St Joseph's Catholic Primary School
Computing Whole School Overview 2026–2027

Core scheme: Purple Mash Computing • Computer Science • Information Technology • Digital Literacy

Online safety is taught and revisited every half term and applied whenever digital technology is used.

EYFS*	Senses Adult-supported photos and safe handling of available digital tools. **Online safety:** Ask a trusted adult before using a device; tell them about worries.	Space Create a simple digital picture and talk about choices. **Online safety:** Ask permission before taking or sharing someone's picture.	Homes and Buildings Sequence steps; explore simple instructions through play. **Online safety:** Share devices kindly and ask for help when unsure.	Farms Sort and describe animal images; record discoveries with adult support. **Online safety:** Use digital content with an adult; stop and tell if something worries you.	In the Garden Observe changes and record using available digital tools. **Online safety:** Notice when to take a break and ask for adult help.	Travel Follow and describe routes; revisit safe and purposeful use. **Online safety:** Revisit safe choices, permission and trusted adults.
Year 1*	Introduction to Purple Mash Creative Computing **Online safety:** Keep passwords private; practise logging out and asking for help.	Data Explorers **Online safety:** Recognise personal information and what should stay private.	Creating and Following Instructions Animated Stories begins **Online safety:** Tell a trusted adult about worrying content or contact.	Animated Stories continues Coding begins **Online safety:** Use kind words when sharing stories and playing digital games.	Coding continues Technology Around Us **Online safety:** Use technology with permission and balance screen time with other activities.	Making Beats Consolidation and application **Online safety:** Ask before using or sharing pictures and music; identify who can help.
Year 2	Coding Online Safety unit **Online safety:** Keep passwords and personal details private; know who can help.	Online Safety unit revisited Spreadsheets begins **Online safety:** Use fictional data in spreadsheets and explain why privacy matters.	Spreadsheets continues Questioning Effective Searching begins† **Online safety:** Make safe search choices with adult guidance; report anything worrying.	Effective Searching continues† Creating Pictures begins **Online safety:** Ask permission to use images and recognise who created them.	Creating Pictures continues Making Music begins **Online safety:** Credit creators and recognise when to take a screen break.	Making Music continues Presenting Ideas **Online safety:** Choose what to share with an audience; avoid revealing personal details.
Year 3	Coding Online Safety unit **Online safety:** Use secure login routines and avatars; recognise when to report concerns.	Online Safety unit revisited Spreadsheets begins **Online safety:** Keep personal data private when collecting and presenting information.	Spreadsheets continues Touch Typing Email begins **Online safety:** Email trusted contacts; check before opening messages and attachments.	Email continues Branching Databases begins **Online safety:** Write respectful emails and seek help about unwanted contact.	Branching Databases continues Simulations begins† **Online safety:** Discuss safe choices in simulations and balance time using devices.	Simulations continues† Graphing† Presenting (PowerPoint) **Online safety:** Credit sources and check permission before sharing presentations.
Year 4	Coding Online Safety unit **Online safety:** Protect accounts and identify ways to report content or contact concerns.	Online Safety unit revisited Writing for Different Audiences† Logo begins **Online safety:** Consider audience, respectful language and the lasting effects of posts.	Logo continues Animation (states of matter or rivers) Effective Searching begins **Online safety:** Check permission for images, voices and personal details in animations.	Effective Searching continues Hardware begins **Online safety:** Compare facts and opinions; check reliability and recognise fake news.	Hardware continues Making Music Unit 4.10 begins† **Online safety:** Credit music creators and protect personal information when using devices.	Unit 4.10 continues† Microbits **Online safety:** Share code safely; revisit privacy, responsible choices and reporting.
Year 5	Quizzing Databases begins **Online safety:** Minimise personal data in databases and check who can access it.	Databases continues Game Creator begins **Online safety:** Recognise acceptable behaviour in games and report unwanted contact.	Game Creator continues Spreadsheets **Online safety:** Check data accuracy and protect information when sharing spreadsheets.	Coding Word Processing begins (Apple and Google) **Online safety:** Check document permissions, audience and ownership of copied content.	Word Processing continues Concept Maps begins **Online safety:** Compare sources and credit creators when presenting researched ideas.	Concept Maps continues External Devices and micro:bit **Online safety:** Consider data shared by connected devices; revisit help and reporting routes.
Year 6	Networks Graphing begins **Online safety:** Evaluate risks and benefits of online communication; use secure access.	Graphing continues Blogging begins **Online safety:** Apply moderation, netiquette and privacy when posting and commenting.	Blogging continues Data Detectives **Online safety:** Check sources and misleading data; make responsible publishing choices.	Coding Introduction to Python begins **Online safety:** Use trusted coding resources and seek help about suspicious links or downloads.	Introduction to Python continues Spreadsheets begins **Online safety:** Use anonymised data and review permissions before sharing files.	Spreadsheets continues 3D Modelling **Online safety:** Credit digital designs; apply privacy and reporting strategies before secondary school.

St Joseph's Catholic Primary School
Online Safety Across the Wider Curriculum 2026–2027

Every digital task: protect personal information, check permission, communicate respectfully, question information and identify how to ask for help or report a concern.

Curriculum area	Safety teaching to embed	Example within existing learning
PSHE and RSHE	Teach online relationships, consent and boundaries, bullying, unwanted contact and help-seeking. Discuss how digital activity affects wellbeing.	Use age-appropriate scenarios: decide what is acceptable, who can help and how a concern can be reported.
English and Reading	Consider the audience of a message or publication. Distinguish fact from opinion and evaluate claims in digital texts.	Compare two accounts of the same story; justify which information is trustworthy. Compose a respectful reply or comment.
History and Geography	Evaluate sources used for research and cross-check claims. Recognise that search results need evaluation. Credit images and information.	Compare websites for a topic already being studied; explain source choices and add simple credits to presentations.
Maths and Science	Protect information during data collection. Use fictional or anonymised datasets and consider who can access shared files. Question misleading data.	Use an existing graph or spreadsheet task to discuss privacy, accuracy and what can safely be shared.
RE and school values	Apply dignity, kindness and respect to digital communication. Discuss the effects of hurtful or exclusionary behaviour and the responsibility to seek help.	Apply a class values or Catholic Social Teaching discussion to a digital scenario; practise a kind response and a route to support.
Art Music and Design Technology	Ask permission before recording or sharing photographs, voices or creations. Recognise ownership and credit creators. Protect privacy in digital projects.	Review a digital picture, animation or recording before sharing: check permission, personal details, audience and credits.
PE wellbeing and school participation	Discuss balanced device use and how online activity can affect friendships and feelings. Apply privacy and respectful behaviour to class blogs and pupil leadership work.	Revisit healthy habits and help-seeking in class discussion; check a school communication or digital project before publication.