

ADAPT THIS FOR YOUR OWN PRESENTATION

## Training module

# Teaching **Online relationships** (primary), **Online and media** (secondary)

Part of: Relationships education (primary)  
Relationships and sex education (secondary)

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

July 2020

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# About this training module

**Subject leads** can use the adaptable slides and ‘**Activities and templates for trainers**’ section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the [statutory guidance](#) on teaching **online relationships (primary)**, and **online and media (secondary)**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

# What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and facts to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **online relationships, and online and media**

# Teaching the new curriculum

# Related topics

Online relationships (primary) and Online and media (secondary) are closely related to the [computing programmes of study](#) as well as to:

- **internet safety and harms**
- other topics such as respectful relationships, being safe and mental wellbeing

Therefore, you should:

- **consider thematic links** when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

# Related guidance

Schools may also want to refer to the following related guidance when planning to teach this subject:

- [Education for a connected world](#)
- [Teaching online safety in schools](#)
- [Guidance for schools on preventing and responding to bullying \(including cyberbullying\)](#)

# 'Online' support at [school name]

## **Our leads**

[Names, contact details - e.g. IT lead]

## **Our policies**

[Add details - e.g. school policy on PSHE, training opportunities]

## **Specialist support**

[Add details - e.g. providers school already works with]

## **Other information**

[Add resources]



# 'Online' teaching at [school name]

Ways in which we already teach about [Online relationships / Online and media] at our school:

- [Add details]
- [Add details]
- [Add details]

# Role of the internet in pupils' lives

From September 2020 schools must have regard to the **new statutory guidance** for teaching about online relationships. The guidance explains the significant role the internet plays in pupils' lives.

## **STATUTORY GUIDANCE**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy... (p4)

# Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

## **STATUTORY GUIDANCE**

Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you can:

- introduce secondary content in primary with pupils who need it and are ready
- teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

# LGBT needs and inclusion

Primary schools are enabled and encouraged to cover LGBT (lesbian, gay, bisexual and transgender) content if they consider it age appropriate to do so. Secondary schools should include LGBT content.

When doing so, schools should ensure:

- LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching)
- inclusive language is used, considering how individual pupils may relate to particular topics

# Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

## STATUTORY GUIDANCE

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

# References to the law

The references to the law in this module are given as a teacher resource if needed. They are not exhaustive.

Teachers are not expected to be able to teach the details of the law or to be able to answer complex questions that may come up about the law.

# Safeguarding

# Safeguarding

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures or concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.



# Trusted adults

Within this module we have used the term **trusted adult**.

A trusted adult will generally be someone who children feel comfortable to turn to for help. Obvious examples include family members, teachers and doctors.

It will be important when teaching this topic, and any other relevant topics, that teachers explore this concept. Pupils should be comfortable and capable of identifying who their trusted adults could be and, importantly, know it is always acceptable to have more than one trusted adult to speak to if for any reason they are uncomfortable or unhappy.

# Primary curriculum

# Online behaviour

# Understanding the online world

Begin teaching by recognising that **online interactions are an important and often hugely positive aspect of our lives.**

Alongside this, teachers should empower pupils to recognise the **potential risks** of online relationships and content and explain some of the strategies we can use to **stay safe online.**

Teachers should note that the separate topic **internet safety and harms** (health curriculum) also includes content on issues such as rationing time online and age-restricted sites and media, including gambling.

## STATUTORY GUIDANCE

Know that people sometimes behave differently online, including by pretending to be someone they are not.

# How people behave online

Teach pupils that people sometimes behave differently online. This could include saying or doing things that they would not do offline.

Reasons for this can include:

- **people feeling more (or less) confident or comfortable** than they are offline - e.g. starting a conversation with someone unknown online
- **being unknown to others** online or even 'anonymous' (sometimes makes people behave irresponsibly)
- **games, social sites and other online contexts** that encourage people to behave in different ways

## STATUTORY GUIDANCE

Know that people sometimes behave differently online, including by pretending to be someone they are not.

# Misleading online identities

Teach that there is a difference between keeping our identity private online and deliberately deceiving people. Explain that it is not ok to impersonate someone else to deceive or bully another person.

Emphasise that sometimes people do mislead people into thinking that they are someone else, for example by:

- **creating a false profile**, e.g. using someone else's photograph and false details such as age or gender
- **pretending they know you**, or your friends/family

Explain that someone can always tell a trusted adult if they are unsure about something that happens online.

## STATUTORY GUIDANCE

Know that people sometimes behave differently online, including by pretending to be someone they are not.

Respect and communication

# Respectful online relationships

Introduce the concept of 'digital citizenship'. Teach that the same principles apply to being a good citizen online as offline, including when we are anonymous, such as:

- **having respect for others** - valuing differences, being kind and caring
- **having respect for ourselves, our boundaries and privacy** - valuing things that make us unique, knowing we deserve kindness and respect

Respect means considering the feelings and boundaries of others. It does not mean we have to agree all the time, or that our rights and needs are not important.

## STATUTORY GUIDANCE

Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.



# Communicating online (1)

Reflecting on how people communicate differently with others offline (e.g. friend, grandparent, teacher) teach that it is sometimes appropriate also to do this online.

Also explain that **people can easily misunderstand each other online**, e.g. because we might not:

- see **facial expressions** or gestures (so we might not know the impact we have on others)
- hear the **'tone' of someone's voice**, e.g. to tell if they are serious or joking
- use the same words we would use in person, e.g. when sending a short text message

## STATUTORY GUIDANCE

Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

## Communicating online (2)

Explain that, as with face-to-face conversations, when we are online we need to:

- **take turns** - e.g. in an online video conversation
- **reply to someone** - e.g. if they could reasonably expect a reply
- **be patient and polite** if people do not respond how and when we want - we do not always know what is going on in other people's lives
- be aware that sometimes people say things that **another person could easily misunderstand**

Also remind pupils that it is important not to exclude people who may not be online as frequently as others.

### STATUTORY GUIDANCE

Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

# Assessing online friendships and sources of information

# Assessing online friendships

Teach pupils how to critically assess online friendships. Explain that in a positive online friendship a friend will respect boundaries and privacy, for example:

- **maintain trust** - e.g. not sharing information with others that we would not want shared
- **be kind** and respect that we have our own views even if they disagree
- **not try to control what we say** or who else we are friends with
- **not pressure us** to do things we do not want to do

**Related topic:** Respectful relationships includes more on how to recognise healthy and unhealthy friendships.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# Understanding online information

Teach that although there is lots of useful material on the internet, there is also material (including written information, images and videos) that is:

- poor quality or out of date
- deliberately untrue or misleading (e.g. edited images)
- illegal

Teach pupils to recognise the intent of different online material. For example, some material is **designed to get us to do things** like spend money, give away personal information, or to believe certain things.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# Deciding what information to trust

Tell pupils about some of the **ways people can find more reliable material online**, including using a combination of the following:

- established, reputable websites (e.g. GOV.UK)
- secure websites (e.g. URLs beginning with 'https')
- checking for a padlock in the URL bar, which means any data being exchanged is encrypted
- checking the publication date of information
- assessing whether information is factual or opinion
- cross-checking other websites and offline sources
- discussing what we have read or seen with others, such as peers or a trusted adult

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# Internet cookies

Teach that internet cookies are a technology used to track behaviour online. Websites must ask permission to store these small data files on our devices. If cookies are 'enabled' sites can, for example, show targeted adverts, automatically log us in, or show us more relevant content.

Explain that we can choose to accept or reject the use of cookies on different websites.

## **STATUTORY GUIDANCE**

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Know how information and data is shared and used online.

# Echo chambers

Teach pupils the concept of an 'echo chamber'. This is when what we see online only includes beliefs or opinions that are the same as and reinforce our own.

This can happen through:

- our selection of friends with similar views to our own
- our interaction with the same type of online information over time

## **STATUTORY GUIDANCE**

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Know how information and data is shared and used online.



Keeping safe online

# Keeping safe online (1)

Explain that there are principles we can use to help recognise risks and keep ourselves and others safe online. These include:

- **being aware of our boundaries, privacy**, and knowing that we have the ability to give and withdraw consent (permission)
- **paying attention to how we feel** particularly if we feel anxious or upset about something or someone, or are obsessing about something seen online
- **always talking to a trusted adult** if we are unsure about something or someone online

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Protecting personal information

Teach that personal information can be used in harmful ways, so it is sensible to be very careful about sharing:

- **contact details**, e.g. phone numbers, email
- **other personal details**, e.g. school, daily routine
- **security information**, e.g. password, birthday
- **personal images** (these can contain information that allows people to identify someone e.g. school uniform shown in a photo or on a live camera)

Demonstrate how to use **privacy settings** on online services, as well as functionality such as blocking users and disabling comments.

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Harmful online content

Ensure pupils know, at an appropriate age, boundaries of acceptability for violent and sexual content (images and words). Teach pupils to **tell a trusted adult** if they accidentally see or download such content.

Teachers should take care to:

- avoid inadvertently drawing attention to the existence of such content
- ensure filtering is always in place to minimise the risks in school

Schools can also remind parents about the importance of **parental controls** for domestic internet access.

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Helping to avoid harmful content

Teach that people can be exposed to harmful content in different ways - e.g. through a message or a link. Ways people can try to avoid harmful content include:

- **not opening or resharing attachments/links** we are not sure about (or asking a trusted adult first)
- **not opening or replying** to messages from unknown people or organisations
- **not sharing their device camera/webcam** with people they do not know (e.g. video chat)
- **turning off a device or app, or closing a window** if we see something harmful

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Harmful behaviour online

Teach pupils that sometimes people might behave in ways online that might be harmful to us or other people.

This can include:

- **pressuring us** e.g. to send picture or videos, to meet offline, or share private information
- **sending us things that make us uncomfortable** or that we think should not have been sent
- **bullying us** by saying mean things or making us feel bad about ourselves

Explain that it is always wrong for someone to behave like this, including friends and people we have not met.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# Meeting people online

Teach that social media sites and games often encourage us to add 'friends', suggesting people we might know based on data they store about us. Explain that we should be careful about adding a 'friend' we have never met in person.

While people do make friends online there are risks and important ways to stay safe online.

Also explain that some social media sites, apps and games have **age restrictions** because not all content is age-appropriate and also to keep young people safe.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# Defining 'strangers' online

Teach that a 'stranger' online is anyone we have not met in person. This could be someone who:

- contacts us on social media or in an online game
- we have an online friendship with but have not met
- says they know us, our friends or our family, but that we have never met offline

Teach that being **polite does not mean we have to reply to a stranger**. It is also not rude to stop talking to someone who makes us feel uncomfortable.

Pupils should **tell a trusted adult** if they are unsure of someone they have met online.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.



# Danger of meeting strangers (1)

Emphasise the **danger of meeting someone in person that we have only talked to online** and that pupils must never do this.

Pupils should **always tell a trusted adult** if someone they have only met online starts asking to meet in person, or pressures them to share personal information or images.

Everyone has the right to feel safe and to tell a trusted adult if they are concerned. People who may want to harm children sometimes say not to tell trusted adults about them and to keep things secret.

## STATUTORY GUIDANCE

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

## Danger of meeting strangers (2)

Explain that it is very dangerous to meet someone we have only spoken to online because they:

- might not be who they say they are, e.g. they might be older or look very different
- might not be someone we can trust
- might not be a good person
- might say that there will be a group of people or a party but could be lying

This applies even if it is someone we have been chatting to for a long time who we feel like we know.

### **STATUTORY GUIDANCE**

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

# How information is shared (1)

Teach older pupils that the internet is a series of connected computers. When data (information and images) is put on social media, for example, it is on the internet and could be viewed by lots of people.

Some websites have '**privacy settings**' that help to control who sees information we share. These can be useful but may not be 100% effective so **we must be careful about what information we put online.**

Teach that if other people can see our information and images, they can be taken without our permission, shared with others, and may be impossible to remove.

## STATUTORY GUIDANCE

Know how information and data is shared and used online.

## How information is shared (2)

Explain that we should **never share information or images that we do not want others (and potentially many others) to see.** (Includes sending on a mobile.)

Although we might just share with one person, they could share the information or image further and in ways that are impossible to control.

It can be very difficult to delete information and images that have been shared. Pupils should speak with a trusted adult if they are concerned that they have shared something inappropriate online or if they are concerned about something they have seen.

### STATUTORY GUIDANCE

Know how information and data is shared and used online.

# Digital footprint

Introduce the concept of a 'digital footprint'. Explain that this is **a record of our online activities**, for example:

- websites we have visited
- social media activity
- private comments which others could re-share

Online activities leave a trace that can be seen by others.

## STATUTORY GUIDANCE

Know how information and data is shared and used online.

# How information is used

Begin to teach pupils how information, including information they might share, is used by websites.

Many websites and apps track what someone says and shares and then provide that user with:

- more content that they think will interest them
- advertising targeted to encourage them to buy things or use services

Explain that unlike a book, information online constantly changes. This change is often in response to how the information is being used (e.g. most popular news stories appearing at the top of a website page).

## STATUTORY GUIDANCE

Know how information and data is shared and used online.

Help with problems online

# Right to ask for help

Although there are steps we can take to reduce risks of online harms, children should be assured that they should not be blamed if something goes wrong for them online. Fear of blame may make people less likely to seek help or advice.

Pupils should never feel that they cannot ask for help because they are embarrassed or worried about getting into trouble.

**Encourage pupils to feel confident and comfortable to report** and ask for help in different situations.

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



# Asking for help with online issues

Teach that it is important for people to pay attention to how online interactions make them feel.

If someone feels upset/pressured by another person or by something they have seen online they can **talk to a trusted adult**. This is also something people can do if someone else they know is upset or at risk. An adult may help to report what has happened to protect anyone who is at risk.

Explain that many websites, apps and games also have reporting tools and ways for people to block users and content.

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Reporting content/conduct (1)

Teach that a trusted adult may be able to help to decide where to report content or behaviour.

Explain that harmful material and behaviour online can be reported to different organisations, for example:

- online scams can be reported to [Crimestoppers](#)
- harmful content or conduct (e.g. on social media) can be reported to individual platforms and to [Report Harmful Content](#)
- criminal content/conduct (e.g. radicalisation material, grooming) can be reported to the police
- [Childline](#) (0800 1111) can give anonymous advice about online bullying

## STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

## Reporting content/conduct (2)

Teach that there are special places to report online sexual abuse of children (e.g. anyone under 18).

If appropriate teach that people can report an online image or video of child sexual abuse by contacting the [Internet Watch Foundation](#). Emphasise that viewing this material is illegal and suspected material should be reported immediately.

If appropriate teach that inappropriate online contact with a child (including having intimate photos taken/shared or asked for) or other concerns to do with online child sexual abuse can be reported to [NCA CEOP](#).

### STATUTORY GUIDANCE

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

# Examples of good practice

# Good practice approaches (1)

**Ensure information is taught at the right time** so that pupils are not lacking the knowledge they need to make informed decisions when they encounter issues online.

**Embed the school's own policies on internet use, bullying and personal devices**, ensuring pupils and parents are aware of the rules and consequences.

**Ensure language and advice de-stigmatises victims** of online harms and creates a culture where people feel able to seek help.

**Use the concept of 'digital citizenship'** to explore issues such as rights, responsibilities and the law.

Good practice

## Good practice approaches (2)

**Celebrate positive online relationships/activities/achievements**, e.g. encouraging pupils to write a blog for the school website or interact with friends or their community.

**Embed age-appropriate opportunities for pupils to explore the online world** across the curriculum so that they can build skills, knowledge and confidence.

**Use scenarios and strategies** to help pupils understand how to manage problems online and, when and where to seek help.

**Approach discussions on sexually explicit material sensitively**, being aware that not all pupils will know about pornography, and that some pupils may have shared sexual images.

**Good practice**

## Good practice approaches (3)

**Encourage pupils to think about how their ‘digital footprint’ can be a part of their identity** and the ways in which they express themselves in positive ways.

**Create opportunities for pupils to reflect** on how different interactions online make them feel.

**Embed teaching on online safety across the curriculum** and encourage conversations about online issues and online lives.

When referring to websites such as those that allow the reporting of content, **give pupils demonstrations** rather than only providing links.

Celebrate relevant events such as [www.saferinternetday.org.uk](http://www.saferinternetday.org.uk).

**Good practice**

# Further information

Teachers should be familiar with (and where appropriate refer pupils and parents/carers to) the following:

- [NCA CEOP](#)
- [Internet Watch Foundation](#)
- [Thinkuknow](#)
- [Internet Matters](#)
- [UK Safer Internet Centre](#)
- [Revenge Porn Helpline](#)
- [Report Harmful Content](#)
- [Childnet](#)

**Good practice**



# Activities and templates for trainers

Training activity:  
How will I teach this?

# How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

# How will I teach this?

## **How will I prepare to teach this topic?**

- What do I need to do?
- What resources do I need?
- Do I need external support?

## **How will I adapt to needs of pupils?**

- What are the challenges?
- What language and concepts will pupils need support with?
- Do I need additional support in the classroom?

## **How will I assess pupil understanding and progress?**