

ADAPT THIS FOR YOUR OWN PRESENTATION

Training module

Teaching **internet safety and harms**

Part of: Health education

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

September 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 **internet safety and harms**, 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 **internet safety and harms**

Teaching the new curriculum

Related topics

Internet safety and harms is closely related to the [computing programmes of study](#) as well as to:

- online relationships (primary), online and media (secondary)
- other topics such as respectful relationships, being safe and mental wellbeing

Therefore you should:

- **consider thematic links** across key topics and the whole school 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](#) (RSHE-specific guidance)
- [Guidance for schools on preventing and responding to bullying \(including cyberbullying\)](#)
- [Keeping children safe in education](#)
- [Digital resilience framework](#)

Support for this topic 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]

Existing teaching at [school name]

Ways in which we already teach about **internet safety and harms** 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 **statutory guidance** for teaching about **internet safety and harms**. 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 (1)

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 both within their families and wider circles.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Primary curriculum

Internet use, rationing and risk

Role of the internet in our lives

Begin teaching by recognising that **for most people the internet is an integral part of life and has many benefits.**

Alongside this, teachers should empower pupils to use the internet safely, manage risk and avoid known online harms.

Teachers should note that the separate topics **online relationships** and **online and media** (primary and secondary health curriculum) also includes content on issues such as online friendships and anonymity.

STATUTORY GUIDANCE

Know that for most people the internet is an integral part of life and has many benefits.

Rationing screen time to avoid risks

Acknowledge that screen time can be valuable (e.g. socialising with friends, doing homework). However it is important to maintain a balance with other activities, and there are risks in having excessive screen time.

Explain that benefits to managing or rationing time spent online and using electronic devices can include:

- allowing time to get enough sleep at night
- having more time for physical activity
- enjoying time offline and not becoming dependent on online content and relationships

Schools may wish to remind pupils of their policy on mobile phone use.

STATUTORY GUIDANCE

Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Ways to manage time online

Explain pupils can develop a routine to reduce screen time and prioritise sleep, social interaction and physical activity, which are vital for mental and physical wellbeing, for example by:

- agreeing a weekly online limit with their parents (some devices have settings to help with this)
- switching off their phone 2 hours before bed

Remind pupils how much sleep children need:

- children aged 3 to 5 need 10 to 13 hours
- children aged 6 to 12 need 9 to 12 hours
- young people aged 13 to 18 need 8 to 10 hours

STATUTORY GUIDANCE

Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Positive content online

Teach that there is much content online that can have a positive impact on wellbeing, e.g. content that helps us:

- learn or practise new knowledge and skills
- research answers to questions
- communicate with friends and relatives
- enjoy free time, e.g. games and puzzles
- get advice and support from specialist organisations

STATUTORY GUIDANCE

Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

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 such content by describing the content itself
- 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 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

This content is also part of **online relationships** (primary).

Primary

Impact of content on wellbeing

Teach that content online can have a positive or negative effect on our mental and physical wellbeing.

Explain that content may be having a negative impact if:

- we are **reliant on it for our happiness, or are obsessing** about it, e.g. constantly checking for updates, 'likes', feeling insecure
- we are **not maintaining a balance** with our other activities and interests
- it is **not age appropriate**, e.g. too scary, violent or even confusing (can make people feel uneasy)
- it is **misleading or inaccurate**, e.g. inaccurate health information

STATUTORY GUIDANCE

Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Age restricted content (1)

Some online content and services have an age restriction, often of **13 or above**. This includes social media and some video game streaming services that allow people to sign up to create an account.

Teachers should note that laws to do with privacy and data mean online services and apps are not allowed to collect the personal information of anyone under 13 without a parent's permission. Personal information can include your name and email address.

Relevant law: Children's Online Privacy Protection Act (COPPA, US), General Data Protection Regulation (GDPR, EU)

STATUTORY GUIDANCE

Know why social media, some computer games and online gaming, for example, are age restricted.

Age restricted content (2)

Teach that some services also have restrictions because their content is:

- **inappropriate** for people under a certain age, e.g. disturbing or frightening
- **illegal** for young people to use, e.g. gambling sites (minimum age 18)

Restrictions are different from ratings on films and video games, which are a guide to age appropriateness.

Discourage pupils from accessing age-inappropriate content. Emphasise that restrictions are in place to protect them from harm.

STATUTORY GUIDANCE

Know why social media, some computer games and online gaming, for example, are age restricted.

Online relationships and privacy

How actions affect others online

Teach that our actions online can have both positive and negative effects on the wellbeing of others.

Explain that behaviour online is no less important than behaviour offline. Online behaviour can also have an amplified impact on people because it:

- is often published for others to see and can have a large (potentially global) audience
- can be hard for someone to escape (e.g. if someone is discussed or messaged constantly)
- can be anonymous, which can make it harder to address if someone receives abuse

STATUTORY GUIDANCE

Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

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 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

This content is also part of **online relationships** (primary).

Primary

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 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

This content is also part of **online relationships** (primary).

Primary

Communicating online (2)

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

- **take turns**, e.g. in an online video conversation
- **reply** (remind pupils that they do not have to reply if someone makes them uncomfortable)
- **be patient and polite** if people do not respond how and when we want, remembering 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 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

This content is also part of **online relationships** (primary).

Primary

Protecting personal information

Teach that private information should only be shared with people that you trust. This includes:

- **contact details**, e.g. phone numbers, home or email address
- **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 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Online abuse and trolling

Teach that sometimes people do have negative experiences online.

Explain that **trolling and harassment** online can involve mean and provocative online posts and comments or messages. A troll or harasser might also send unwanted images or carry out other harmful behaviour. Also teach pupils about **bullying and cyberbullying** (covered in detail in the **respectful relationships** module).

Reinforce your school anti-bullying policy and details of who you can talk to if worried. Remind pupils that some online abuse is against the law.

STATUTORY GUIDANCE

Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Online abuse and mental wellbeing

Teach that abusive treatment online can have a negative effect on a victim's mental wellbeing. For example, it can make them feel:

- unhappy, scared, embarrassed or humiliated
- left out, lonely or vulnerable

Ensure pupils know that online abuse is never acceptable. Teach that we can:

- tell a trusted adult or a service like Childline if abuse is happening or if worried about issues online and mental wellbeing
- report or block abuser rather than responding

STATUTORY GUIDANCE

Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Understanding online information

Taking a critical approach

Teach the importance of **viewing information online critically**, and that not all information is equally reliable. Encourage pupils to identify the purpose of different types of content we see online.

Teach that search engines help people find information online. Explain that the results we get are often **selected, ranked and targeted** because some people pay for information to be promoted.

This means the information we see is not always the most relevant information.

STATUTORY GUIDANCE

Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

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, share the material more widely, or to believe certain things.

STATUTORY GUIDANCE

Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

This content is also part of **online relationships** (primary).

Primary

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:

- using reputable and trusted websites
- 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, a trusted adult

STATUTORY GUIDANCE

Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

This content is also part of **online relationships** (primary).

Primary

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 be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

This content is also part of **online relationships** (primary).

Primary

Influencers

Teach that influencers are people who become well known on social media and can influence other people's behaviour.

If appropriate, teachers can give examples of current internet influencers of young people.

Explain that influencers are often paid (financial motive) to promote or endorse products. This means that what they review, wear, or say might not always reflect their actual beliefs or preferences.

STATUTORY GUIDANCE

Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Getting support with online issues

Teach pupils that if they encounter issues online they can talk to a trusted adult. For example, if they:

- need help to manage the amount of time they spend online
- see content that is not appropriate for their age
- are concerned about abuse or harassment online
- need help to report content in the appropriate way

Explain that if someone sees worrying content they can close their screen and then decide to ask for help.

STATUTORY GUIDANCE

Know where and how to report concerns and get support with issues online.

Reporting content/conduct

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 then 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 where and how to report concerns and get support with issues online.

This content is also part of **online relationships** (primary).

Primary

Keeping safe online

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 where and how to report concerns and get support with issues online.

This content is also part of **online relationships** (primary).

Primary

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach about **internet safety and harms**.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

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.

Good practice approaches (2)

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. Include relevant and realistic examples.

Encourage parents to be aware of how children spend their time online and to talk with them about risks (e.g. of age restricted content and ability to turn on 'parental controls').

Good practice approaches (3)

Create opportunities for pupils to reflect on how different interactions online make them feel and share strategies they can employ to deal with any negative experiences online.

Embed teaching about 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. This will empower pupils to act independently if they ever need to.

Celebrate relevant events such as www.saferinternetday.org.uk.

Good practice approaches (4)

Teachers can meet the needs of pupils by **focusing on the key principles (e.g. privacy) and established harms** covered in this module. Some teachers may want to stay up to date with the latest technology and trends but they do not have to in order to teach this content.

Further information

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

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

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

Rate your confidence (**before** training)

How do you feel about teaching this topic?

Not confident at all										Very confident
1	2	3	4	5	6	7	8	9	10	

Rate your confidence (**after** training)

How do you feel now? What support/information could help?

Not confident at all										Very confident
1	2	3	4	5	6	7	8	9	10	

Training activity: Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would
you say?

What wouldn't you
say?

[Prepare 'difficult' questions to discuss in training or give teachers a blank version to fill with their own questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - “Is it OK if I ...?”
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don't feel pressured or that you have to answer straight away
- don't disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

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?

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]