

**purple  
mash**

# Being Safe in a Digital World



# Introduction

2BeSafe is a complete online safety scheme for Years R to 6, fully aligned with Education for a Connected World and meeting RSE guidance. The scheme complements the Purple Mash Computing Scheme of Work and is available to current subscribers at no extra charge.

With over 180 sessions, 2BeSafe ensures that key messages on digital safety are prominent throughout school life and are not taught in isolation. Sessions are short, bite-sized, require no extra resources, and are designed to be threaded through the curriculum across all year groups.

## What's in This Pack

This pack includes:

- 6 sample sessions (labelled with the relevant year group.)
- 3 Parent Guides linked to the themes within the scheme
- Parenting in a Digital World Booklet
- Guide to hosting a Parent/Carer Online Safety Evening

## Education Resources Awards 2026 Winner



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2Simple's 2BeSafe stood out in a tightly contested category for its comprehensive whole-school approach to online safety, embedding a spiral curriculum from EYFS through upper primary within the familiar Purple Mash environment. Its teacher-led, inclusive design ensures all learners (including those with SEND) can access progressive, age-appropriate online safety education aligned to KCSIE and Education for a Connected World.

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*Judges comments, ERA awards 2026*

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# Managing Online Information (Reception)

I can talk about how to use the internet as a way of finding information online

# Focus

- I can give examples of when I should ask permission to do something online and explain why this is important.



# Types of questions

We ask questions to get information.  
Some questions have simple answers.



What question is this child thinking of?

## Examples of simple questions



Shall I eat this food?



Where is the toy?



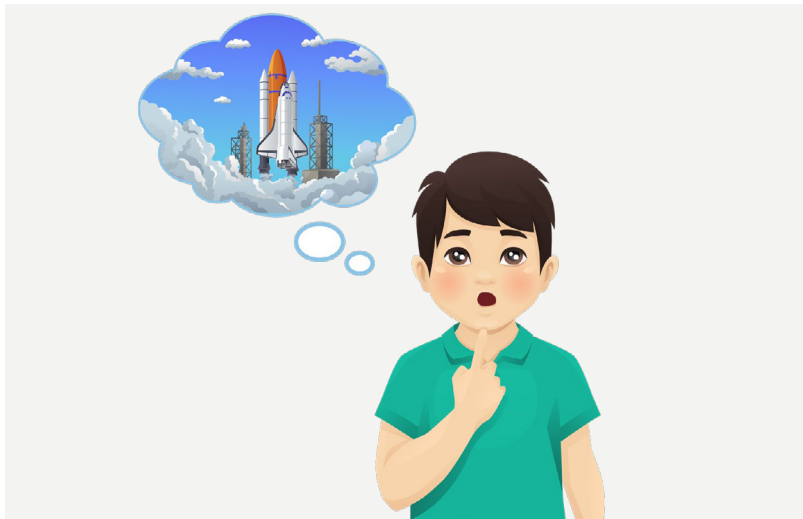
What is your name?



What is the time?

# Types of questions

Some questions are more complicated.

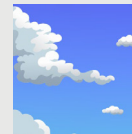


What complicated question is this child thinking about?

## Examples of complicated questions



How does a space shuttle launch?



Why is the sky blue?



Where do bees go in the winter?

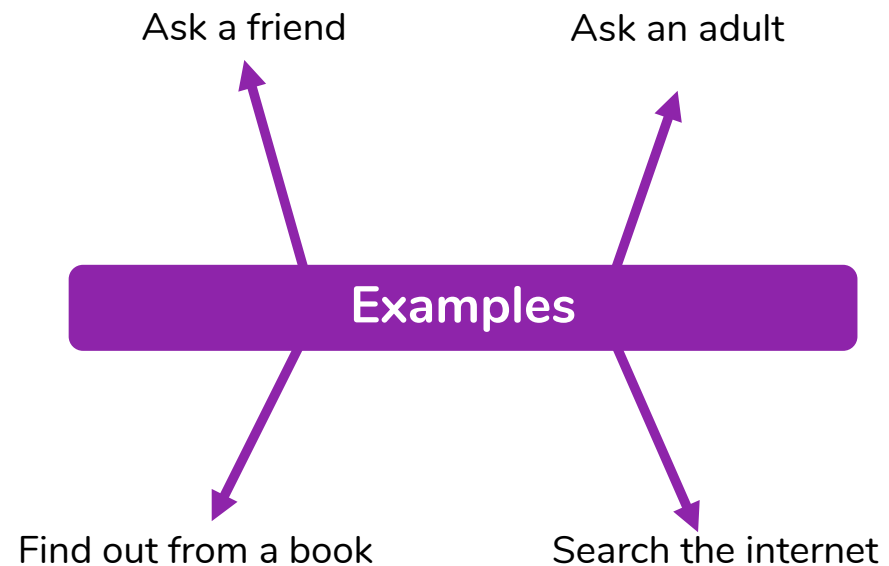


How do you bake a cake?

# How do you find the answers?

How can you find the answers to questions?

Suggest ways that you have used or that you have seen others use.



# Information on the internet

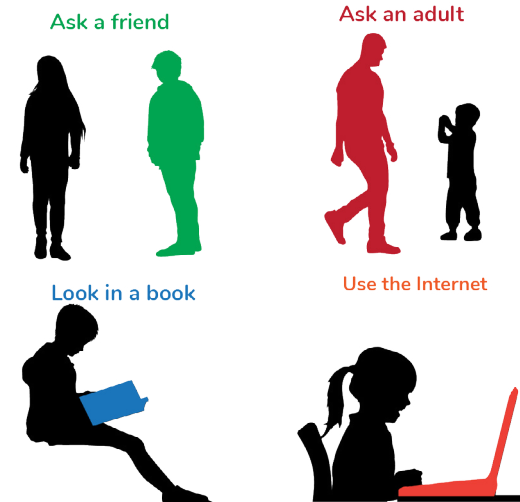
All sorts of questions can be answered by looking online on the internet.

Do you know what it means to be **online**?

Have you seen anyone find answers to questions by searching **online**?

What are the differences between these ways to find information?

- asking a child
- asking an adult
- using a book
- using the internet



# Activity: How To Answer My Questions?

- For this activity open this [quiz](#) as a class.
- Work out when the internet might be the best way to find the answer to the questions.

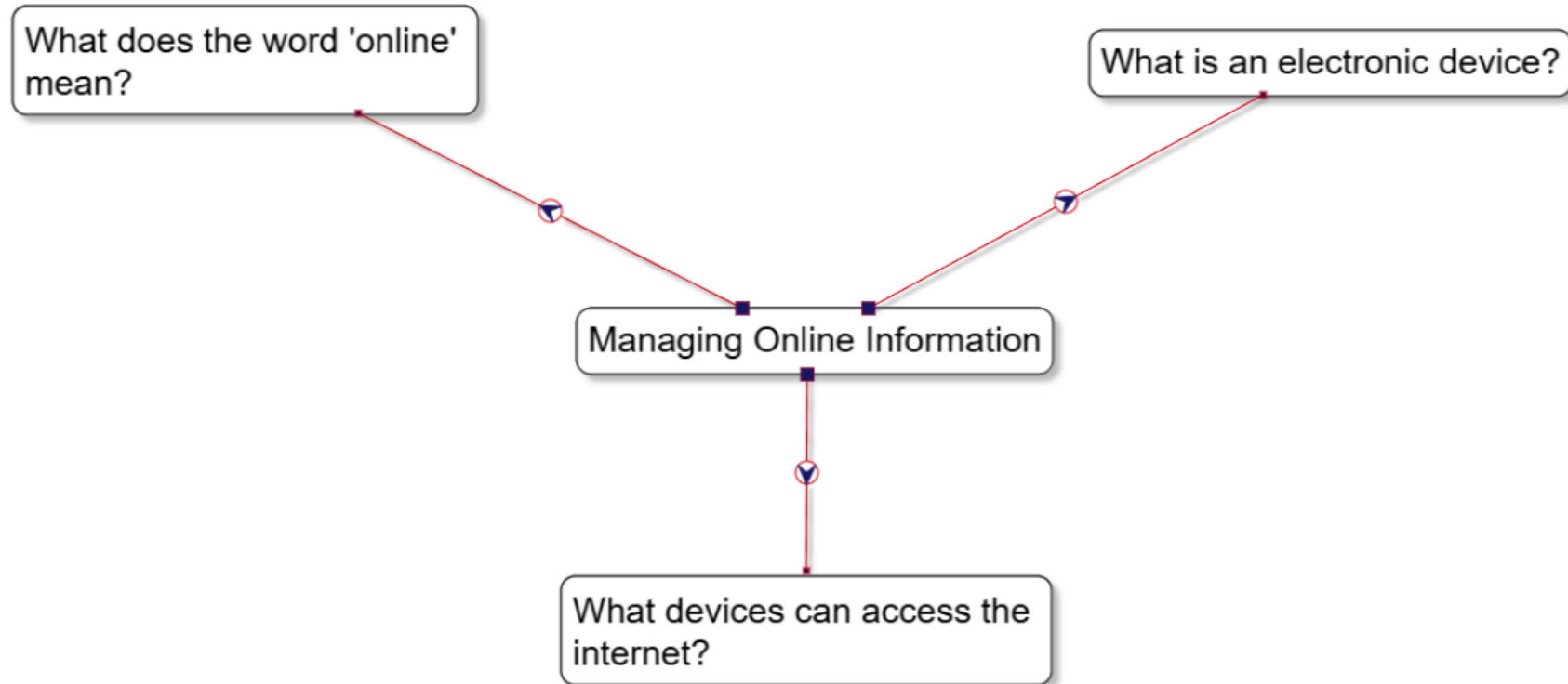


# Reflection

- Do you know when being online might help to answer questions?



# Assessment Map



# Online Relationships (Year 1)

I can give examples of when I should ask permission to do something online  
and explain why this is important

# Focus

- I can talk about how to use the internet as a way of finding information online.



# What is permission?

Look at the word below.



Have any of you ever heard of this word before?

What do you think it might mean?



If you give someone **permission**, it means that you are usually allowing someone to do something.



Your parent or carer might give you **permission** to go on a school trip.



Your teacher might give you **permission** to be at the front of the line.



Your brother, sister or friend might give you **permission** to play with their favourite toy

# Permission online

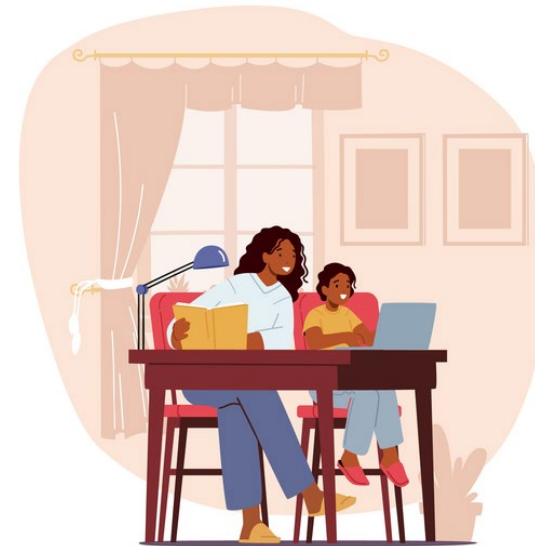
Think carefully about the times you might have had to ask for **permission** to do something.

You might have even had to ask **permission** to do something today!

Sometimes, we need to ask grown ups around us for **permission** to do something so that we can be safe.



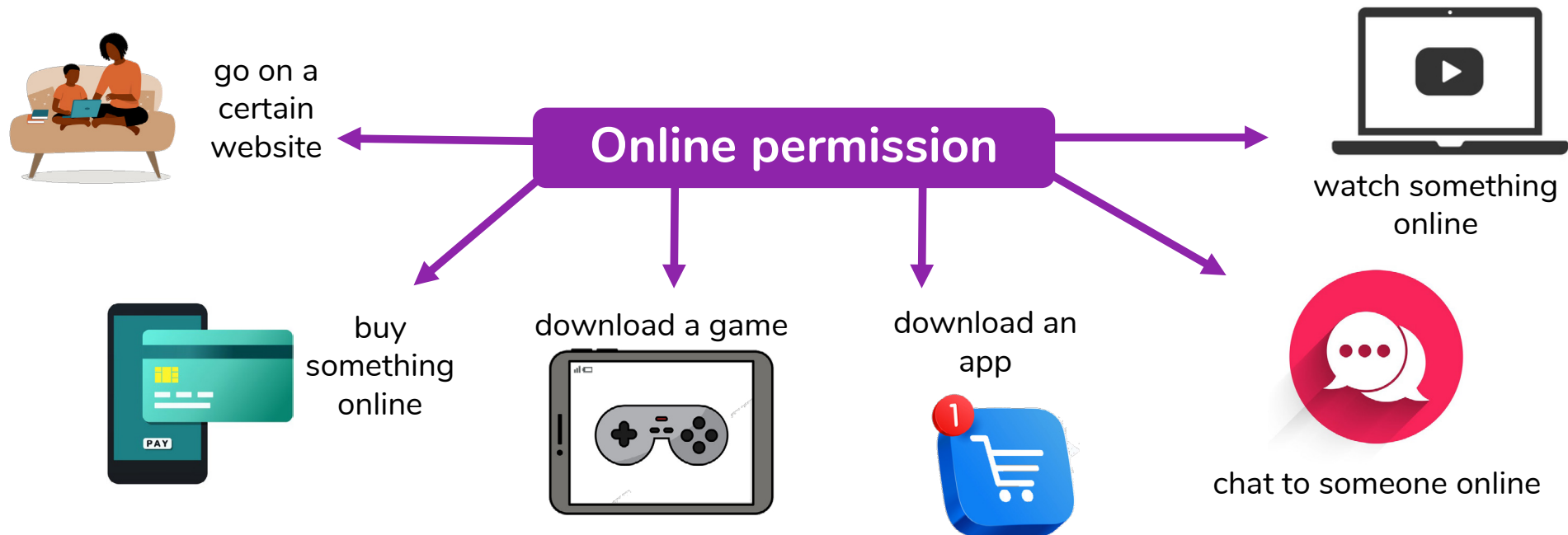
This is also true when you are online.



# When is permission needed?

Have you ever had to ask for **permission** to do something online?

You might have needed to ask **permission** to...



# Why is permission needed?

Asking for **permission** isn't a bad thing.



It's a sensible and mature thing to do to ensure that you are safe online.

Asking for **permission** helps to make sure you avoid situations that could be:



dangerous



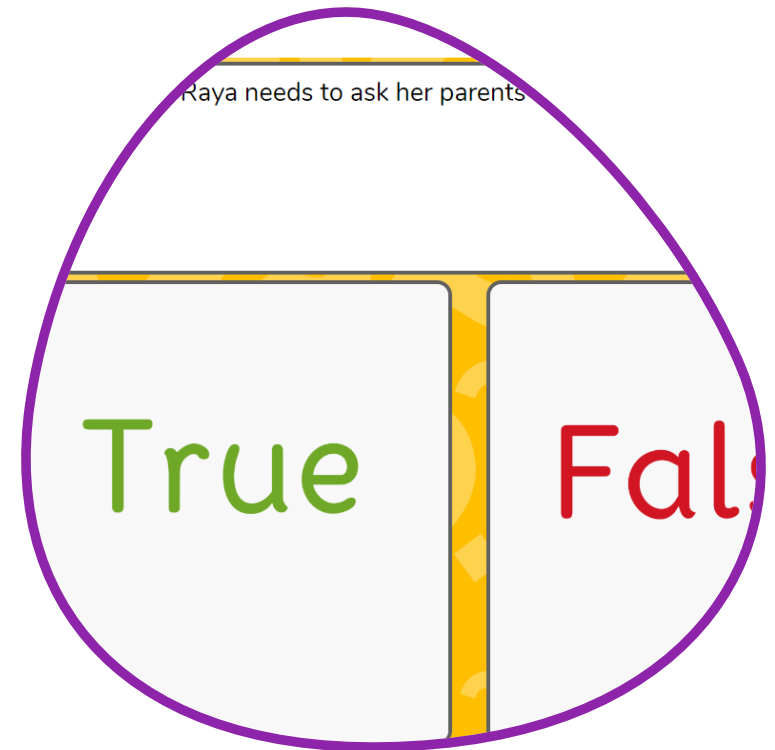
uncomfortable



scary or frightening

# Activity: 2Quiz

- [Open the 2Quiz activity](#) and carefully read each scenario with your teacher.
- Decide whether the child involved needs to ask for permission from a responsible adult before they continue with what they are doing.
- Think carefully about everything you have learnt about permission today to help you answer the questions.

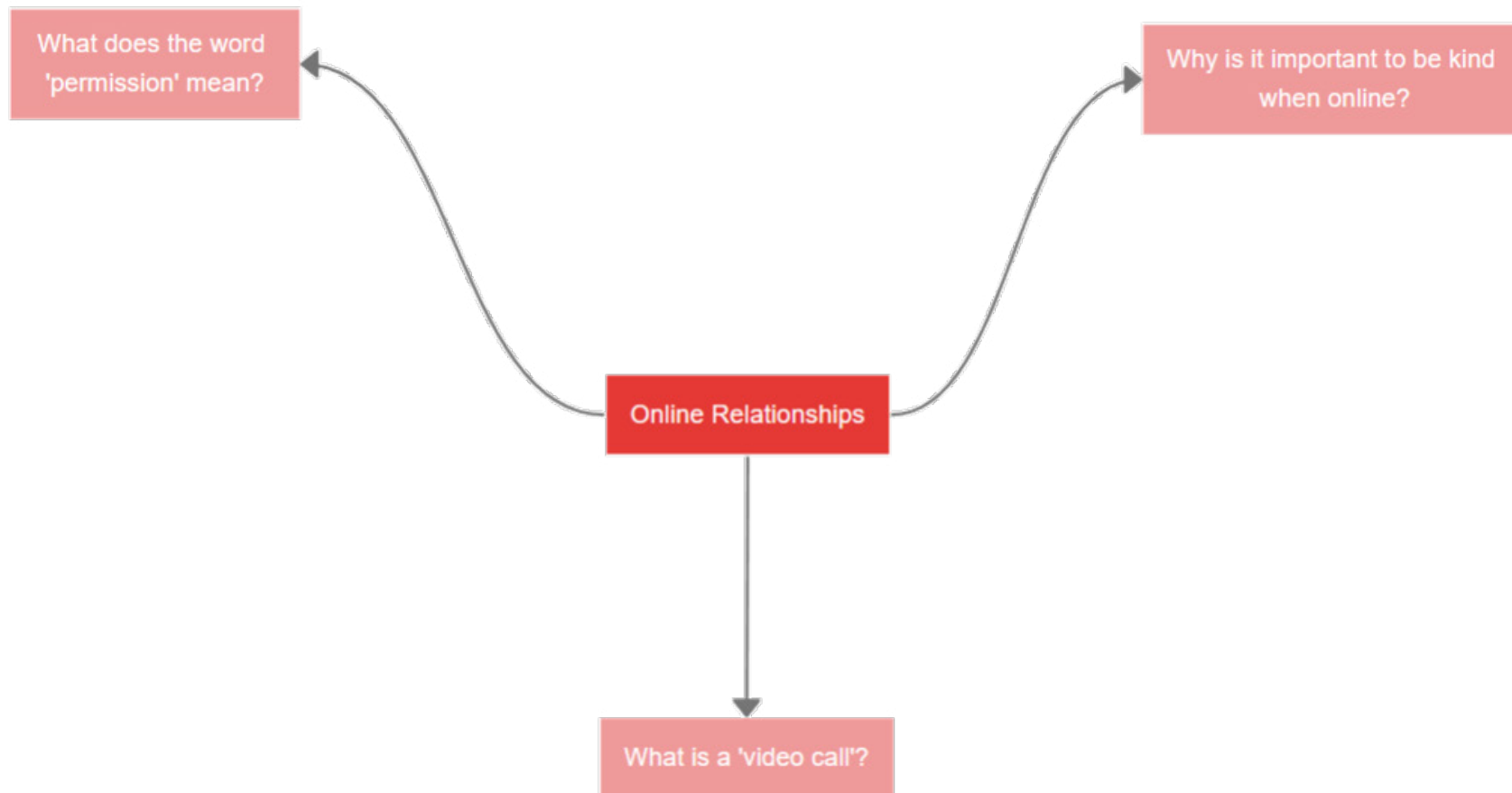


# Reflection

- Do you know why you might need to ask for permission before doing something online?
- Do you know why this is important?



# Assessment Map



# Online Bullying

## (Year 2)

**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)**

# Focus

- I can explain what bullying is, how people may bully others and how bullying can make someone feel.



# What is bullying?

What is meant by **bullying**?

Bullying is when someone **repeatedly** says or does mean things to another person on purpose that can make the other person feel sad, scared, or upset.



# Types of bullying

In what different ways can people be bullied?



## Possible Answers



**Verbal bullying;** this is when people say mean things.



**Physical bullying;** this includes hitting, kicking and pushing.



**Social bullying;** this includes not letting people join in games and spreading rumours.



**Cyberbullying;** this is using technology to bully, like sending mean messages online.

# Bullying and feelings

Look at these situations about bullying. In each example, discuss how you think the child feels when they are bullied.

On your whiteboard, draw the emoji that best represents their feelings.



In school, Jamal and his friends keep pushing Gordon out of the line. In class, when the teacher isn't looking, they keep kicking him under the table.

How does Gordon feel?

Sarah and Esme tell the other children not to play with Olivia because they say she smells strange and wears glasses.

How does Olivia feel?

Johanna and Claire won't let Jack play with them and their friends. They keep pushing him out of a part of the playground that they say is their area.

How does Jack feel?

# Activity: Say No To Bullying

- For this activity, you are going to design a poster about bullying.
- Create your poster on your device or on paper.
- Your poster should explain what bullying is, types of bullying and how bullying makes the person who is bullied feel.
- Your poster needs a powerful heading.
- You could include advice about where to get help.
- Make it stand out and grab attention using colour and images.

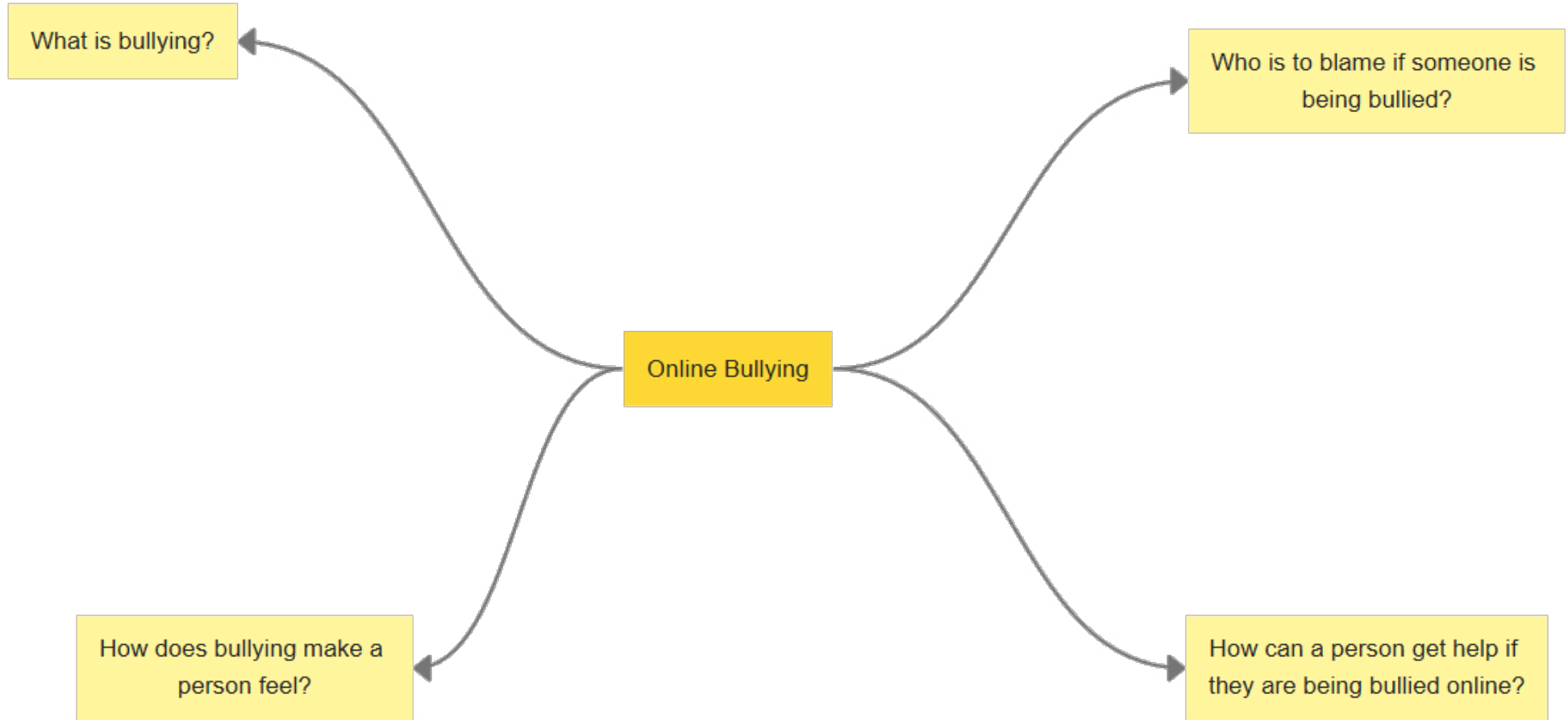


# Reflection

- Do you know what bullying is?
- Do you know how people may bully others?
- Do you know how bullying may make someone feel?



# Assessment Map



# Health, Wellbeing and Lifestyle (Year 3)

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)

# Focus

- 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).



# Positives of online technology

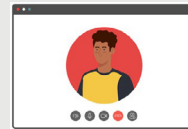
Smart watches, laptops, tablets and computers are all examples of **online technology** because they connect to the internet. Online technology has helped improve the lives of millions of people.



Can you think of any other positives?

Can you suggest ways online devices have improved your life?

## Examples



**Communication:** People are able to communicate with each other anywhere in the world.



**Access to information:** Lots of useful information can be accessed online. People can learn new skills quickly, find out the news and lots more.

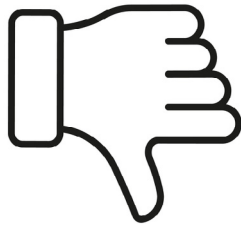


**Convenience:** Online technology makes lots of everyday tasks easier. For example, it is possible to shop and have medical appointments without leaving home.

# Negatives of online technology

Although there are many positives to online technology, there are negatives. Some of the main negatives that can affect any of us are:

- Privacy and safety.
- Health and wellbeing.
- Inappropriate content.



Can you think of any other negatives?

Do you follow any rules that help stop negative experiences online?

## Examples



**Privacy and safety:** People need to be careful of what is shared online. Unfortunately, there are people who are unkind and can cause harm to others.



**Health and wellbeing:** Spending too much time online could mean someone isn't spending enough time exercising or playing with friends offline.



**Inappropriate content:** The online world is accessed by adults and children. This means there is inappropriate content for children that could be upsetting to see.

# Where time is spent online

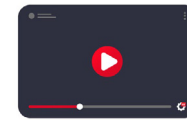
People will spend more time on some activities online compared to other activities online.



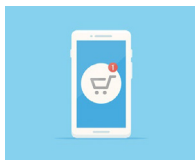
Playing games



Learning



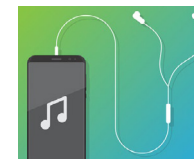
Watching videos



Shopping



Creating



Listening to music

What do you spend most of your time doing online?  
Are some things better to spend more time on than others?

# Spending too much time online

Spending too much time online can affect our health (bodies) and wellbeing (feelings and emotions).

**Mood:** Our mood can change. For example, we might feel extremely happy winning a game online. We might feel very sad that we have lost a game.

**Sleep:** It is important to get lots of sleep to help our bodies grow and our brain develop. **If we are spending long hours online, we could be missing out on sleep.**

**Relationships:** Playing with friends and talking with family members helps us gain confidence and get better at making strong relationships. **Too much time online can affect our relationships.**



What do you think would be a sensible amount of time to be online per a day?

# Activity: Time Online Reflection

- For this activity, open [Time Online Reflection](#).
  - Write what you like and dislike online.
  - Include what you spend most and least time doing.
  - Use the 'Think about' box to help you.
- You might have time to share your reflection at the end of the session.

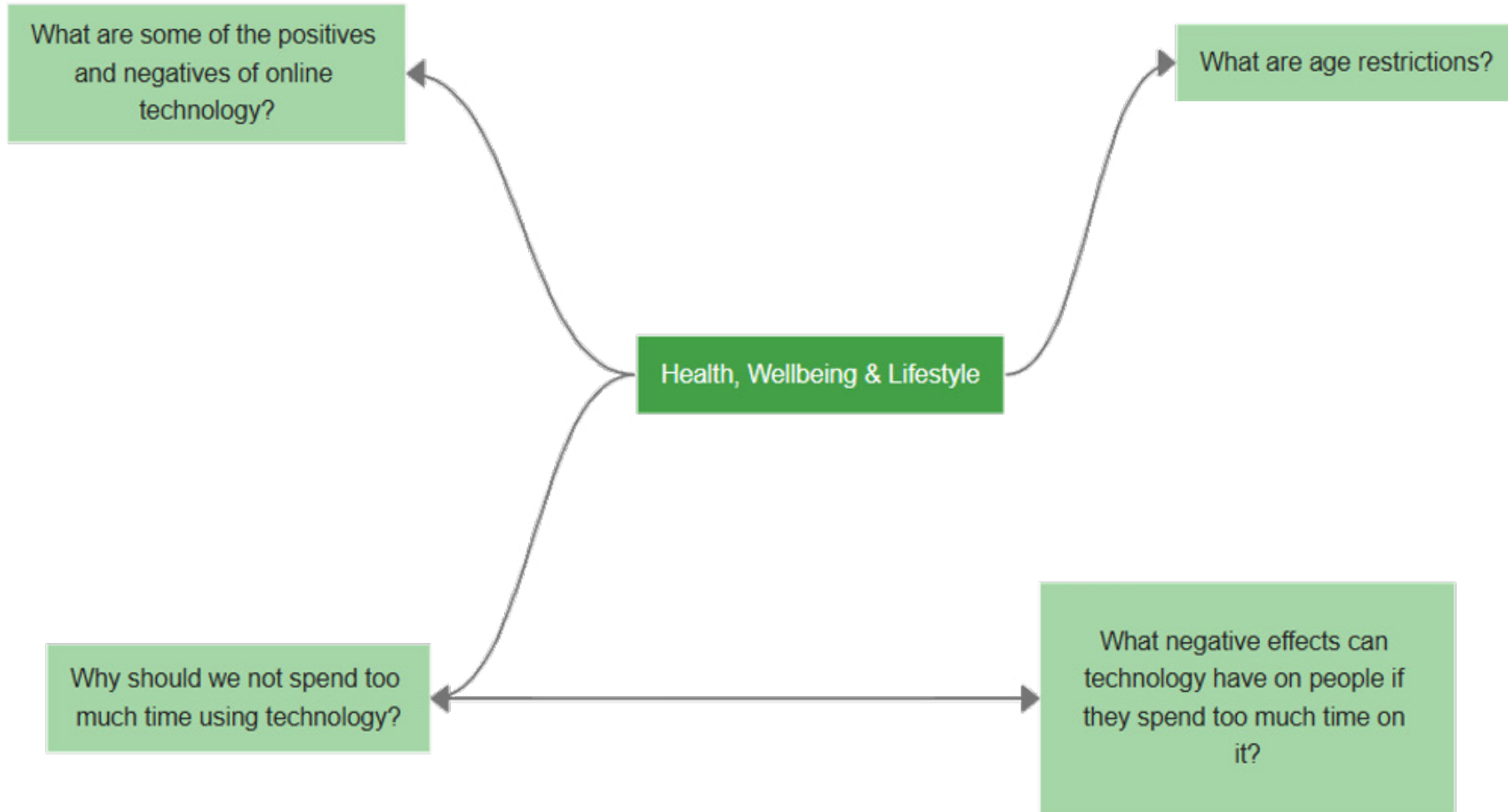


# Reflection

- What types of things do people spend their time doing online?
- Why can spending too much time online be a bad thing?



# Assessment Map



# Online Reputation (Year 4)

I can describe how to find out information about others by searching online

# Focus

- I can describe how to find out information about others online.



# Searching online

What is a **search engine**?

A **search engine** is a tool on the internet that helps you to find information by typing in words or phrases.

It works by collecting and organising vast amounts of data from web pages across the internet.

What search engines have you used before?



# How a search engine works

Do you remember how a **search engine** works?

You start by **typing** in a question, a topic or person that you want to find information about.



The search engine **searches** through its huge library of different websites to find pages that match what you have asked for.



It then **sorts** through the pages to find the ones it thinks are most helpful and trustworthy. It shows you these first.



The search engine **displays** a list of websites that it thinks might have the information you asked for.



What would you do if you wanted to find out information about a certain person?

# Finding information about others

This is **Jess Watts**. If there was information about Jess online, where do you think it could be found?



All of these websites could be found and listed through a search engine if you searched for 'Jess Watts'.

## Possible ideas:

On her school's website

On her family's social media pages

On her social media / gaming account

On her swimming club's website

# Activity: How to Search

- A child in Year 3 is struggling to understand how a search engine works to find information online. Can you help explain it to them?
- Open up the document [How to Search](#).
- Fill in the boxes using steps to explain the four main stages of gathering information through a search engine.
- You can also draw a picture to help explain the four steps.

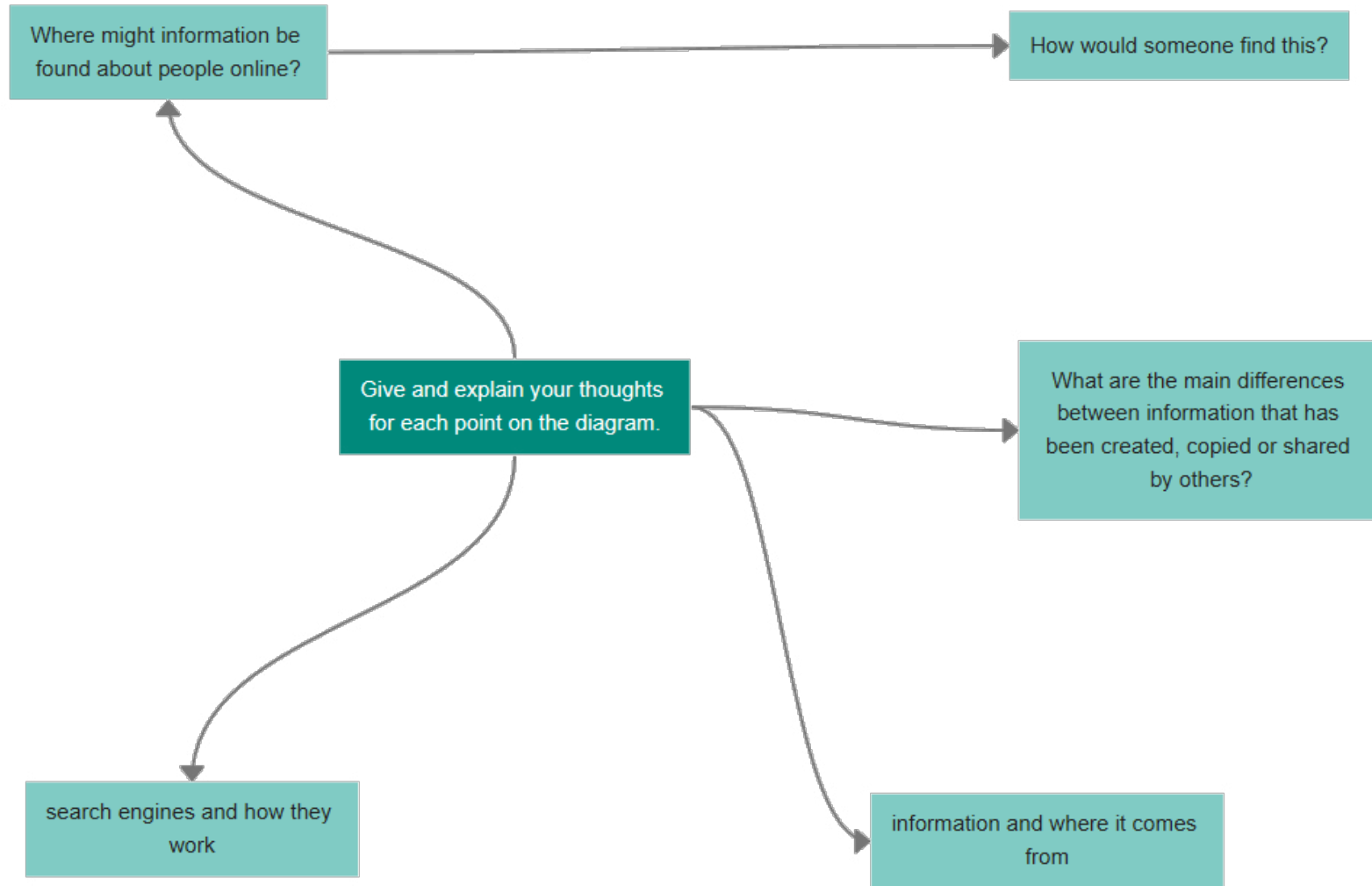


# Reflection

- Can you describe how to find information about others online?



# Assessment Map



# Privacy and Security (Year 5)

I can explain what a strong password is and demonstrate how to create one.

# Focus

- I can explain what a strong password is and demonstrate how to create one.



# Passwords

What do you remember about **passwords**?



## A password is...

used to **gain access** to our online accounts and devices.

like a **secret code** that only you or those very close to you should know.

used to keep our information **safe and private** from others when we are online.

a special mix of **letters, numbers and symbols**.

# A strong password

Strong passwords are important to **prevent others from accessing our personal information**. The stronger the password, the safer our information will be.

Do you remember the characteristics of a strong password?

- **Length:** At least 12 characters.
- **Complexity:** A mix of letters (both uppercase and lowercase), numbers, and special characters (e.g., !, @, #, \$).
- **Unpredictability:** Avoid using easily guessable information such as names, birthdays, or common words.



# Password examples

Look at the password below.

Which do you think are strong passwords and which are weak passwords? Can you explain why?

password321

p@s5w0rD!!09

MimiSmith1

123abc

169q!n@op

ilovefootball0

qwerty!

no1MAnC!t£4eV@!

# Activity: Creating Strong Passwords

- For this activity, follow the guidelines below, look at the weak passwords identified on the previous slide and work in pairs to strengthen them to make them more secure.
  - **Length:** At least 12 characters.
  - **Complexity:** A mix of letters (both uppercase and lowercase), numbers, and special characters (e.g., !, @, #, \$).
  - **Unpredictability:** Avoid using easily guessable information such as names, birthdays, or common words.
- When complete, have a go at writing your own strong passwords following the guidance.

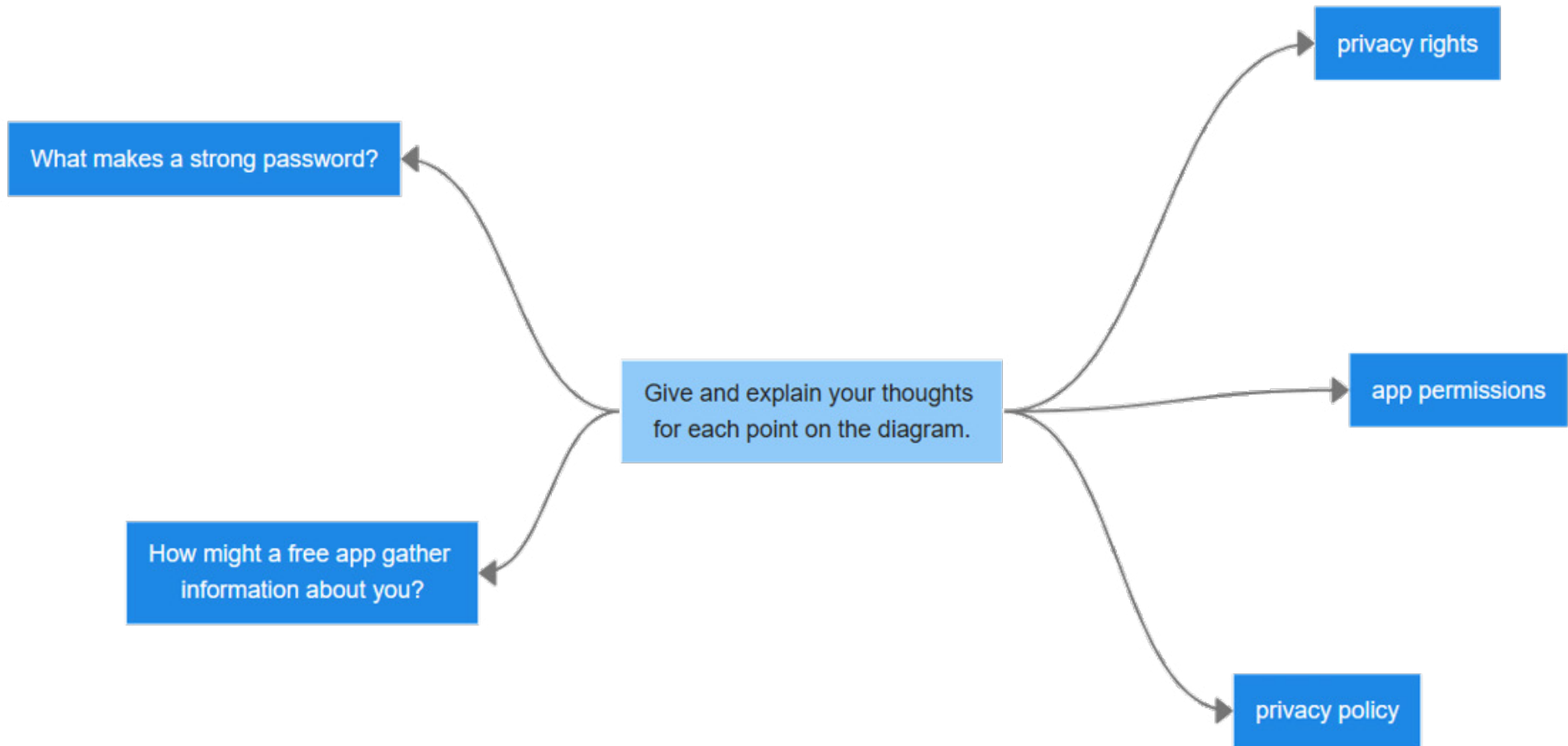


# Reflection

- Can you explain what a strong password is?
- Can you demonstrate how to create your own strong password?



# Assessment Map



# Self Image and Identity (Year 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.

# Focus

- 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.



# Equality for everyone

**Equality** means to treat everyone the same no matter who they are. Equality should exist both offline and online.

For equality to exist, there needs to be three essential things:

- **Fairness** – Everyone should be given the same opportunities.
- **Respect** – Everyone is treated kindly.
- **No Discrimination** – Not judging or treating someone unfairly because they have differences to someone else.

Unfortunately, equality doesn't always exist offline and online. For example, someone could be discriminated against due their age, disability, gender, race, religion, culture, beliefs or other reasons.



What does the word equality mean to you?  
What does the word discrimination mean to you?  
Why is equality so important in the world?

# Stereotype

A **stereotype** is a belief or idea about someone based on a **characteristic** such as their age, gender, race, religion or culture. Quite simply, stereotypes are assumptions that are made that are often **not true**. Stereotyping someone or groups of people can be very **harmful**, they ignore the fact that everyone is **unique**.

Stereotyping can be found online and offline, with people spreading **misinformation** (false or inaccurate information) about individuals or groups of individuals.

All instances of stereotyping should be identified and **reported**. If someone is unsure about what they have seen, heard or experienced, they must seek support from a **trusted adult**.

Why is it important to treat someone as an individual?

Why do you think stereotyping someone or a group of people is harmful?



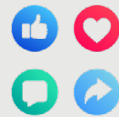
# Online content

Online content can be found in lots of places. It could be negative or positive content and it may or may not have been actively searched for by an online user.

Whenever someone goes online, they are likely to have content presented to them in the form of video, image, news, audio and adverts. It is extremely important that someone is able to evaluate content carefully, this includes content generated by **artificial intelligence**.

Can you avoid seeing negative content online?

Do sites or apps you use have reporting tools?



**Social media platforms:** Sharing of status updates, videos, pictures and links to other sites.



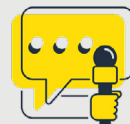
**Educational platforms:** A place to find educational content, collaborate with other students, create work and communicate with teachers.



**Gaming platforms:** A place to play and sometimes create games, share player stats and can offer an ability to communicate with other online players.



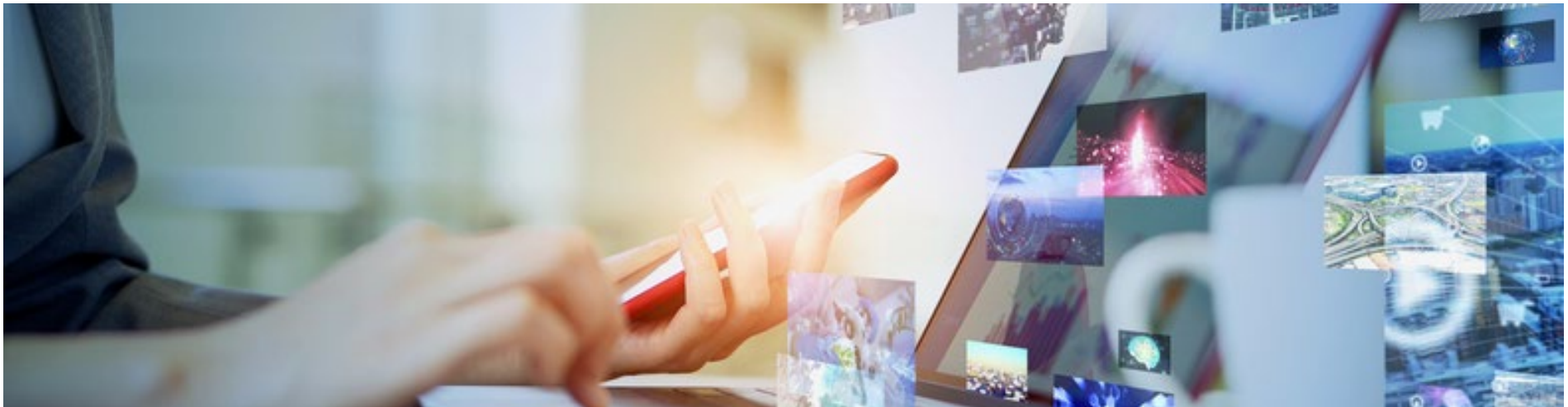
**Communication apps:** Applications that allow online users to share videos, texts, files and images.



**News sites and apps:** A place where online users can read news. Reliability of the news and what is or isn't shared can be difficult to determine.

# Evaluating online content

Being able to evaluate the content that someone comes into contact with online is a good tool for helping to keep safe. Good evaluation skills enable someone to think critically about content and help stop **negative** or **hateful** information about individuals or groups spreading online.



Consider representations of different characteristics that people have such as age, race, disability. How do you know if you have seen content that is harmful such as perpetuating stereotypes?

# Tools for evaluating content

There are some essential things to consider when evaluating online content. Particularly if someone suspects that the content they have seen makes them feel uncomfortable.



**Source credibility:** Investigate who has created the content, whether they are an expert and if a reputable organisation has endorsed it.

**Accuracy and evidence:** Find out if there are sources or references to support the content and whether there is data or factual evidence to support it.

**Bias:** Work out if the content seems fair or if it is biased towards a particular viewpoint. Consider language used and if it is neutral or persuasive.

**Purpose and intent:** Consider what the purpose of the content is. Is it there to provide information or persuade? Is the intention of the content clear?

**Reliability:** Is the content consistent with other credible sources online? Consider the spelling and grammar and how accurate it is.

**Audience:** Who is the intended audience and is the content suitable for that audience?

# Activity: Inclusive Online Content

- For this activity look at the following slide as a class.
- Your role is to think about what the company could place in its online biography and what potential image it could use.
- You might consider some of these points:
  - How could it aim to demonstrate that it is an inclusive company?
  - What language choices could be used?
  - Could there be features added to the page to help those with physical needs such as sight and hearing?
  - Could translations be provided to help include people with English as an additional language?
  - What other considerations could be made in regard to characteristics of individuals or groups?

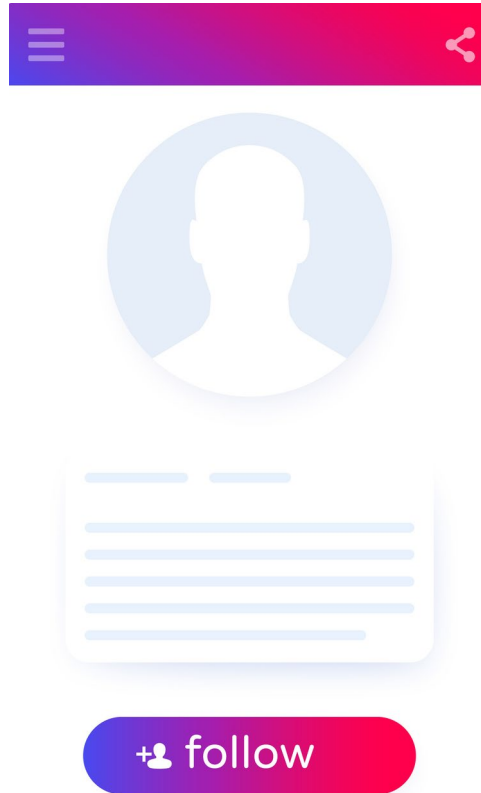


# Inclusive Online Content

**Company Sector:**  
Sport Coaching.

**Purpose:** Provide lessons for football, swimming, badminton and tennis for children up to 11.

**Aim:** To allow all children to take part in their lessons and gain valuable skills.



You might consider some of these points:

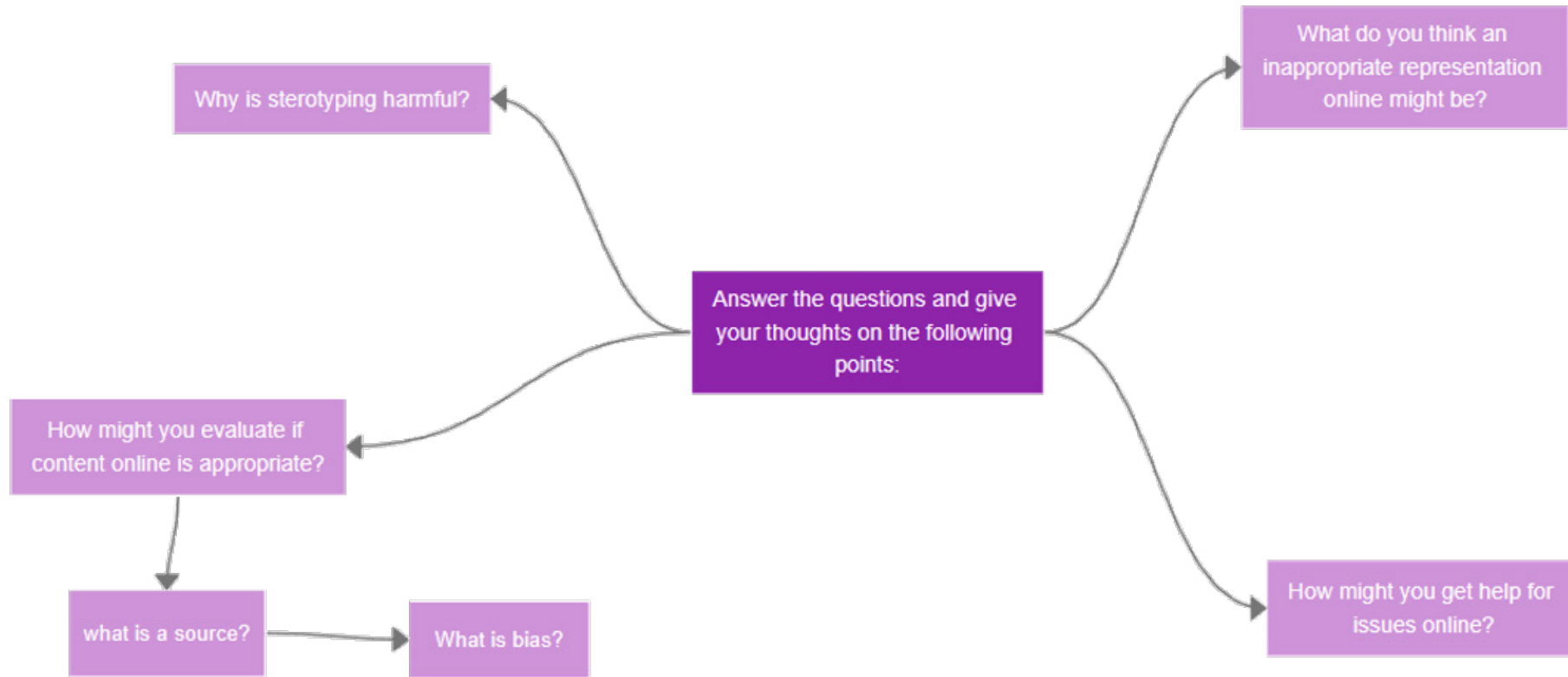
- How could it aim to demonstrate that it is an inclusive company?
- What language choices could be used?
- Could there be features added to the page to help those with physical needs such as sight and hearing?
- Could translations be provided to help include people with English as an additional language?
- What other considerations could be made in regard to characteristics of individuals or groups?

# Reflection

- What are the three essential things to help ensure equality?
- What can you remember to consider when evaluating content online?



# Assessment Map





## 2BeSafe Parent Information: Online Relationships

### Introduction to 2BeSafe

At school, we help children learn how to stay safe in today's fast-changing digital world through 2BeSafe, a programme created by 2Simple on Purple Mash. Based on the national Education for a Connected World guidance, 2BeSafe covers eight key areas that prepare children for life online. From Reception to Year 6, children take part in short sessions across the year, giving them clear teaching points and time to reflect and discuss their digital choices.

### Online Relationships

Children use technology to connect in many ways — from messaging and video calls to gaming and sharing pictures. This strand teaches them how online relationships can be positive but also bring risks. They learn about kindness, respect, consent, and safe communication with both friends and strangers.

As they move through school, children build skills to manage online friendships, think critically about communities, and understand the consequences of sharing content. By Year 6, they learn how to set boundaries, protect their digital reputation, and support others in staying safe online.

## What the Children will be Learning:

**Reception:** Children begin to recognise simple ways the internet can be used to communicate. They think about how they already use technology to talk to people they know, such as sending a message or making a call.

**Year 1:** Children learn that they should ask permission before doing things online and understand why this is important. They practise communicating with people they know, with adult support, and begin to explore why it matters to be kind, considerate, and respectful to others online — even if people don't always find the same things funny or upsetting.

**Year 2:** Children start to understand that people may use technology to communicate with strangers, and why this can be risky. They learn about asking permission before sharing information, how to say “no” or “I'm not sure,” and why it's important to respect other people's choices. They are encouraged to always ask a trusted adult before agreeing to anything online and to seek help if something happens without their consent.

**Year 3:** Children explore how people with similar interests can meet online and think about the difference between “knowing” someone online and knowing them in real life. They learn that trusting someone online is not the same as liking them, and that it is okay to change their mind if they feel unsure. They also discuss the importance of permission when sharing things online, just as they would when sharing offline.

**Year 4:** Children learn strategies for enjoying online social environments safely, such as gaming or livestreaming. They practise recognising respectful and unhealthy behaviour, and they reflect on how content that seems unimportant to one person may hold real meaning or feelings for others.

**Year 5:** Children explore more forms of online communication, such as emojis, memes, and GIFs. They learn that while online communities can be positive, there are also people who may want to cause harm, and this is never the child's fault. They consider how to collaborate positively online, how to support others, and when it is important to seek help from a trusted adult.

**Year 6:** In their final year, children think critically about the impact of sharing online, both positive and negative. They learn the importance of respecting boundaries when sharing about others and understand that even private sharing (such as screenshots) can have unintended consequences. They also discuss the risks of taking or sharing inappropriate or embarrassing images and learn how to get help if they or someone else feels worried.



## Ways to Support Your Child at Home

- **Talk about online friendships** – Ask your child who they enjoy talking to online and what they like about it. Encourage them to share both positive and negative experiences.
- **Model kindness and respect** – Show how to communicate politely online and remind children that tone and humour can be misunderstood in messages.
- **Reinforce permission and consent** – Practise asking before sharing photos, stories, or videos, and encourage children to do the same with friends and family.
- **Discuss strangers online** – Explain that not everyone online is who they say they are and encourage your child to come to you if they're unsure or feel pressured.
- **Encourage balance** – Help children set limits around gaming, messaging, or livestreaming so that online time doesn't take over.
- **Talk about consequences of sharing** – Discuss how screenshots, reposts, or “private” messages can still be shared widely and may affect others' feelings or reputations.
- **Know where to get help** – Reassure your child they can always talk to you or another trusted adult. Remind them that support is also available from school or services such as Childline.



## 2BeSafe Parent Information: Privacy and Security

### Introduction to 2BeSafe

At school, we help children learn how to stay safe in today's fast-changing digital world through 2BeSafe, a programme created by 2Simple on Purple Mash. Based on the national Education for a Connected World guidance, 2BeSafe covers eight key areas that prepare children for life online. From Reception to Year 6, children take part in short sessions across the year, giving them clear teaching points and time to reflect and discuss their digital choices.

### Privacy and Security

When children go online, they might share personal information without realising how it might be used. This strand teaches them what personal data is, how it can be shared, and why it needs protecting.

From the early years, children learn what information is safe to share and who with, before moving on to topics such as passwords, privacy settings, app permissions, and connected devices.

By Year 6, they are developing strategies to manage data responsibly – creating strong passwords, spotting scams, keeping software updated and recognising what privacy terms and conditions are.

## What the Children will be Learning:

**Reception:** Children learn to recognise simple examples of personal information, such as their name, age, or birthday. They begin to understand who they can safely share this information with and why it is important to trust those people.

**Year 1:** Children are introduced to the idea of passwords and how they help protect information, accounts, and devices. They learn to recognise more detailed personal information, such as where they live or go to school, and are taught that they should always ask a trusted adult before sharing any of this online.

**Year 2:** Children develop their understanding of passwords and learn rules for keeping personal information private. They talk about what it means for something to be “private,” practise creating and protecting passwords, and learn that many devices in the home are connected to the internet, such as toys, TVs, or even fridges.

**Year 3:** Children practise simple strategies for creating and keeping passwords secure. They discuss why information should only be shared with people they know and trust, and that if they feel unsure or pressured, they should always tell an adult. They also begin to understand how connected devices can collect and share personal information.

**Year 4:** Children explore different strategies for keeping personal information private in a range of situations. They learn that internet use is never fully private and may be monitored. They also begin to understand how online services may ask for consent to collect or store information, what the “digital age of consent” means, and when to ask an adult for help.

**Year 5:** Children learn what makes a strong password and how to create one. They begin to understand that many free apps and services can collect and share private information, such as contacts, photos, or location. They are also introduced to app permissions and what they mean.

**Year 6:** In their final year, children learn strategies for managing and protecting passwords, including what to do if one is lost or stolen. They explore why keeping software up to date is important and how privacy settings can increase protection online. They also learn about online scams and phishing, with strategies to recognise and avoid them, and they begin to understand that all online services have terms and conditions that govern their use.



## Ways to Support Your Child at Home

- **Talk about personal information** – Help your child identify what details are private (such as their full name, address, school, or date of birth) and why they should be protected.
- **Model safe sharing** – Show that you also think before posting photos or personal details online.
- **Teach about passwords** – Encourage your child to create strong, memorable passwords and explain why they should never be shared with friends.
- **Check devices together** – Explore privacy settings on apps, games, and devices, and show your child how these can help keep information safe.
- **Discuss app permissions** – When downloading apps, talk about why they ask for access to photos, contacts, or location, and decide together whether this is appropriate.
- **Explain online scams** – Teach children that some messages, links, or emails are designed to trick people into giving away money or information. Show them how to spot suspicious content.
- **Highlight the importance of updates** – Remind children (and model yourself) that keeping apps and software updated helps protect against security risks.
- **Keep conversations open** – Let your child know they can always come to you if they feel unsure or pressured to share information, or if they've clicked on something by mistake.



## 2BeSafe Parent Information: Managing Online Information

### Introduction to 2BeSafe

At school, we help children learn how to stay safe in today's fast-changing digital world through 2BeSafe, a programme created by 2Simple on Purple Mash. Based on the national Education for a Connected World guidance, 2BeSafe covers eight key areas that prepare children for life online. From Reception to Year 6, children take part in short sessions across the year, giving them clear teaching points and time to reflect and discuss their digital choices.

### Managing Online Information

The internet is a powerful tool, but not everything online is true, accurate, or safe. This strand teaches children how to search effectively, think critically about what they see, and make safe, informed choices.

From the early years, they learn the basics of finding information and spotting what is real or made up. As they progress, they develop skills to judge reliability, recognise advertising and fake news, and understand how online content can influence behaviour.

By Year 6, children can evaluate sources, identify misinformation, and use strategies like checking multiple sites and flagging inappropriate content to stay safe and informed.

## What the Children will be Learning:

**Reception:** Children learn that the internet can be used to find information. They begin to identify different devices they can use to go online, such as a computer, tablet, or phone.

**Year 1:** Children are introduced to simple ways of finding information using digital tools like search engines or voice assistants. They learn that the internet contains all kinds of content — things they like, things they don't like, and things that may be real or make-believe. They also practise asking a trusted adult for help if they see something that upsets or worries them.

**Year 2:** Children begin using simple keywords in search engines and practise navigating web pages using links, tabs, and buttons. They learn that voice assistants (like Alexa or Siri) are not real people. They also discuss the difference between "real" and "made up" information and learn that not everything they find online is true.

**Year 3:** Children practise using key phrases in search engines and learn about features like autocomplete. They discover how the internet can be used to buy and sell things, and they begin to understand the difference between beliefs, opinions, and facts. They also talk about how to get help if they see something upsetting online.

**Year 4:** Children learn to judge whether online information is accurate and why it's important to make their own decisions. They explore different online spaces such as social media, video sites, or image platforms, and think about how advertising and pop-ups encourage people to buy things. They also learn about fake news, how technology can imitate people (like bots), and why lots of people sharing the same opinion doesn't necessarily make it true.

**Year 5:** Children explore the benefits and limitations of different search technologies, such as voice search. They begin to understand what it means to be sceptical and how to decide whether content is trustworthy. They learn about adverts, targeted content, and sponsorship, and how stereotypes can be spread online. They also explore how hoaxes and fake news can influence people's feelings and behaviour, and why it's important to think carefully before sharing.

**Year 6:** In their final year, children learn in more depth how search engines work and how results are ranked. They practise evaluating information for reliability and learn how opinions may sometimes be presented as facts. They discuss persuasion, manipulation, and targeted advertising, and how persuasive design can influence people's choices. They also explore the difference between misinformation and disinformation, why repeated information may still be untrue, and how to flag or report inappropriate content.



## Ways to Support Your Child at Home

- **Search together** – Show your child how you use search engines and talk about why you choose certain results over others.
- **Discuss real vs. made-up** – Encourage younger children to think about whether what they see online could be imaginary or unrealistic.
- **Explain adverts and pop-ups** – Talk about how websites use advertising to make money, and why some offers or pop-ups should not be trusted.
- **Encourage scepticism** – Teach children to ask, “Who made this? Why did they make it? Can I trust it?”
- **Model fact-checking** – Show that you also double-check information by looking at more than one reliable source.
- **Talk about persuasion** – Discuss how influencers, adverts, or clickbait headlines are designed to grab attention and shape choices.
- **Explore fake news** – Share examples together and explain why people might create or spread false stories or images.
- **Promote safe responses** – Remind children they can come to you if they see something that looks suspicious, upsetting, or misleading online.

# Helpful Documents

## Top Tips for ...

### Hosting an online safety evening for parents and carers



#### Research and analysis

Ensure you have a good understanding of your key stakeholders' existing skills and knowledge when it comes to online safety. Use the 2Simple Computing Leader's Toolkit for appropriate surveys to get an informed picture.

#### Prioritising

Identify key areas of online safety which need prioritising. This might be around issues that have arisen in your school or been reported locally by police and other services. You will need to get these across to parents and carers as priority.

#### Time and date of event

Think carefully about this and your 'mix' of parents and carers. Would a morning, afternoon or evening suit the majority? Perhaps consider running several sessions on separate dates and times to enable all to attend.

#### Communicating event

Reach all your parents and carers via your school's digital channels, print and large displays. Ensure plenty of notice is given with timely reminders nearing the event. Make specific contact with parents and carers who have been reluctant to attend previous events.

#### Outside help

Utilise local secondary school teachers to share the issues their pupils may have encountered and the need for early intervention. Ask your tech support service to provide impartial advice to parents and carers or over a small workshop.

#### Enticing

Try to get parents and carers that are less likely to attend onboard. Consider providing an incentive for attendance and even combining it with open evenings, celebration assemblies or fairs. If it is during the day, you could arrange for classes to be learning about online safety or computing generally, at that time and do a school tour.

#### Format

Nobody enjoys watching somebody read a presentation from a screen. Consider having physical worksheets, cards and open question and answer sessions combined with information. Contextualise information by using hard hitting facts that relate to anonymous pupils in the school and surrounding area.

#### Record-keeping

Keep a record of all parents and carers who attend. Use this to help you identify any correlations with pupil type e.g. Whether vulnerable pupils' parents had a significantly lower attendance?

#### Follow up

Follow up with parents and carers who attended, to let them know how appreciated this with hopefully encourage them to attend further sessions. Follow up with all parents and carers that didn't attend. Consider the actions you could put in place to improve attendance next time.



## Hosting Parent/Carer Online Safety Evening

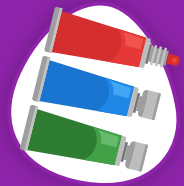
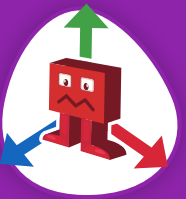


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