</a>	<b>pause</b> – to stop what you're doing or saying <b>uncomfortable</b> – causing a feeling of hurt or worry	This foundational digital citizenship lesson challenges children to pay attention to their feelings while using tech.  With an engaging emoji game, learners develop practical strategies for managing their feelings -- good, bad and everything in between.	<ul style="list-style-type: none"> <li>• List emotions.</li> <li>• What emotions have you felt at school?</li> <li>• What emotions do you feel when using technology?</li> <li>• What negative emotions have you felt when using technology?</li> <li>• What should you do if you have negative emotions?</li> <li>• Why is it important to listen to your feelings when using technology?</li> </ul>
Year 3 <a href="#">Device-Free Moments</a>	<b>attention</b> – noticing someone or something as important <b>distraction</b> – something that keeps you from giving your full attention <b>concentration</b> – giving your full attention to a specific activity	Technology use isn't always a distraction, but there are definitely times when it's best to keep devices away. Help learners understand when it's appropriate to use technology and when it's not -- and practise making family rules for device-free time at home.	<ul style="list-style-type: none"> <li>• How can a device distract you?</li> <li>• Why is it important to have device-free moments in our life?</li> <li>• Are there times when it would be better not to use devices?</li> <li>• What device-free rule would you have at home?</li> <li>• What advice would you give a grown-up to not being distracted by devices?</li> <li>• Why is it important to have devices-free moments in our lives?</li> </ul>
Year 4 <a href="#">Your Rings of Responsibility</a>	<b>community</b> – a group of people who share the same interests or goals <b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate <b>responsibility</b> – a duty you have to yourself or others	Teaching digital citizenship is all about helping children think beyond themselves and recognise the ripple effects of their actions. Personal responsibility is important, but understanding their responsibilities to others can help children unlock new ways to learn and connect with their communities -- and even change those communities for the better.	<ul style="list-style-type: none"> <li>• What responsibilities do you have to yourself?</li> <li>• What responsibilities do you have to your community?</li> <li>• What responsibilities do you have to your world?</li> <li>• How do good digital citizens take responsibility for themselves, their communities and their world?</li> <li>• Ripple effect - what would be the ripple effect of the comment "What an ugly dog!" <ul style="list-style-type: none"> <li>• Ripple effect - what would be the ripple effect of the comment "what a beautiful dog."</li> </ul> </li> <li>• Rings of responsibility - why is it important?</li> </ul>
Year 5 <a href="#">My Media Choices</a>	<b>media</b> – all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.) <b>media balance</b> – using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.) <b>media choices</b> – time spent watching, listening to,	We all make choices every day about the media we consume and create. But do children understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give children a framework for making informed media choices.	<ul style="list-style-type: none"> <li>• What makes a healthy media choice?</li> <li>• What media do you watch? And how do you watch it?</li> <li>• What media choice makes you feel...happy, stressed out, angry, loved?</li> <li>• What is media balance?</li> <li>• When do you know you'd need to choose to step away from technology?</li> <li>• What does media balance look like for you?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

	reading or creating media		
<p>Year 6</p> <p><a href="#">Finding My Media Balance</a></p>	<p><b>balance</b> – all of the parts are in the correct -- though not necessarily equal -- proportions</p> <p><b>media</b> – all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)</p> <p><b>media balance</b> – using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)</p>	<p>Helping children learn what makes different media choices healthy or not is a good start. But how do we help them actually make responsible choices in the real world? Give your learners the opportunity to create a personalised media plan.</p>	<ul style="list-style-type: none"> <li>● What makes a healthy media choice?</li> <li>● What media do you watch? And how do you watch it?</li> <li>● What media choice makes you feel...happy, stressed out, angry, loved?</li> <li>● What is media balance?</li> <li>● When do you know you'd need to choose to step away from technology?</li> <li>● What does media balance look like for you?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

Autumn 2		Cyberbullying, Digital Drama and Hate Speech	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Legs of the Digital Citizens!</a>	<b>community</b> – people who share a common neighborhood, background, or interests <b>upstander</b> – a person who supports and stands up for someone else	In this short, introductory digital citizenship lesson, students meet <b>Legs</b> , one of the six Digital Citizen characters! Legs shares why it's important to stand up for the people we care about, explaining how we can do that online and in person.	
Year 1 <a href="#">Media Balance is Important</a>	<b>balance</b> – having equal weight or importance of something <b>device</b> – an electronic piece of equipment like a phone, tablet, or laptop	Learners consider the feelings of themselves and others when making decisions about when, where and how much to use technology.	<ul style="list-style-type: none"> <li>• Why should you take a break from your device when a friend says “hi”?</li> <li>• Why should you invite your friend to play when they are alone?</li> <li>• Why is it a good idea to turn off your device before going to bed?</li> <li>• Why should you ask permission before taking someone’s phone/tablet?</li> <li>• Have you ever had the feeling that you’ve spent too much time using a device like a tablet or phone?</li> </ul>
Year 2 <a href="#">Pause for People</a>	<b>pause</b> – to stop what you're doing or saying <b>device</b> – an electronic piece of equipment like a phone, tablet, or laptop <b>frustrated</b> – feeling annoyed	Whether it's watching TV or playing on a tablet, using tech can be super fun! Often, children find it hard to transition from an online activity to an offline one.  Teach your learners a simple routine for how to manage those inevitable digital interruptions that are part of everyone's lives in the digital age.	<ul style="list-style-type: none"> <li>• How do you feel when using technology?</li> <li>• Pause, Breathe, Finish up. Why should we pause?</li> <li>• Pause, Breathe, Finish up. Why should we take a breath?</li> <li>• Pause, Breathe, Finish up. Why should we finish up?</li> <li>• Pause, Breathe, Finish up. What does this mean?</li> <li>• How do you say goodbye to technology when you don't want to?</li> </ul>
Year 3 <a href="#">Putting a STOP to Online Meanness</a>	<b>online</b> – using a computer, phone, or tablet to visit a website or app	The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other.  With this role play, help your learners understand why it's often easier to be mean online than in person and how to deal with online meanness when they see it.	<ul style="list-style-type: none"> <li>• What does mean behaviour look like?</li> <li>• Why do you think someone would be mean to someone else online?</li> <li>• What should you do if someone is mean to you online?</li> <li>• Has anyone ever been mean to you online? What did you do?</li> <li>• How could we stop meanness online?</li> </ul>
Year 4 <a href="#">The Power of Words</a>	<b>empathy</b> – to imagine the feelings that someone else is experiencing <b>interpret</b> – to understand something based on our point of view	As children grow, they'll naturally start to communicate more online. But some of what they see could make them feel hurt, sad, angry or even fearful.  Help your learners build empathy for others and learn strategies to use when confronted with cyberbullying.	<ul style="list-style-type: none"> <li>• What should you do when someone uses mean or hurtful language on the internet?</li> <li>• “I like your new haircut.” What emotions could someone feel?</li> <li>• “I like your new haircut.” Why would someone say something like this? Is it okay?</li> <li>• “I’m having a party and you’re not invited.” What emotions could someone feel?</li> <li>• “I’m having a party and you’re not invited.” Why would someone say something like this? Is it okay?</li> </ul>
Year 5 <a href="#">Be a Super Digital Citizen</a>	<b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate <b>cyberbullying</b> – using digital devices, sites and apps to intimidate, harm and upset someone <b>upstander</b> – a person who supports and stands up for someone else	Online tools are empowering for children and young people, and they also come with big responsibilities. But do children and young people always know what to do when they encounter cyberbullying? Show your learners appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need.	<ul style="list-style-type: none"> <li>• What is a digital citizen?</li> <li>• What is cyberbullying?</li> <li>• What is an upstander?</li> <li>• How can we be upstanders when we see cyberbullying?</li> <li>• How can you be a digital citizen superhero?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

<p>Year 6</p> <p><a href="#">Is it Cyberbullying?</a></p>	<p><b>bully</b> – the person who is doing the bullying <b>bystander</b> – a person who observes a conflict or unacceptable behaviour, but does not take part in it <b>cyberbullying</b> – using digital devices, sites and apps to intimidate, harm and upset someone <b>empathy</b> – to imagine the feelings that someone else is experiencing <b>target</b> – the person who is on the receiving end of the bullying <b>upstander</b> – a person who supports and stands up for someone else</p>	<p>Let's face it, some online spaces can be full of negative, rude or downright mean behaviour. But what counts as cyberbullying? Help your learners understand what is -- and what isn't -- cyberbullying and give them the tools they'll need to combat the problem.</p>	<ul style="list-style-type: none"><li>• What is cyberbullying?</li><li>• How can we stop cyberbullying?</li><li>• What is a bystander and an upstander?</li><li>• Are there differences between joking, being mean and bullying?</li><li>• How can we stop cyberbullying?</li></ul>
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# E-Safety Half Termly Planner 2025-2026

Spring 1		Relationships and Communication	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Heart of the Digital Citizens!</a>	<b>online</b> – using a computer, phone, or tablet to visit a website or app <b>respect</b> – showing that you appreciate someone	In this short, introductory digital citizenship lesson, students meet <b>Heart</b> , one of the six Digital Citizen characters! Heart explains the importance of being kind, and shares ways to show kindness to others, both online and in person.	
Year 1 <a href="#">Why We Pause for People</a>	<b>active listening</b> – when you give your full attention to the person who is talking	Active listening is a critical skill for students to practice, and when devices are added into the mix, additional strategies need to be taught. Help your students reflect on why active listening is important, and identify strategies to practice it in the classroom when devices are out.  This is one of four lessons in our " <b>Device Advice</b> " collection, helping students prepare to use tech for learning in the classroom.	<ul style="list-style-type: none"> <li>• What is an active listener?</li> <li>• How can devices make it difficult to be active listeners?</li> <li>• How can we be active listeners when using devices?</li> <li>• Why should we pause for people?</li> <li>• What happens if we don't pause for people?</li> </ul>
Year 2 <a href="#">Our Device Charter</a>	<b>community</b> – people who share a common neighborhood, background, or interests <b>norms</b> – a shared way of behaving and acting in a community <b>charter</b> – an official document explaining the shared norms of a community	A positive classroom culture is key to student engagement and learning—and because devices are inevitably a part of the learning experience, it's important to think about how they play a role, too. In this lesson, students create a classroom charter to set up positive norms for using devices in the classroom.  This is the final lesson in our " <b>Device Advice</b> " collection, helping students prepare to use tech for learning in the classroom.	<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What is a charter?</li> <li>• What are Norms?</li> <li>• Whos responsibility is it to build a positive online community?</li> <li>• How do we look after a device?</li> </ul>
Year 3 <a href="#">Who is our online community?</a>	<b>community</b> – people who share a common neighborhood, background, or interests <b>internet</b> – a worldwide network that connects people using computers, phones, or other devices	We are all connected on the internet! By learning the "Rings of Responsibility", learners explore how the internet connects us to people in our community and throughout the world.  Help your learners think critically about the different ways they connect with others, both in person and online.	<ul style="list-style-type: none"> <li>• How can we communicate with people on the internet?</li> <li>• What is a community?</li> <li>• Why should we look after our community?</li> <li>• What is an online community?</li> <li>• Why should we look after our online community?</li> <li>• How are we all part of an online community?</li> </ul>
Year 4 <a href="#">Our Digital Citizenship Pledge</a>	<b>community</b> – a group of people who share the same interests or goals <b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate <b>norm</b> – a way of acting that everyone in a community agrees to <b>pledge</b> – a promise or an oath that one makes	Belonging to various communities is important for children's development. But some online communities can be healthier than others.  Show your learners how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.	<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What makes a strong online community?</li> <li>• What is a digital citizen?</li> <li>• What is the role of a digital citizen?</li> <li>• How do you plan to build a positive online community?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

<p>Year 5</p> <p><a href="#">Keeping Games Fun and Friendly</a></p>	<p><b>digital media</b> – information that comes to us through the internet, often through a tablet, smartphone or laptop</p> <p><b>griefing</b> – irritating or angering people in video games by being mean or destructive or cheating</p> <p><b>social interaction</b> – talking or messaging with people to develop friendship or community</p>	<p>Social interaction is part of what makes online gaming so popular and engaging for children and young people. Of course, online communication can come with some risks. Show your learners how to keep their gaming experiences fun, healthy and positive.</p>	<ul style="list-style-type: none"> <li>• What is digital media?</li> <li>• What does Griefing mean? - <i>irritating or angering people in video games by being mean or destructive or cheating.</i></li> <li>• What is the outcome of griefing?</li> <li>• What should we do if we come across someone griefing?</li> <li>• How can I help myself and others be positive and have fun while playing online games?</li> </ul>
<p>Year 6</p> <p><a href="#">Digital Friendships</a></p>	<p><b>benefit</b> – something positive that results from a situation</p> <p><b>private information</b> – information about you that can be used to identify you, because it is unique to you (e.g. your full name or your address)</p> <p><b>risk</b> – something negative or dangerous that could come from a situation</p>	<p>Children and young people make friends everywhere they go -- including online. But are all of these friendships the same? How can children and young people start online friendships and also learn ways to stay safe? Help your learners understand both the benefits and the risks of online-only friendships.</p>	<ul style="list-style-type: none"> <li>• Have you ever chatted with someone online? Do you know them offline? Who was it? How often?</li> <li>• Should you share your private information while chatting online?</li> <li>• Is it okay to have online friendships?</li> <li>• How do you keep online friendships safe?</li> <li>• What should you do if you start to feel uncomfortable with your online friend?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

Spring 2		News and Media Literacy	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Head of the Digital Citizens!</a>	<b>news</b> – new information about recent or important events <b>unbelievable</b> – something that is probably not true	In this short, introductory digital citizenship lesson, students meet <b>Head</b> , one of the six Digital Citizen characters! Head introduces the topic of news and media literacy (in a kid-friendly way), and why it's important to be curious and ask questions, so that we can know what's true and what's unbelievable.	
Year 1 <a href="#">Media Balance is Important</a>	<b>balance</b> – having equal weight or importance of something <b>device</b> – an electronic piece of equipment like a phone, tablet, or laptop	This activity is a shortened version of <b>Media Balance Is Important</b> lesson from our digital citizenship curriculum.	<ul style="list-style-type: none"> <li>• Why should you take a break from your device when a friend says "hi"?</li> <li>• Why should you invite your friend to play when they are alone?</li> <li>• Why is it a good idea to turn off your device before going to bed?</li> <li>• Why should you ask permission before taking someone's phone/tablet?</li> <li>• Have you ever had the feeling that you've spent too much time using a device like a tablet or phone?</li> </ul>
Year 2 <a href="#">Managing Device Distractions</a>	<b>focus</b> – concentrating your attention to listen to someone or to complete a task <b>device distraction</b> – when you lose focus because of a device, such as a computer, iPad, or TV	Device distractions can be an unintended consequence of using tech at school. Help your students learn how to manage these distractions so they can focus on learning and building positive tech habits.  This is one of four lessons in our " <b>Device Advice</b> " collection, helping students prepare to use tech for learning in the classroom.	<ul style="list-style-type: none"> <li>• What does it look like to stay focused on a task?</li> <li>• What is device distraction?</li> <li>• Have you ever experienced any device distractions?</li> <li>• How can I deal with device distractions and keep my focus?</li> <li>• How do you manage device distractions?</li> </ul>
Year 3 <a href="#">We, the Digital Citizens</a> <a href="#">Digital Trails</a>	<b>digital citizen</b> – someone who uses technology safely and responsibly <b>pledge</b> – a promise that one makes  <b>digital footprint</b> – a record of what you do online, including the sites you visit and the things you share <b>private information</b> – information about you that can be used to identify who you are <b>permanent</b> – something that lasts forever <b>trail</b> – a path or track that someone can follow	Learners explore the amazing possibilities that come with using technology. They'll also learn from the Digital Citizens, who take a pledge to be safe, responsible and respectful when travelling through the online world.  Does what you do online always stay online? Learners understand that the information they share online leaves a digital footprint or "trail". Depending on how they manage it, this trail can be big or small and harmful or helpful.  Learners compare different trails and think critically about what kinds of information they want to leave behind.	<ul style="list-style-type: none"> <li>• How can we be good digital citizens?</li> <li>• Why is it important to ask for permission before going online?</li> <li>• Why is it a good idea to set a time limit when using technology?</li> <li>• Why shouldn't you share our username and password with other people?</li> <li>• Why should you only talk to people you know online?</li> <li>• What information is ok to have in your digital footprint?</li> </ul>
Year 4 <a href="#">Is Seeing Believing?</a>	<b>advertising</b> – messages or photos that are made to persuade someone to buy a certain product <b>alter</b> – to change the way something looks, sometimes using a computer or other digital tools <b>persuade</b> – to cause someone to believe something <b>photo retouching</b> – digital alteration of a photo to enhance the way someone looks (removing of	The web is full of photos, and even videos, that are digitally altered. And it's often hard to tell the difference between what's real and what's fake.  Help your learners ask critical questions about why someone might alter a photo or video in the first place.	<ul style="list-style-type: none"> <li>• Why do people alter digital photos and videos?</li> <li>• Is it okay to alter photos?</li> <li>• Do you think advertising pictures are altered? Why?</li> <li>• How has this picture been retouched? (show snapchat/edited image)</li> <li>• When would it not be okay to alter photos?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

	wrinkles, clearing of skin, changing their body, etc.)		
<p>Year 5</p> <p><a href="#">A Creator's Rights and Responsibilities</a></p>	<p><b>attribute</b> – to give credit to the person who created something, such as listing the author's name and date or a citation</p> <p><b>copyright</b> – legal protection that creators have over the things they create</p> <p><b>intellectual property</b> – the ownership of something you create, giving you a right to how others use it</p> <p><b>plagiarism</b> – using someone's creative work without providing attribution</p> <p><b>licence</b> – a clear way to define the type of copyright a creative work has, so that others know how they can use it</p>	<p>It's common for children and young people to use images they find online, for school projects or just for fun. But children and young people don't often understand which images are OK to use and which ones aren't. Help your learners understand about the rights and responsibilities they have when it comes to the images they create and use.</p>	<ul style="list-style-type: none"> <li>• What is a creator?</li> <li>• What is copyright?</li> <li>• What is plagiarism?</li> <li>• What rights and responsibilities do you have as a creator?</li> <li>• I want to use this image for my work, can I do that?</li> </ul>
<p>Year 6</p> <p><a href="#">Reading News Online</a></p>	<p><b>news</b> – new information about recent or important events</p> <p><b>article</b> – a written story in a newspaper, in a magazine or on an online news website.</p> <p><b>commercial</b> – intended to make money</p>	<p>Children and young people find and read news in lots of different ways. But studies show they're not very good at interpreting what they see. How can we help them get better? Teaching your learners about the structure of online news articles is an important place to start.</p>	<ul style="list-style-type: none"> <li>• What are the important parts of an online news article?</li> <li>• What are some things to look out for when reading a news article online?</li> <li>• Will all news articles be real?</li> <li>• How can you spot a fake news article?</li> <li>• How do news articles make their money?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

Summer 1		Privacy and Security	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Guts of the Digital Citizens!</a>	<b>caution</b> – being careful <b>internet</b> – a worldwide network that connects people using computers, phones, or other devices	In this short, introductory digital citizenship lesson, students will meet <b>Guts</b> , one of the six Digital Citizen characters! Guts explores what it means to be safe on the internet, sharing three simple rules for doing so.	
Year 1 <a href="#">Safety in My Online Neighbourhood</a>	<b>online</b> – using a computer, phone, or tablet to visit a website or app <b>website or app</b> – a place you can visit on the internet	The power of the internet allows learners to experience and visit places they might not be able to see in person. But, just like travelling in the real world, it's important to be safe when travelling online. On this virtual field trip, children can practise staying safe during online adventures.	<ul style="list-style-type: none"> <li>• What does online mean?</li> <li>• What kind of things can you do online?</li> <li>• What websites or apps do you use?</li> <li>• How can we stay safe online?</li> <li>• How do you go places safely online?</li> </ul>
Year 2 <a href="#">Internet Traffic Light</a>	<b>caution</b> – being careful <b>just right</b> – something that is appropriate or fitting	Staying safe online is a lot like staying safe in the real world.  Using a fun traffic light activity, learn how to identify "just right" content, giving them the green light to learn, play and explore the internet safely.	<ul style="list-style-type: none"> <li>• How do you stay safe when visiting a website or app?</li> <li>• When you are playing outside without a grown-up, what are some of the things you do to stay safe?</li> <li>• What is a green website or app? - a site/app right for you, fun things to do and see, has appropriate words.</li> <li>• What is a yellow website or app? - a site/app that you're not sure is 'just right' for you, has words that are hard to read, asks for your personal information, asks you to fill in a form.</li> <li>• What is a red website or app? - everything from yellow, it is not 'just right' for you, a place gone by accident, pictures, words or videos for older children or adults, a place people can chat to people they don't know.</li> </ul>
Year 3 <a href="#">That's Private!</a>	<b>online</b> – using a computer, phone, or tablet to visit a website or app <b>private</b> – something that you should keep to yourself	Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, learners can begin to understand the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.	<ul style="list-style-type: none"> <li>• What kinds of things should we not tell a stranger?</li> <li>• What kinds of information should I keep to myself when I use the internet?</li> <li>• What does private mean?</li> <li>• What does online mean?</li> <li>• Why should I keep my information private online?</li> </ul>
Year 4 <a href="#">Password Power-Up</a>	<b>password</b> – a secret string of letters, symbols and numbers that you can use to restrict who can access something digital <b>phrase</b> – a group of words that go together and are easy to remember <b>symbol</b> – a character other than a number or letter, such as #, !, or @. <b>username</b> – a name you create to sign into a website, app, or game	Stronger, more secure online passwords are a good idea for everyone. But how can we help children create better passwords and actually remember them? Use the tips in this lesson to help children make passwords that are both secure and memorable.	<ul style="list-style-type: none"> <li>• What is a password?</li> <li>• What is privacy?</li> <li>• Why do we use passwords?</li> <li>• How can a strong password help protect your privacy?</li> <li>• How can you make a strong password?</li> </ul>
Year 5 <a href="#">Private and Personal Information</a>	<b>hardwired</b> – something you are born with <b>personal information</b> – information about you that cannot be used to identify you, because it is also true for many other people (e.g. your hair colour or the city you live in) <b>private information</b> – information about you that	It's in our learners' nature to share and connect with others. But sharing online comes with some risks. How can we help children build strong, positive and safe relationships online? Help your learners understand the difference between what's personal and what's best left private.	<ul style="list-style-type: none"> <li>• What information about you is okay to share online?</li> <li>• What type of information is not okay to share online?</li> <li>• What is private information?</li> <li>• What is personal information?</li> <li>• What is the difference between private and personal information?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

	can be used to identify you, because it is unique to you (e.g. your full name or your address)		
<p>Year 6</p> <p><a href="#">You Won't Believe This!</a></p>	<p><b>advertising</b> – messages or photos that are made to persuade someone to buy a certain product</p> <p><b>clickbait</b> – an image or headline that tries to get you to click on it, usually for advertising purposes</p> <p><b>headline</b> – the title of an article, usually printed in big, bold letters at the top</p> <p><b>Curiosity Gap</b> – the desire people have to figure out missing information</p>	<p>The internet is full of catchy headlines and outrageous images, all to make us curious and get our attention. But children and young people don't always realise: What you click on isn't always what you get. Show your learners the best ways to avoid clickbait online.</p>	<ul style="list-style-type: none"> <li>• What is clickbait?</li> <li>• How can we avoid clickbait?</li> <li>• What's the curiosity gap? - the desire people have to figure out missing information</li> <li>• How can advertising lead to clickbait?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

Summer 2		Digital Footprint and Identify	
Year	Vocabulary and definition	Overview	Follow-up Questions for starter
Reception <a href="#">Meet Feet of the Digital Citizens!</a>	<b>digital footprint</b> – a record of what you do online, including the sites you visit and the things you share <b>trail</b> – a path or track	In this short, introductory digital citizenship lesson, students will meet <b>Feet</b> , one of the six Digital Citizen characters! Feet explores the meaning of digital footprints and why it's important to watch where we "step," being careful about what we share.	
Year 1 <a href="#">Caring For Our Devices</a>	<b>responsibility</b> – a duty you have to yourself or others <b>care</b> – when you make sure something or someone is safe and well	Whether students are getting a device for the first time, or are seasoned digital citizens, it's always a good idea for them to have a little reminder on how to keep those devices safe and functioning.  This is one of four lessons in our " <b>Device Advice</b> " collection, helping students prepare to use tech for learning in the classroom.	<ul style="list-style-type: none"> <li>• What does care mean?</li> <li>• What does responsibility mean?</li> <li>• What are ways to care for your device?</li> <li>• Why is it important to care for a device?</li> <li>• I left my tablet on the floor, is that caring?</li> <li>• How should I look after my device?</li> </ul>
Year 2 <a href="#">Pause and Think Online (Quick Activity)</a> <a href="#">Pause and Think Online</a>	<b>online</b> – using a computer, phone, or tablet to visit a website or app <b>pause</b> – to stop what you're doing or saying	This activity is a shortened version of <b>Pause and Think Online</b> lesson from our digital citizenship curriculum.  From our head down to our toes, and our feet up to our nose, the Digital Citizens teach students how to be safe, responsible, and respectful online.	<ul style="list-style-type: none"> <li>• What does online mean?</li> <li>• Do you believe everything you see on the internet?</li> <li>• Why should we take a break from technology sometimes?</li> <li>• Why shouldn't you open a message from someone you don't know?</li> <li>• Why is it important to be kind online?</li> <li>• How can we be safe, responsible and respectful online?</li> </ul>
Year 3 <a href="#">We. The Digital Citizens</a>	<b>digital citizen</b> – someone who uses technology safely and responsibly <b>pledge</b> – a promise that one makes	Learners explore the amazing possibilities that come with using technology. They'll also learn from the Digital Citizens, who take a pledge to be safe, responsible and respectful when travelling through the online world.	<ul style="list-style-type: none"> <li>• How can we be good digital citizens?</li> <li>• Why is it important to ask for permission before going online?</li> <li>• Why is it a good idea to set a time limit when using technology?</li> <li>• Why shouldn't you share our username and password with other people?</li> <li>• Why should you only talk to people you know online?</li> <li>• What information is ok to have in your digital footprint?</li> </ul>
Year 4 <a href="#">This Is Me</a>	<b>assumption</b> – something that someone thinks is true, but in reality, may or may not be <b>identity</b> – different parts of your culture, experiences, and interests that make you unique <b>selfie</b> – a picture you take of of yourself, usually with a phone	From selfies to social media, many of us create unique online identities for ourselves, and our learners are no different. But do children always understand how others might perceive what they post?  Help your learners think critically about the online identities they're creating.	<ul style="list-style-type: none"> <li>• How does what I post online affect my identify?</li> <li>• What is an assumption? - something that someone thinks is true, but in reality, may or may not be</li> <li>• What assumption would you have for this picture? (scruffy cat/aggressive dog?)</li> <li>• I assume that this (picture of something/teddy dirty) isn't loved. Is my assumption correct?</li> <li>• I want to post this picture of me online. What do you think people will assume about me?</li> </ul>
Year 5 <a href="#">Our Online</a>	<b>responsibility</b> – a duty you have to yourself or others <b>digital footprint</b> – a record of what you do online, including the sites you visit and the things you post;	Your digital footprint can affect your online reputation for a long time. But children don't always realise that digital footprints aren't just a personal matter. Show your learners how they can contribute to a positive digital reputation, both for themselves	<ul style="list-style-type: none"> <li>• What is a digital footprint?</li> <li>• What do you think are some of our responsibilities for being online?</li> <li>• How long does uploaded information stay on the internet?</li> <li>• Why does information stay online forever?</li> </ul>

# E-Safety Half Termly Planner 2025-2026

<p><a href="#">Tracks</a></p>	<p>it can also include things that others post that involve you, such as pictures or comments  <b>fossil</b> – parts of an animal that are saved and preserved in the earth for millions of years.  <b>inference</b> – an educated guess based on evidence</p>	<p>and for others.</p>	<ul style="list-style-type: none"> <li>• How does our online activity affect the digital footprints of ourselves and others?</li> </ul>
<p><b>Year 6</b>   <a href="#">Beyond Gender Stereotypes</a></p>	<p><b>avatar</b> – an image or character that represents a person online  <b>bias</b> – an unfair belief about a person or group based on a stereotype  <b>gender stereotypes</b> – oversimplified ideas about how women and men are or should be</p>	<p>Children and young people encounter all kinds of stereotypes in the media. But are they always aware of what they're seeing? Help your learners think critically about how gender stereotypes can affect the ways they view themselves and others.</p>	<ul style="list-style-type: none"> <li>• What does gender stereotypes mean? - oversimplified idea about how women and men are or should be.</li> <li>• What is bias? - an unfair belief about a person or group based on a stereotype.</li> <li>• Gender stereotype = all boys like dinosaurs. Is this correct? Do girls not like dinosaurs?</li> <li>• Gender stereotype = Girls worry about how they look. Is this correct? Do boys not worry about how they look?</li> <li>• How do gender stereotypes shape our experiences online?</li> </ul>