

**purple
mash**

2simple

Being Safe in a Digital World



Introduction

2BeSafe - Being Safe in a Digital World is a complete online safety scheme of work for years R to 6 which meets the guidance set out within the Department for Education's - Education for a Connected World.

The scheme complements the Purple Mash Computing Scheme of Work and is available to current subscribers at no extra charge.

The sessions within 2BeSafe are 15-20 minutes long, do not need any additional resources, and are designed to be threaded through the curriculum. They contain activities to promote discussion, greater thinking and deeper reflection in order to highlight the importance of staying safe online.

We have included 7 sessions in this free pack - one for each year group - as well as the corresponding Assessment Map which can be used at the start and end of each unit. These will give school staff an overview of topics covered in the other sessions within the unit. The online activities can be accessed by clicking the links within the slides.

Also included in this pack are the 2BeSafe Teacher Guide, the Parenting in a Digital World booklet, and tips for hosting an online safety evening for parents and carers.

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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?



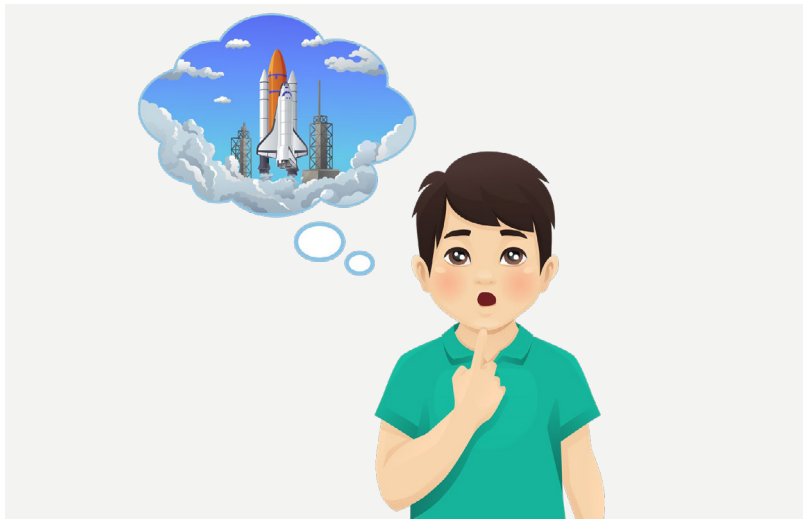
What is your name?



What is the time?

Types of questions

Some questions are more complicated.

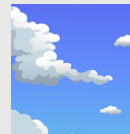


What complicated question is this child thinking about?

Examples of complicated questions



How does a space shuttle launch?



Why is the sky blue?



Where do bees go in the winter?

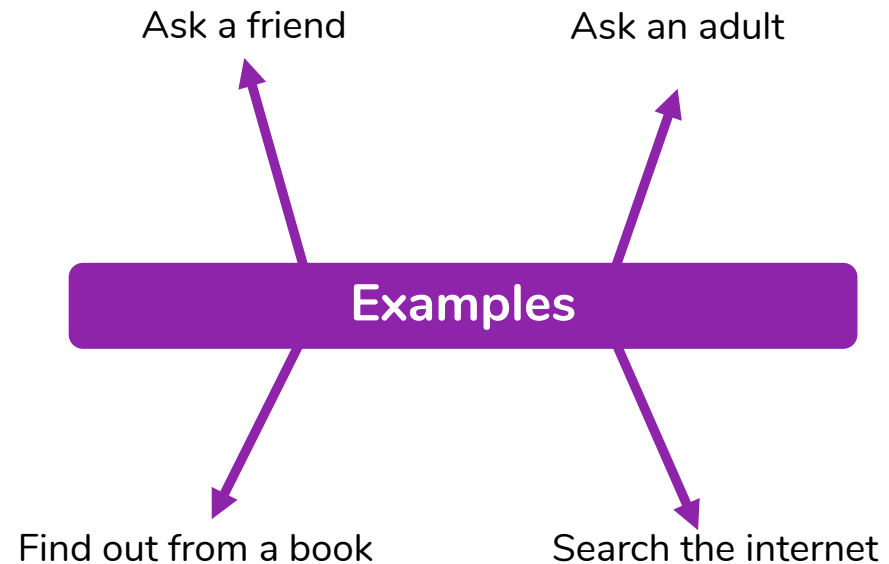


How do you bake a cake?

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

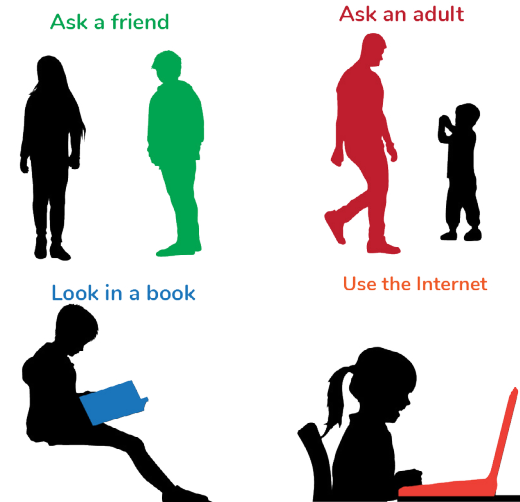
All sorts of questions can be answered by looking online on the internet.

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.

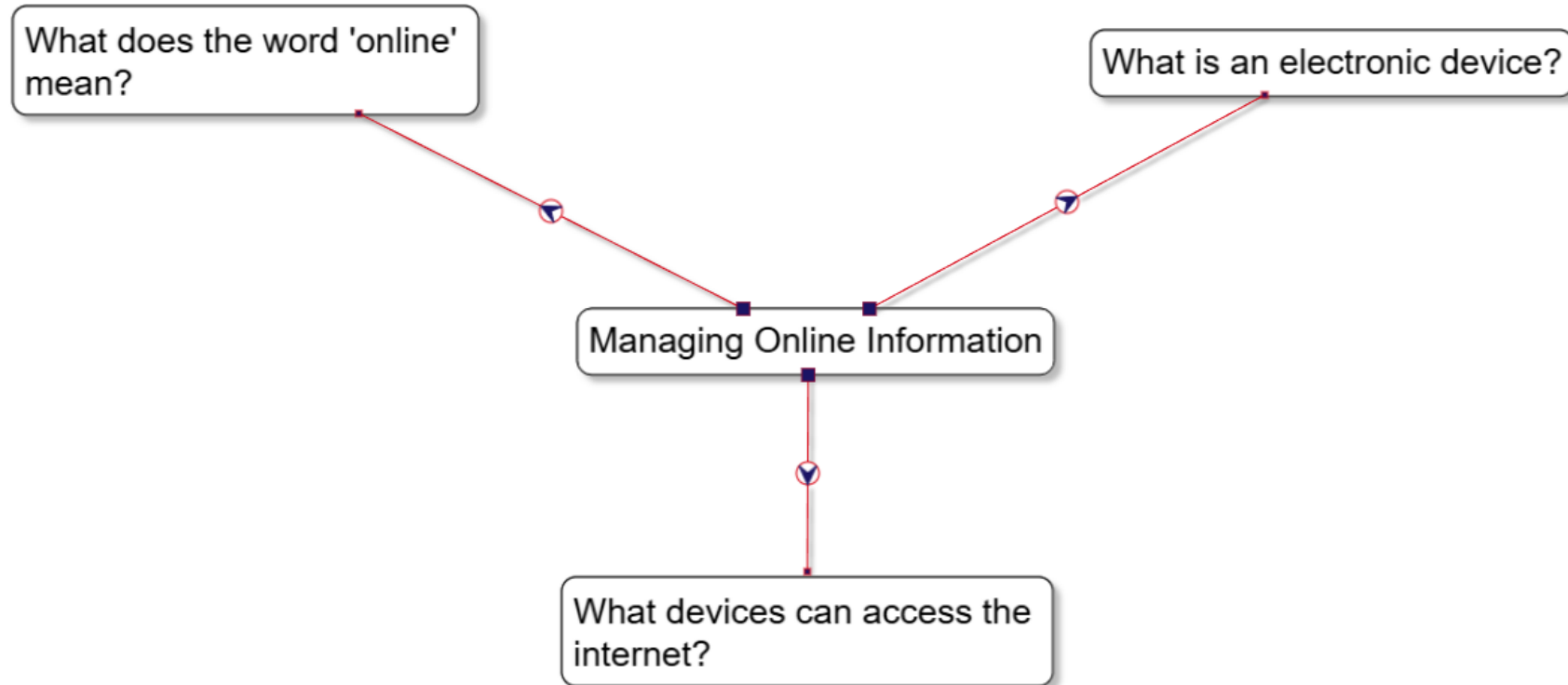


Reflection

- 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.

PERMISSION



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

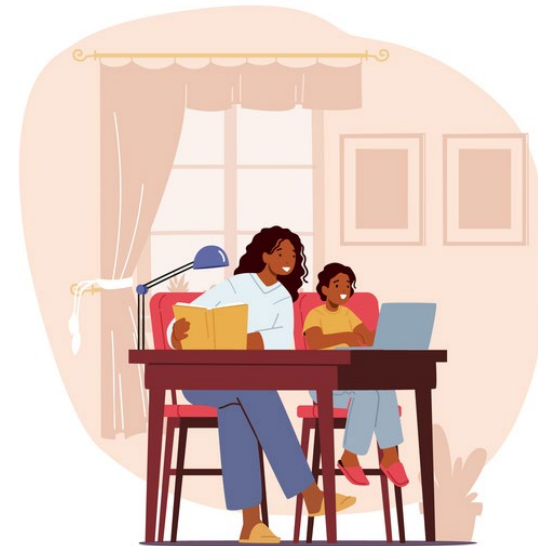
Think carefully about the times you might have had to ask for **permission** to do something.

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.



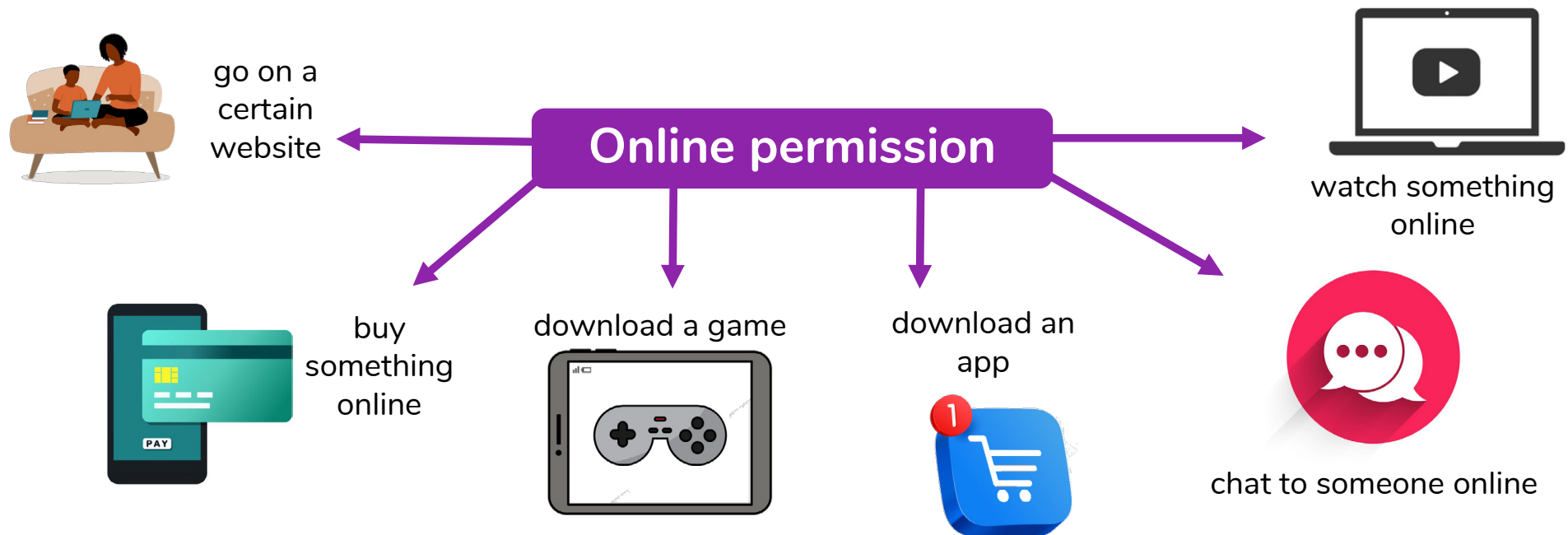
This is also true when you are online.



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.

PERMISSION



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



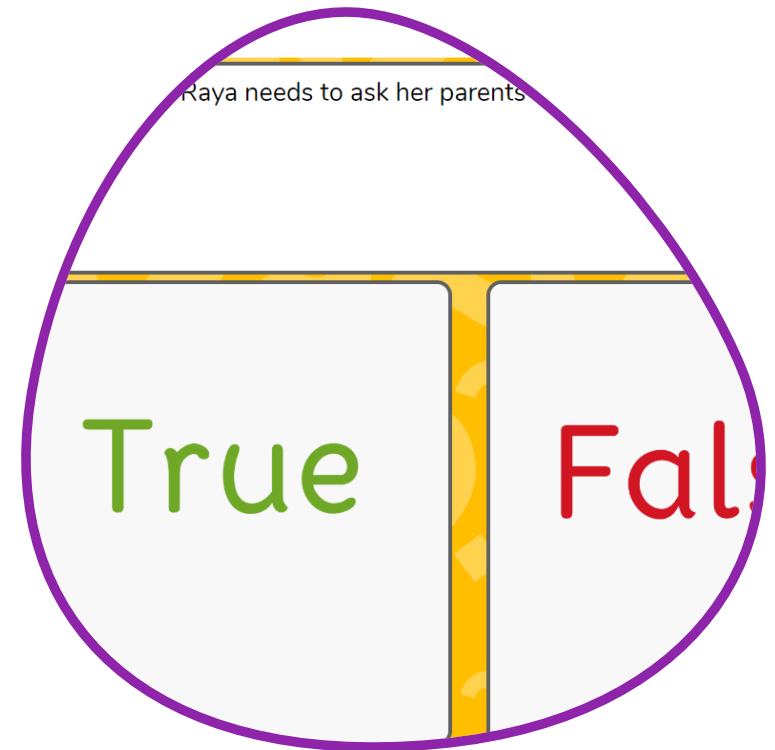
uncomfortable



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.

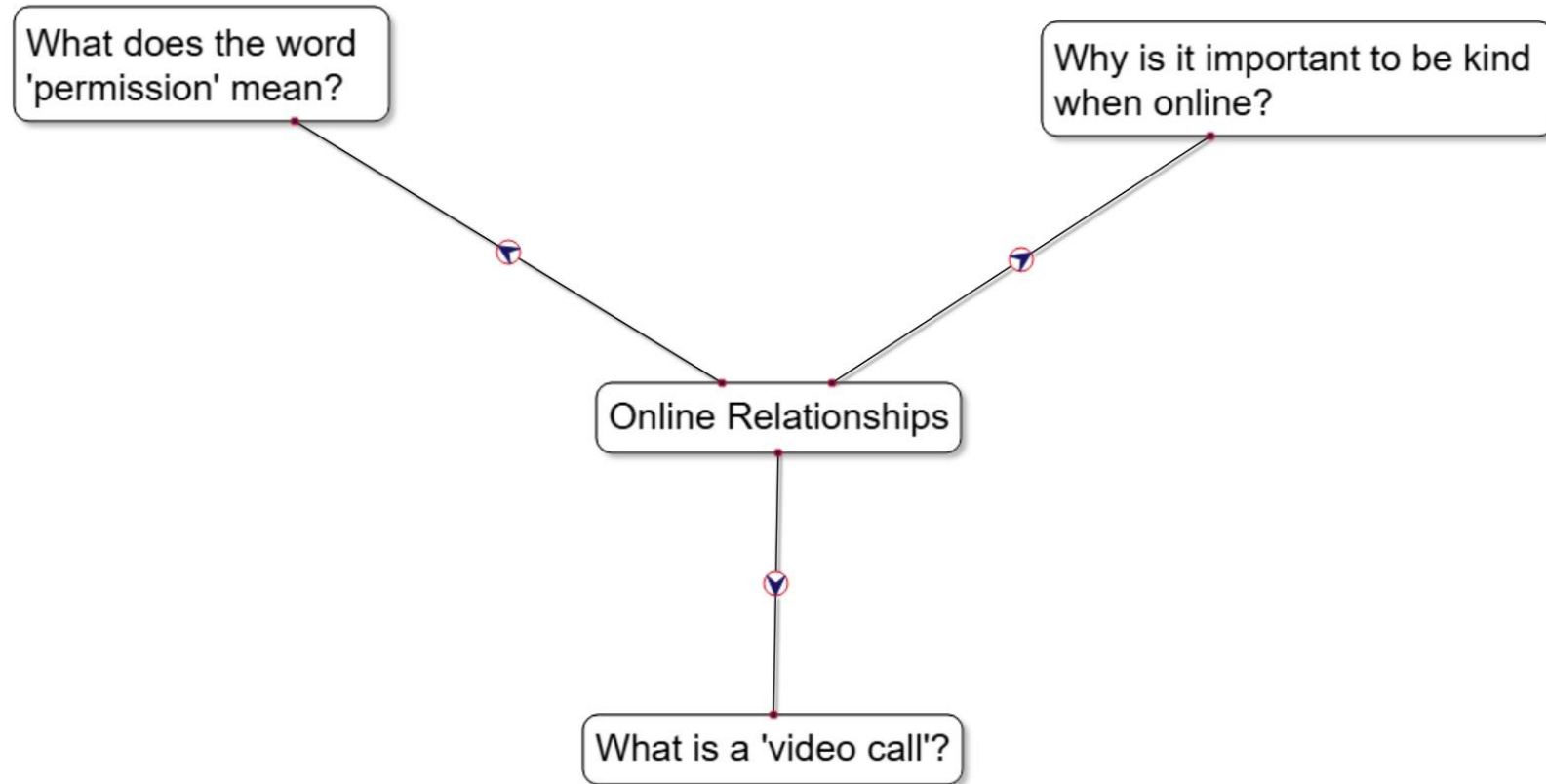


Reflection

- 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.

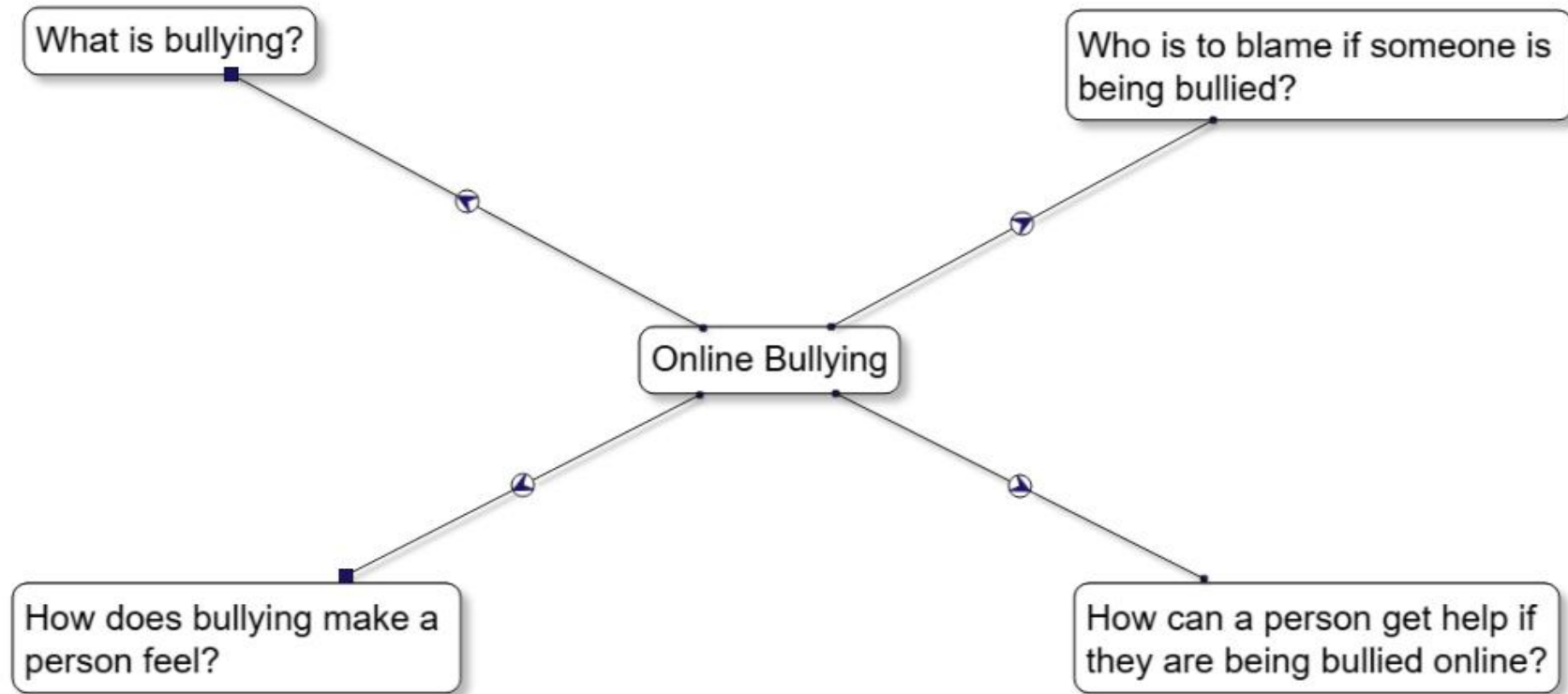


Reflection

- 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

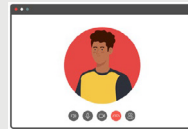
Smart watches, laptops, tablets and computers are all examples of **online technology** because they connect to the internet. Online technology has helped improve the lives of millions of people.



Can you think of any other positives?

Can you suggest ways online devices have improved your life?

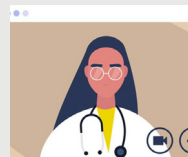
Examples



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

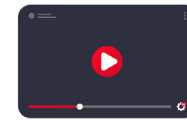
People will spend more time on some activities online compared to other activities online.



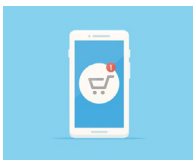
Playing games



Learning



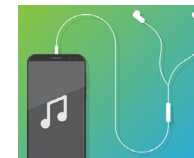
Watching videos



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.

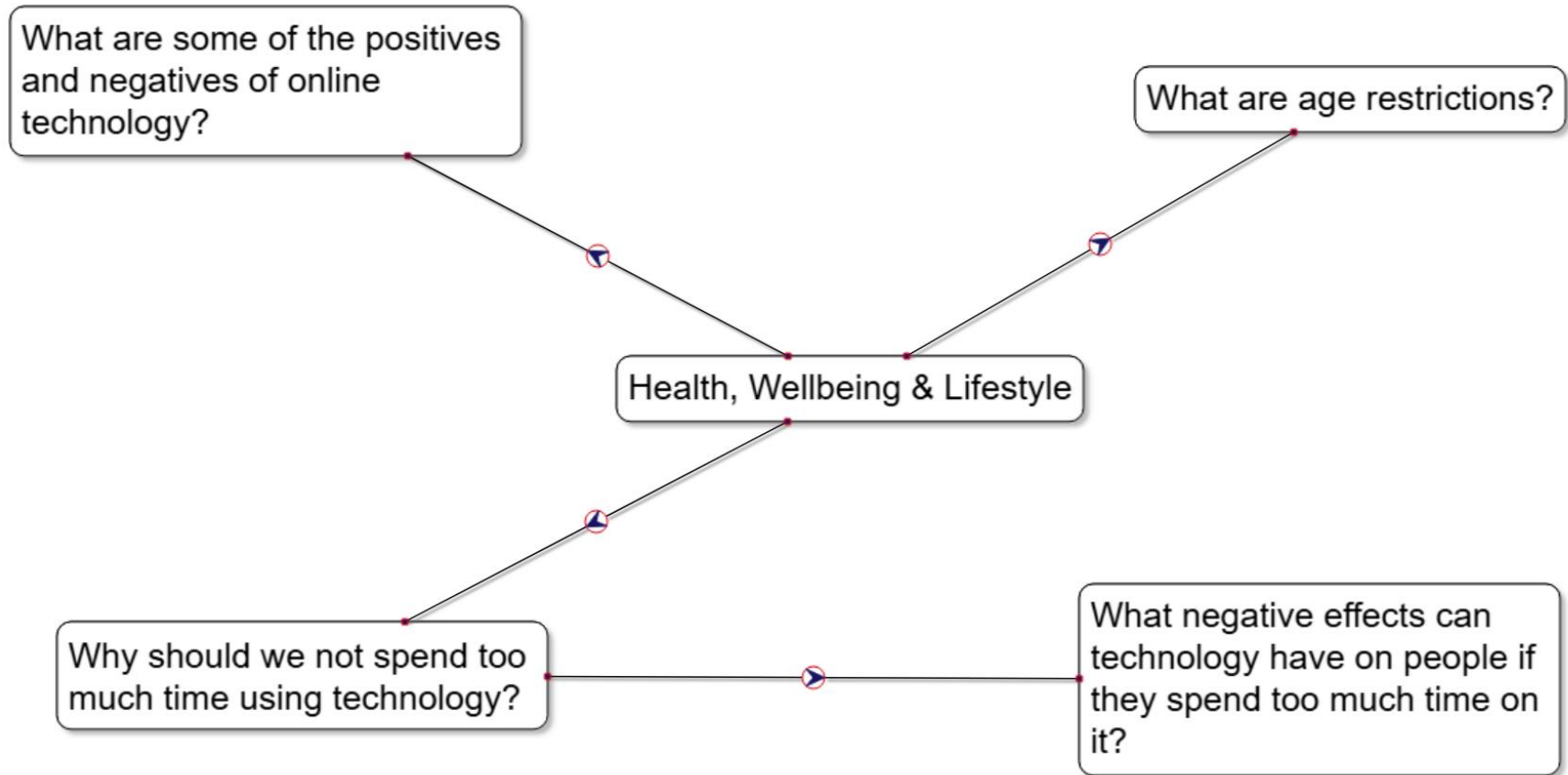


Reflection

- 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.

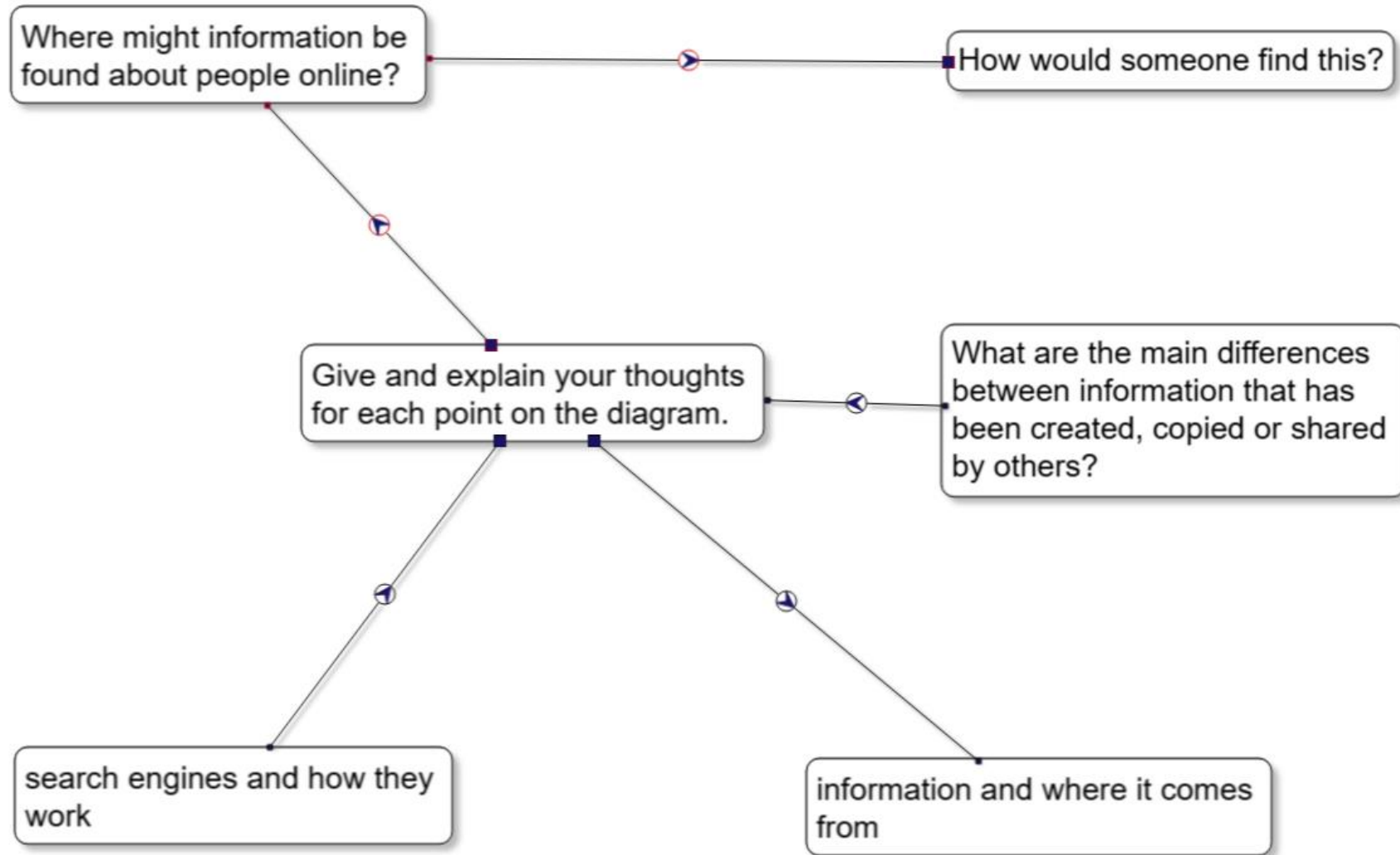


Reflection

- 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.

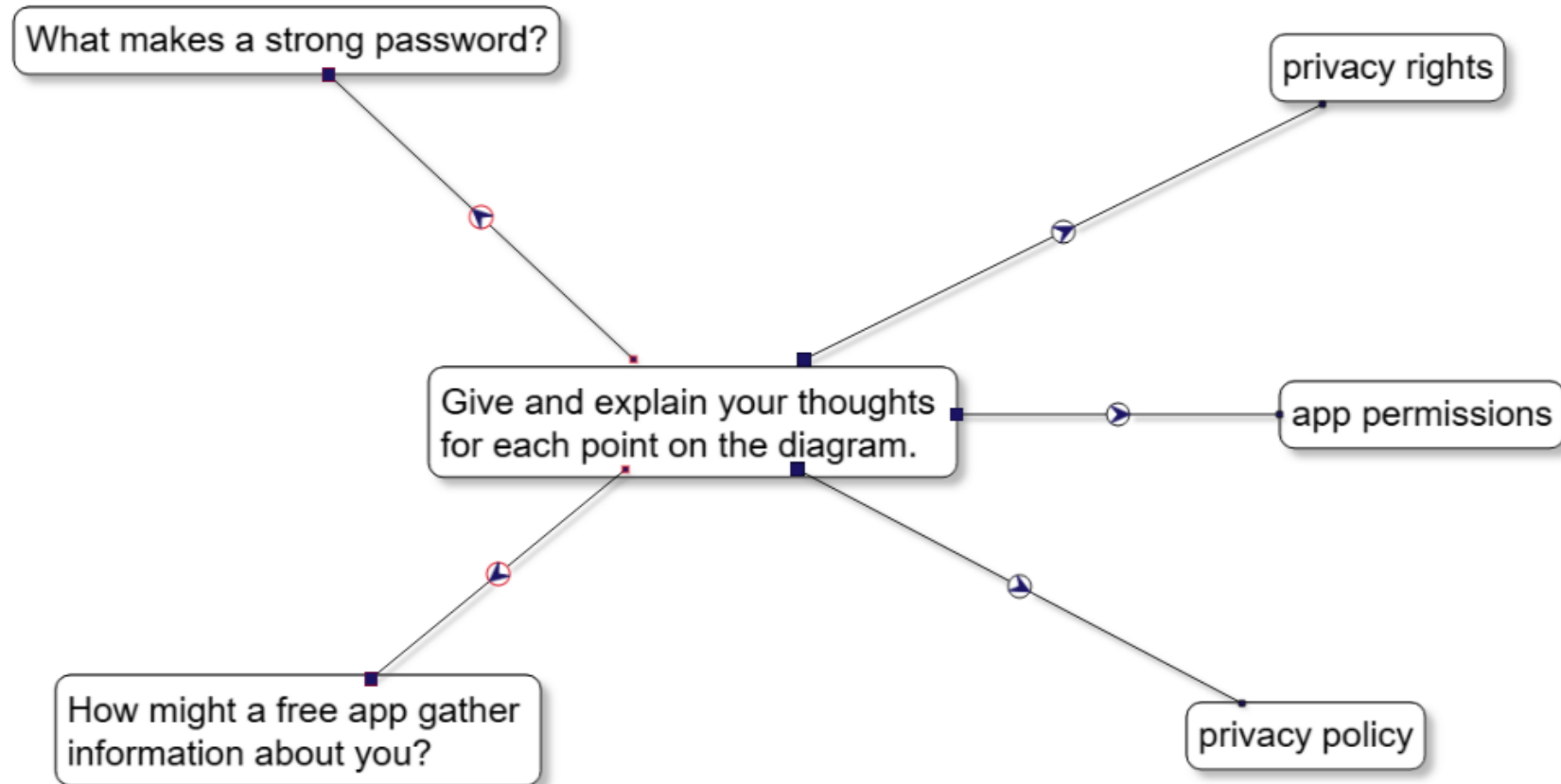


Reflection

- 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 to 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?



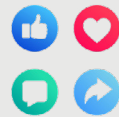
Online content

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.



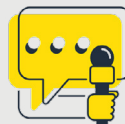
Educational platforms: A place to find educational content, collaborate with other students, create work and communicate with teachers.



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



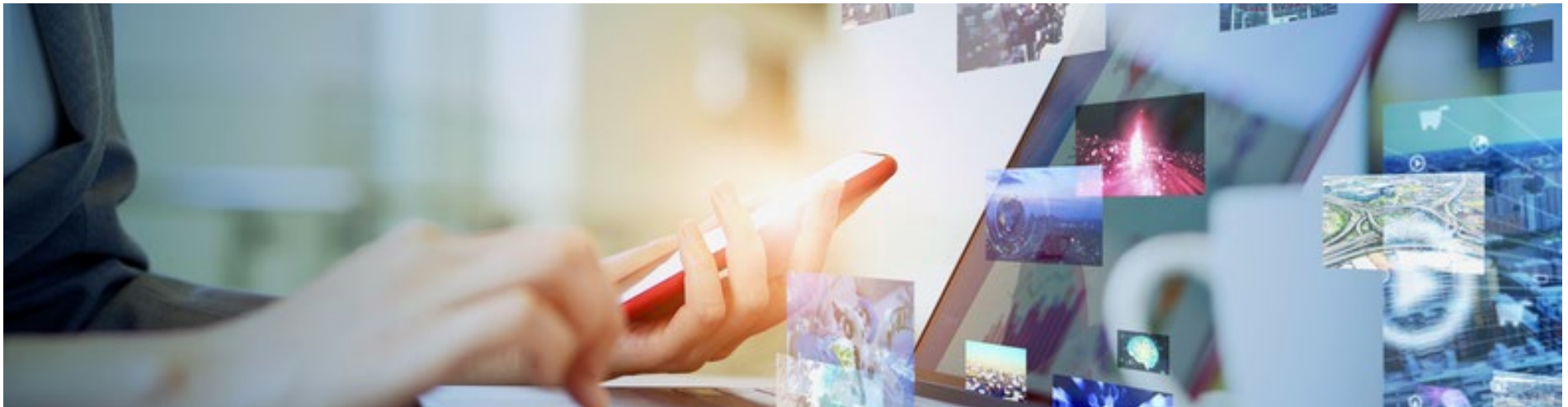
Communication apps: Applications that allow online users to share videos, texts, files and images.



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?

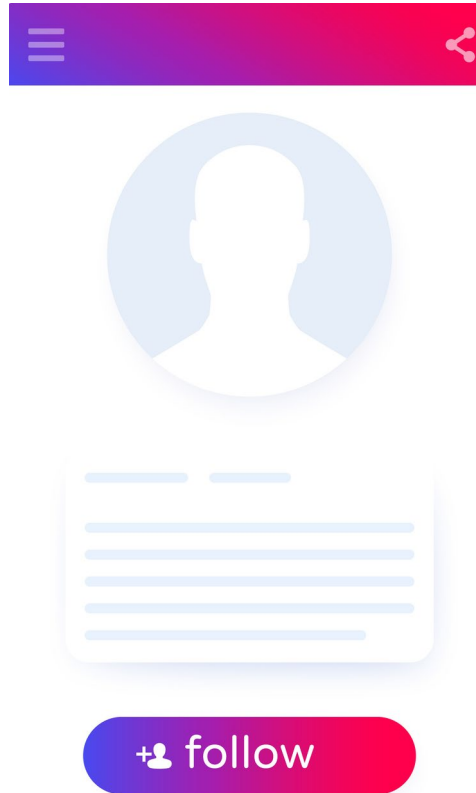


Inclusive Online Content

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:

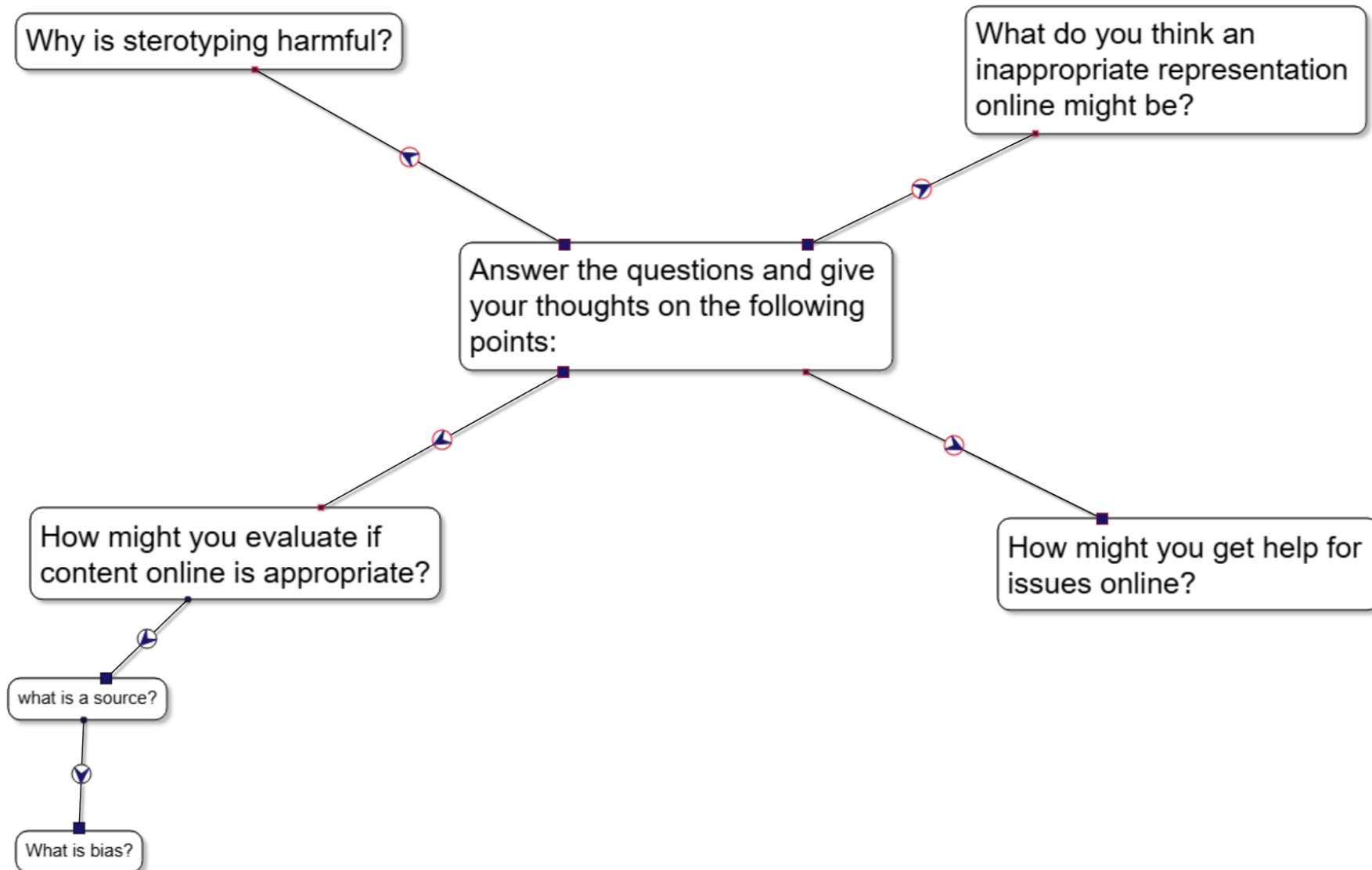
- How could it aim to demonstrate that it is an inclusive company?
- What language choices could be used?
- Could there be features added to the page to help those with physical needs such as sight and hearing?
- Could translations be provided to help include people with English as an additional language?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



Online Activities

The form is titled 'Online Profile Design' and contains the following fields:

- Name: Daniel Smith
- Age: 9
- School: Purple Village Primary
- Hobbies: Loves riding bike at the weekend with friends. Attends Cubs each week. Has a keen interest in gaming online with friends.
- Facts: Lives in Greater Manchester. Has an older sister at the same school in Year 6. His best friend is called Kyle who lives across the road.
- Username: (empty)
- Tagline: (empty)
- Gamer Achievements: (empty)
- About Me: (empty)

There is a profile picture of a young boy and a large empty box for a cover image with the text 'Add image or draw'.

Online Profile Design



The screenshot shows a game interface with a photo of two children, Leah and Ben, looking at a screen. To the right of the photo are three buttons: 'Message back' (yellow), 'Ignore it' (green), and 'Tell an adult' (purple). Below the photo, the text reads: 'Leah and Ben are online playing a game. They get a message from someone saying they can have free game coins. What should they do?'. At the bottom, there is a small box with the number '1' and a large purple arrow pointing right.

Feelings Scam



Helpful Documents

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2BeSafe Teacher Guide

2BeSafe Teacher Guide



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 even 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, stands 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 it was appreciated, this will 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.

Parenting in a DIGITAL WORLD



Hosting Parent/Carer Online Safety Evening

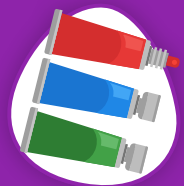
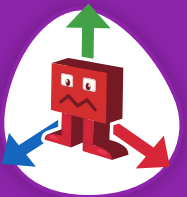


Parenting in a Digital World



purple mash

One platform,
endless possibilities



Loved by over
7,500 schools
worldwide

94% of teachers
credit Purple Mash
with improving
teaching efficiency.

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