



Kapow
Primary™

**Teaching online safety
mapping**

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Introduction

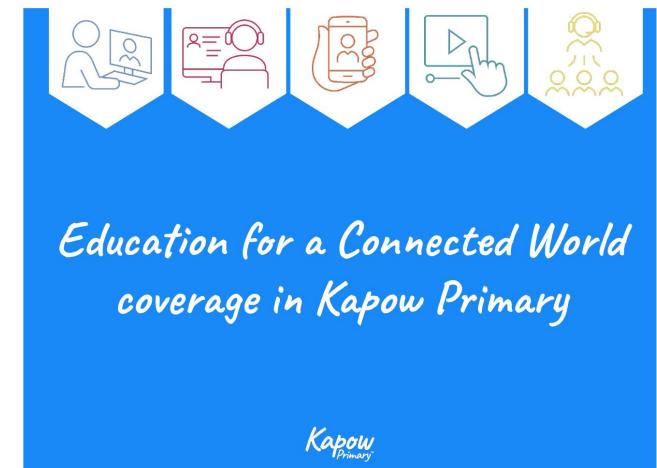
Kapow Primary offers full coverage of the KS1 and KS2 Computing curriculum and each year group has a dedicated online safety unit to address the challenges and risks faced by primary school pupils growing up in an increasingly online world.

[Teaching online safety in schools](#) is a non-statutory guidance document (DfE, 2023) produced to help schools ensure that their pupils understand how to stay safe and behave online. It does not provide additional teaching requirements but rather 'brings together information that will help schools deliver online safety content within their curriculum and embed this within their wider whole school approach.'

The guidance advises that schools refer to the [Education for a connected world framework](#) for age-specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives. Kapow Primary already provides a mapping document, [Education for a connected world coverage in Kapow Primary](#), to show how using our RSE & PSHE curriculum alongside our Computing curriculum supports you in developing pupils' digital literacy.

We are always looking to improve our online safety content and refresh our lessons and documents to ensure information is up to date and relevant to pupils. This document shows how our lessons currently map to the Teaching online safety in schools document on 17.12.25. Where there are gaps, we will be working to ensure that our content gives full coverage of all the statements which are appropriate to primary school pupils. The most recent version of this document can always be found [here](#).

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How to evaluate what they see online

Covering this content will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

| You can help pupils to consider: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|---|
| <ul style="list-style-type: none"> Whether a website, URL or email is fake. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 4, Online safety, Lesson 1: What happens when I search online?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> What cookies do and what information they are sharing. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| <ul style="list-style-type: none"> If a person or organisation is who they say they are. | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 2: Online emotions</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online</i> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Why a person wants them to see, send or believe something. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 1: Beliefs, opinions and facts on the internet</i> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> <i>Computing, Year 6, Online safety, Lesson 3: Creating a positive online reputation</i> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Why a person wants their personal information. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |

How to evaluate what they see online (continued...)

Covering this content will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

| You can help pupils to consider: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|--|
| <ul style="list-style-type: none"> The reason why something has been posted. | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> <i>Computing, Year 6, Online safety, Lesson 2: Sharing online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> <i>RSE & PSHE, Year 5, Family and relationships, Lesson 7: Stereotyping: Gender</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Whether something they see online is fact or opinion. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> <i>RSE & PSHE, Year 5, Family and relationships, Lesson 7: Stereotyping: Gender</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

How to recognise techniques used for persuasion

Covering this content will enable pupils to recognise the techniques that are often used to persuade or manipulate others.

| You can help pupils to recognise: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|---|---|
| <ul style="list-style-type: none"> Online content which tries to make people believe something false is true or mislead (misinformation and disinformation) | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Online safety, Lesson 1: Beliefs, opinions and facts on the internet</i> <i>Computing, Year 4, Online safety, Lesson 1: What happens when I search online?</i> <i>Computing, Year 4, Online safety, Lesson 3: Fact, opinion or belief?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Techniques that companies use to persuade people to buy something. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 1: Beliefs, opinions and facts on the internet</i> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| <ul style="list-style-type: none"> Ways in which criminals may try to defraud people online. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | |
| <ul style="list-style-type: none"> Ways in which games and social media companies try to keep users online longer (persuasive or sticky design) | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Grooming and manipulation techniques used by criminals. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Ways to protect themselves from a range of cyber crimes. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 4: It's my choice</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

Online behaviour

Covering this content will enable pupils to understand what acceptable and unacceptable online behaviour look like.

| You should teach pupils: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|---|--|
| <ul style="list-style-type: none"> That the same standard of behaviour and honesty apply on and offline, including the importance of respect for others | <ul style="list-style-type: none"> Computing, Year 2, Online safety, Lesson 3: Who should I ask? Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 4: Be kind online Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 4: Be kind online Computing, Year 5, Online safety, Lesson 4: Online bullying Computing, Year 6, Online safety, Lesson 2: Sharing online Computing, Year 6, Online safety, Lesson 4: Capturing evidence | <ul style="list-style-type: none"> RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online RSE & PSHE, Year 4, Family and relationships, Lesson 2: Healthy relationships RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships RSE & PSHE, Year 6, Family and relationships, Lesson 2: Respectful relationships RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media |
| <ul style="list-style-type: none"> To recognise unacceptable behaviour in others | <ul style="list-style-type: none"> Computing, Year 1, Online safety, Lesson 1: Using the internet safely Computing, Year 1, Online safety, Lesson 2: Online emotions Computing, Year 5, Online safety, Lesson 3: Online communication Computing, Year 5, Online safety, Lesson 4: Online bullying Computing, Year 6, Online safety, Lesson 1: Life online Computing, Year 6, Online safety, Lesson 4: Capturing evidence | <ul style="list-style-type: none"> RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online RSE & PSHE, Year 4, Family and relationships, Lesson 4: Bullying RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships RSE & PSHE, Year 6, Family and relationships, Lesson 2: Respectful relationships RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media |

Online behaviour (continued...)

Covering this content will enable pupils to understand what acceptable and unacceptable online behaviour look like.

| You can help pupils to recognise acceptable and unacceptable behaviour by: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|---|
| <ul style="list-style-type: none"> Looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 3: Online communication</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Looking at how online emotions can be intensified resulting in mob mentality. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Looking at the key principles behind a constructive discussion, including a willingness to listen to other opinions and a readiness to be educated on a topic | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Family and relationships, Lesson 5: Resolving conflict</i> |
| <ul style="list-style-type: none"> Considering how to demonstrate empathy towards others (on and offline) | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 2: Online emotions</i> <i>Computing, Year 1, Online safety, Lesson 3: Always be kind and considerate</i> <i>Computing, Year 2, Online safety, Lesson 3: Who should I ask?</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> <i>Computing, Year 6, Online safety, Lesson 4: Capturing evidence</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i> <i>RSE & PSHE, Year 6, Family and relationships, Lesson 2: Respectful relationships</i> |
| <ul style="list-style-type: none"> Teaching techniques (relevant on and offline) to defuse or calm arguments, for example, a disagreement with friends, and disengage from unwanted contact or content online | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Family and relationships, Lesson 5: Resolving conflict</i> |
| <ul style="list-style-type: none"> Considering unacceptable online behaviours often passed off as so-called social norms or just banter, for example, negative language being used as part of online gaming, but would never be tolerated offline | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 3: Online communication</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> | |

How to identify online risks

Covering this content will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

| You can help pupils to identify and manage risk by discussing: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|--|
| <ul style="list-style-type: none"> The ways in which someone may put themselves at risk online. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 1, Economic wellbeing, Lesson 3: Banks and building societies</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> Risks posed by another person's online behaviour. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 3: Who should I ask?</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> <i>Computing, Year 6, Online safety, Lesson 2: Sharing online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> When risk taking can be positive and negative. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | |
| <ul style="list-style-type: none"> Online reputation and the positive and negative aspects of an online digital footprint. | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 4: Posting and sharing on the internet</i> <i>Computing, Year 6, Online safety, Lesson 3: Creating a positive online reputation</i> | |
| <ul style="list-style-type: none"> Sharing information online and how to make a judgement about when and how to share and who to share with. | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 1: Using the internet safely</i> <i>Computing, Year 1, Online safety, Lesson 3: Always be kind and considerate</i> <i>Computing, Year 2, Online safety, Lesson 3: Who should I ask?</i> <i>Computing, Year 2, Online safety, Lesson 4: It's my choice</i> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 1, Economic wellbeing, Lesson 3: Banks and building societies</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> The risks of cyber crime, online fraud and identity theft. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 1, Economic wellbeing, Lesson 3: Banks and building societies</i> |

Teaching online safety in schools: Underpinning knowledge and behaviours

How and when to seek support

Covering this content will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

| You can help pupils by explaining how to: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|--|
| <ul style="list-style-type: none">Identify who trusted adults are. | <ul style="list-style-type: none"><i>Computing, Year 1, Online safety, Lessons 1-3</i><i>Computing, Year 2, Online safety, Lesson 4: It's my choice</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries</i><i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> |
| <ul style="list-style-type: none">Access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations such as Childline and Internet Watch Foundation. | <ul style="list-style-type: none"><i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i><i>Computing, Year 5, Online safety, Lesson 5: Online health</i><i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i><i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> |
| <ul style="list-style-type: none">Report cyber crime, fraud and suspicious online activity, through organisations such as Action Fraud and the Advertising Standards Authority | <ul style="list-style-type: none"><i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none">Report inappropriate contact or content for various platforms and apps. | <ul style="list-style-type: none"><i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i><i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i><i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |

You should link this to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff. Refer to [keeping children safe in education](#) for more information.

Teaching online safety in schools: Underpinning knowledge and behaviours

Online media literacy strategy

The [online media literacy strategy](#) sets out that the government will give internet users the knowledge and skills they need to make informed and safe choices online. It sets out 5 principles to underpin delivery of media literacy education.

| These include understanding: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|---|
| <ul style="list-style-type: none">The risks of sharing personal data and how to protect their privacy. | <ul style="list-style-type: none"><i>Computing, Year 1, Online safety, Lesson 1: Using the internet safely</i><i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i><i>Computing, Year 6, Online safety, Lesson 1: Life online</i><i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 2: Share aware</i><i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i><i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none">How the online environment operates. | <ul style="list-style-type: none"><i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i><i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 1: Introduction to the internet</i><i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i><i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none">How online content is generated and to critically analyse the content they consume. | <ul style="list-style-type: none"><i>Computing, Year 4, Online safety, Lesson 1: What happens when I search online?</i><i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i> |
| <ul style="list-style-type: none">That online actions can have offline consequences, and use this understanding in their online interactions. | <ul style="list-style-type: none"><i>Computing, Year 2, Online safety, Lesson 1: What happens when I post online?</i><i>Computing, Year 2, Online safety, Lesson 3: Who should I ask?</i><i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 4: Be kind online</i><i>Computing, Year 5, Online safety, Lesson 3: Online communication</i><i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i><i>Computing, Year 6, Online safety, Lesson 1: Life online</i><i>Computing, Year 6, Online safety, Lesson 2: Sharing online</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i><i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 2: Share aware</i><i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i><i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none">How to participate positively in online engagement, while understanding the risks of engaging with others. | <ul style="list-style-type: none"><i>Computing, Year 2, Online safety, Lesson 4: It's my choice</i><i>Computing, Year 5, Online safety, Lesson 3: Online communication</i><i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i><i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |

A list of [media literacy resources for teachers and parents](#) is available.

Age restrictions

Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|---|
| <ul style="list-style-type: none"> Explaining that age verification exists and why some sites require a user to verify their age, for example, online gambling and purchasing of certain age restricted materials such as alcohol. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 1: Internet safety: Age restrictions</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> Explaining why age restrictions exist, for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 1: Internet safety: Age restrictions</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> Helping pupils understand how this content can be damaging to under-age consumers | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 1: Internet safety: Age restrictions</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> Explaining what the age of digital consent means - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 1: Internet safety: Age restrictions</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |

How content can be used and shared

Knowing what happens to information, comments or images that are put online.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> What a digital footprint is, how it develops and how it can affect future prospects such as university and job applications. | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 4: Posting and sharing on the internet</i> <i>Computing, Year 6, Online safety, Lesson 3: Creating a positive online reputation</i> | |
| <ul style="list-style-type: none"> How cookies work. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| <ul style="list-style-type: none"> How content can be shared, tagged and traced. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i> <i>Computing, Year 6, Online safety, Lesson 2: Sharing online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 2: Share aware</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i> |
| <ul style="list-style-type: none"> How difficult it is to remove something a user wishes they had not shared. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 1: What happens when I post online?</i> <i>Computing, Year 6, Online safety, Lesson 2: Sharing online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 2: Share aware</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i> |
| <ul style="list-style-type: none"> The risk of identity theft or targeted approach from fraudsters using information shared online. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 2: Share aware</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 1: Online relationships</i> |
| <ul style="list-style-type: none"> ensuring pupils understand what is illegal online, for example: <ul style="list-style-type: none"> youth-produced sexual imagery (sexting) sharing illegal content such as extreme pornography or terrorist content the illegality of possession, creating or sharing any explicit images of a child even if created by a child | <p>Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum.</p> | |

Disinformation, misinformation, malinformation and hoaxes

Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|--|
| <ul style="list-style-type: none"> Disinformation and why individuals or groups choose to share false information in order to deliberately deceive. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Misinformation and being aware that false and misleading information can be shared inadvertently. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Malinformation and understanding that some genuine information can be published with the deliberate intent to harm, for example releasing private information or photographs. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Explaining that the viral nature of this sort of content can often appear to be a stamp of authenticity and therefore why it is important to evaluate what is seen online. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

Disinformation, misinformation, malinformation and hoaxes (continued...)

Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none">How to measure and check authenticity online. | <ul style="list-style-type: none"><i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i><i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i><i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i><i>Computing, Year 3, Online safety, Lesson 1: Beliefs, opinions and facts on the internet</i><i>Computing, Year 4, Online safety, Lesson 1: What happens when I search online?</i><i>Computing, Year 4, Online safety, Lesson 3: Fact, opinion or belief?</i> | |
| <ul style="list-style-type: none">The potential consequences of sharing information that may not be true. | <ul style="list-style-type: none"><i>Computing, Year 2, Online safety, Lesson 5: Is it true?</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

Fake websites and scam emails

Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or another gain.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|---|---|
| <ul style="list-style-type: none"> How to look out for fake URLs and websites. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 1: Beliefs, opinions and facts on the internet</i> <i>Computing, Year 4, Online safety, Lesson 1: What happens when I search online?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> |
| <ul style="list-style-type: none"> Ensuring pupils understand what secure markings on websites are and how to assess the sources of emails. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> |
| <ul style="list-style-type: none"> Explaining the risks of entering information to a website which isn't secure. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> | |
| <ul style="list-style-type: none"> What to do if harmed, targeted or groomed as a result of interacting with a fake website or scam email. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i> | |
| <ul style="list-style-type: none"> Who to go to and the range of support that is available. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> |
| <ul style="list-style-type: none"> Explaining the risk of 'too good to be true' online offers, advertising and fake product sales designed to persuade people to part with money for products and services that do not exist. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

Fraud (online)

Fraud can take place online and can have serious consequences for individuals and organisations.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> What identity fraud, scams and phishing are. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 5: Fake emails</i> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> |
| <ul style="list-style-type: none"> Explaining that online fraud can be highly sophisticated and that anyone can be a victim. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none"> How to protect yourself and others against different types of online fraud. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | |
| <ul style="list-style-type: none"> How to identify 'money mule' schemes and recruiters. | Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum. | |
| <ul style="list-style-type: none"> The risk of online social engineering to facilitate authorised push payment fraud, where a victim is tricked into sending a payment to the criminal. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none"> The risk of sharing personal information that could be used by fraudsters. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i> | |
| <ul style="list-style-type: none"> Explaining that children are sometimes targeted to access adults' data, for example, passing on their parent or carer's bank details, date of birth or national insurance number. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none"> What good companies will and won't do when it comes to personal details, for example, a bank will never ask you to share a password or move money into a new account. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 1, Economic wellbeing, Lesson 3: Banks and building societies</i> |
| <ul style="list-style-type: none"> How to report fraud, phishing attempts, suspicious websites and adverts. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 6: Think before you click</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> |

Password phishing

Password phishing is the process by which people try to find out your passwords so they can access protected content.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> Why passwords are important, how to keep them safe and that others may try to trick you to reveal them. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 2: Sending an email</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 2: Sending an email</i> <i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i> <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> <i>Computing, Year 6, Online safety, Lesson 5: Password protection</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> Explaining how to recognise phishing scams, for example, those that try to get login credentials and passwords. | <ul style="list-style-type: none"> <i>Computing, Year 1, Online safety, Lesson 1: Using the internet safely</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 5: Fake emails</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> The importance of online security to protect against viruses (such as keylogging) that are designed to access, steal or copy passwords. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 5: Password protection</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none"> What to do when a password is compromised or thought to be compromised. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 5: Password protection</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |

Personal data

Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|------------------------------------|
| • How cookies work. | • <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| • How data is farmed from sources which look neutral, for example, websites that look like games or surveys that can gather lots of data about individuals. | • <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| • How, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam) | • <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| • How pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential | • <i>Computing, Year 1, Online safety, Lesson 1: Using the internet safely</i> | |
| • The rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR). | • <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| • How to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time. | • <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |

Teaching online safety in schools: Teaching about harms and risks

Persuasive design

Many devices, apps and games are designed to keep users online for longer than they might have planned or desired.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|---|
| <ul style="list-style-type: none">Explaining that the majority of games and platforms are businesses designed to make money - their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue | <ul style="list-style-type: none"><i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i><i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| <ul style="list-style-type: none">How designers use notifications to pull users back online. | | <ul style="list-style-type: none"><i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> |

Privacy settings

Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|------------------------------------|
| <ul style="list-style-type: none">How to find information about privacy setting on various sites, apps, devices and platforms. | <ul style="list-style-type: none"><i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i><i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> | |
| <ul style="list-style-type: none">Explaining that privacy settings have limitations, for example, they will not prevent someone posting something inappropriate. | <ul style="list-style-type: none"><i>Computing, Year 3, Online safety, Lesson 3: Sharing of information</i> | |

Targeting of online content

Much of the information seen online is a result of some form of targeting.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|--|
| <ul style="list-style-type: none"> How adverts seen at the top of online searches and social media feeds have often come from companies paying to be on there and different people will see different adverts. | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> How the targeting is done, for example, software which monitors online behaviour (sites they have visited in the past, people who they are friends with) to target adverts thought to be relevant to the individual user. | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 4, Safety and the changing body, Lesson 5: Consuming information online</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> The concept of clickbait and how companies can use it to draw people onto their sites and services. | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> | |

Abuse (online)

Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> Explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation. | <ul style="list-style-type: none"> <i>Computing, Year 3, Google: Computing systems and networks 2: Emailing, Lesson 4: Be kind online</i> <i>Computing, Year 3, Microsoft: Computing systems and networks 2: Emailing, Lesson 4: Be kind online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 3: Conflict vs bullying</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 4, Family and relationships, Lesson 4: Bullying</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Explaining when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail. | | <ul style="list-style-type: none"> <i>RSE & PSHE Year 6, Citizenship, Lesson 4: Prejudice and discrimination</i> |
| <ul style="list-style-type: none"> How to respond to online abuse including how to access help and support. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 4: Capturing evidence</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 4, Family and relationships, Lesson 4: Bullying</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> <i>RSE & PSHE, Year 6, Family and relationships, Lesson 3: Stereotypical attitudes</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |

Abuse (online) - continued...

Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|--|
| <ul style="list-style-type: none"> How to respond when the abuse is anonymous. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 2: When being online makes me upset</i> <i>Computing, Year 5, Online safety, Lesson 3: Online communication</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |
| <ul style="list-style-type: none"> Discussing the potential implications of online abuse, including the implications for victims. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 3: Conflict vs bullying</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 4, Family and relationships, Lesson 4: Bullying</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> Being clear about what good online behaviours do and don't look like. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 3: Online communication</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 4: Capturing evidence</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 3: Conflict vs bullying</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 3: Be kind online</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |

Online radicalisation

Children, young people and adult learners are at risk of accessing inappropriate and harmful extremist content online. This could include downloading or sharing terrorist material, which could be a criminal act.

The internet and social media make spreading divisive and hateful narratives easier. Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target vulnerable individuals.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|------------------------------------|
| <ul style="list-style-type: none">How to recognise extremist behaviour and content online. | | |
| <ul style="list-style-type: none">Understanding actions which could be identified as criminal activity. | Refer to your school's procedures to protect your students from radicalisation and extremism. | |
| <ul style="list-style-type: none">Exploring techniques used for persuasion. | The Kapow Primary Computing and RSE & PSHE curricula support schools in fostering a values-based education by mapping the British values in the following documents: | |
| <ul style="list-style-type: none">Knowing how to access support from trusted individuals and organisations. | <ul style="list-style-type: none">Computing: Personal development, SMSC and British values mapping;RSE & PSHE: Personal development, SMSC and British values mapping. | |

All education settings have a responsibility under the Prevent duty. This includes building your students' resilience to extremism and ensuring staff are adequately trained to spot the signs of radicalisation.

Guidance, teaching resources and tools to help you teach young people about extremism, radicalisation and staying safe online are available on [Educate Against Hate](#).

Challenges

Online challenges acquire mass followings and encourage others to take part in what they suggest.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> Explaining what an online challenge is and that while some will be fun and harmless, others may be dangerous and or even illegal. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | |
| <ul style="list-style-type: none"> How to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none"> Explaining to pupils that it is ok to say no and not take part. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | |
| <ul style="list-style-type: none"> How and where to go for help if worried about a challenge. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | |
| <ul style="list-style-type: none"> Understanding the importance of telling an adult about challenges which include threat or secrecy ('chain letter' style challenges) | | Not yet covered in the Kapow Primary scheme |

Teaching online safety in schools: How to stay safe online

| <h2>Content which incites</h2> <p>Knowing that violence can be incited online and escalate very quickly into offline violence.</p> | | |
|---|---|--|
| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
| <ul style="list-style-type: none"> Ensuring pupils know that online content (sometimes gang related) can glamorise the possession of weapons and drugs. | <p>Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum.</p> | |
| <ul style="list-style-type: none"> Explaining that to intentionally encourage or assist an offence is also a criminal offence. | | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 5, Citizenship, Lesson 2: Rights and responsibilities</i> |
| <ul style="list-style-type: none"> Ensuring pupils know how and where to get help if worried about involvement in violence. | <p>Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum.</p> | |
| <h2>Fake profiles</h2> <p>Not everyone online is who they say they are.</p> | | |
| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
| <ul style="list-style-type: none"> Explaining that in some cases profiles may be people posing as someone they are not (such as an adult posing as a child) or may be bots (which are automated software programs designed to create and control fake social media accounts). | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 4: What is a bot?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> How to look out for fake profiles, for example: <ul style="list-style-type: none"> - profile pictures that don't look right, for example, of a celebrity or object - accounts with no followers or thousands of followers - a public figure who doesn't have a verified account | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> | |

Teaching online safety in schools: How to stay safe online

Grooming

Knowing about the different types of grooming and motivations for it, for example: radicalisation, child sexual abuse and exploitation, gangs (county lines), financial exploitation (money mules).

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|----------------------|--|
| <ul style="list-style-type: none">• Boundaries in friendships with peers, families and with others. | | <ul style="list-style-type: none">• <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries</i> |
| <ul style="list-style-type: none">• The key indicators of grooming behaviour. | | <ul style="list-style-type: none">• <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 3: Secrets and surprises</i> |
| <ul style="list-style-type: none">• Explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult. | | <ul style="list-style-type: none">• <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 3: Secrets and surprises</i> |
| <ul style="list-style-type: none">• How and where to report it both in school, for safeguarding and personal support, and to the police. | | <ul style="list-style-type: none">• <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 3: Secrets and surprises</i>• <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries</i> |

See the [National Crime Agency's think u know](#) website for further information on keeping children safe from sexual abuse and exploitation.

At all stages it will be important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Teaching online safety in schools: How to stay safe online

Live streaming

Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|----------------------|---|
| <ul style="list-style-type: none">Explaining the risks of carrying out live streaming such as the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none">That online behaviours should mirror offline behaviours and considering any live stream in that context - pupils shouldn't feel pressured to do something online that they wouldn't do offline. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none">Explaining the risk of watching videos that are being live streamed, for example, there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance. | | Not yet covered in the Kapow Primary scheme |
| <ul style="list-style-type: none">Explaining the risk of grooming. | | Not yet covered in the Kapow Primary scheme |

Unsafe communication

Knowing different strategies for staying safe when communicating with others, especially people they do not know or have never met.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--|--|
| <ul style="list-style-type: none"> Explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with. | <ul style="list-style-type: none"> <i>Computing, Year 3, Online safety, Lesson 4: Rules of social media platforms</i> <i>Computing, Year 5, Online safety, Lesson 1: Online protection</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> Identifying indicators of risk and unsafe communications. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 3: Online communication</i> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | |
| <ul style="list-style-type: none"> Identifying risks associated with giving out addresses, phone numbers or email addresses to people you do not know or arranging to meet someone you have not met before. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |
| <ul style="list-style-type: none"> Explaining about consent online and supporting pupils to develop strategies to confidently say “no” to both friends and strangers online. | <ul style="list-style-type: none"> <i>Computing, Year 2, Online safety, Lesson 3: Who should I ask?</i> <i>Computing, Year 2, Online safety, Lesson 4: It's my choice</i> <i>Computing, Year 6, Online safety, Lesson 1: Life online</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 2: Communicating online</i> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 6: Respecting personal boundaries</i> <i>RSE & PSHE, Year 5, Safety and the changing body, Lesson 2: Staying safe online</i> |

Teaching online safety in schools: Wellbeing

Impact on confidence (including body confidence)

Knowing about the impact of comparisons to 'unrealistic' online images.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|---|---|
| <ul style="list-style-type: none">Exploring the use of image filters and digital enhancement. | | <ul style="list-style-type: none"><i>RSE & PSHE, Year 6, Identity, Lesson 2: Identity and body image</i> |
| <ul style="list-style-type: none">Exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers. | <ul style="list-style-type: none"><i>Computing, Year 4, Online safety, Lesson 2: How do companies encourage us to buy online?</i> | <ul style="list-style-type: none"><i>RSE & PSHE, Year 3, Family and relationships, Lesson 7: Stereotyping gender</i><i>RSE & PSHE, Year 5, Family and relationships, Lesson 7: Stereotyping: Gender</i><i>RSE & PSHE, Year 6, Family and relationships, Lesson 3: Stereotypical attitudes</i><i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 2: Critical digital consumers</i> |
| <ul style="list-style-type: none">Understanding that 'easy money' lifestyles and offers may be too good to be true. | | <ul style="list-style-type: none"><i>RSE & PSHE, Year 6, Identity, Lesson 2: Identity and body image</i> |
| <ul style="list-style-type: none">Looking at photo manipulation including discussions about why people do it and how to look out for it. | | <ul style="list-style-type: none"><i>RSE & PSHE, Year 6, Identity, Lesson 2: Identity and body image</i> |

Teaching online safety in schools: Wellbeing

Impact on quality of life, physical and mental health and relationships

Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|--|---|
| <ul style="list-style-type: none"> Helping pupils to evaluate critically what they are doing online, why they are doing it, and for how long (screen time). | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 5: What is my #TechTimetable like?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> Helping pupils to consider quality versus quantity of online activity. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 5: Online health</i> | |
| <ul style="list-style-type: none"> Explaining that pupils need to consider if they are actually enjoying being online or just doing it out of habit, due to peer pressure or the fear of missing out | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 5: What is my #TechTimetable like?</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 7: Good and bad habits</i> |
| <ul style="list-style-type: none"> Helping pupils to understand that time spent online gives users less time to do other activities - this can lead to some users becoming physically inactive. | <ul style="list-style-type: none"> <i>Computing, Year 4, Online safety, Lesson 5: What is my #TechTimetable like?</i> <i>Computing, Year 5, Online safety, Lesson 5: Online health</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 1: Introduction to the internet</i> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 7: Good and bad habits</i> |
| <ul style="list-style-type: none"> Exploring the impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 5: Online health</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 6, Health and wellbeing, Lesson 4: The impact of technology on health</i> |
| <ul style="list-style-type: none"> Explaining that isolation and loneliness can affect pupils and that it is very important for pupils to discuss their feeling with an adult and seek support. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 5: Online health</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 1: Introduction to the internet</i> |
| <ul style="list-style-type: none"> Where to get help. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 5: Online health</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> |

Online versus offline behaviours

People can behave differently online to how they would act face to face.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|---|
| <ul style="list-style-type: none"> How and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to pressure. | Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum. | |
| <ul style="list-style-type: none"> Discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face. | <ul style="list-style-type: none"> <i>Computing, Year 5, Online safety, Lesson 4: Online bullying</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 3, Family and relationships, Lesson 3: Conflict vs bullying</i> <i>RSE & PSHE, Year 3, Safety and the changing body, Lesson 4: Cyberbullying</i> <i>RSE & PSHE, Year 4, Family and relationships, Lesson 4: Bullying</i> <i>RSE & PSHE, Year 6, Safety and the changing body, Lesson 3: Social media</i> |

Reputational damage

People can behave differently online to how they would act face to face.

| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|---|---|---|
| <ul style="list-style-type: none"> Looking at strategies for positive use. | <ul style="list-style-type: none"> <i>Computing, Year 6, Online safety, Lesson 3: Creating a positive online reputation</i> | <ul style="list-style-type: none"> <i>RSE & PSHE, Year 2, Safety and the changing body, Lesson 1: Introduction to the internet</i> |
| <ul style="list-style-type: none"> How to build a professional online profile. | Not covered - the guidance suggests that this content should be covered in Key stage 3. You may wish to check with your local secondary schools that they cover this content in their curriculum. | |

Version history

This page shows recent updates to the document.

| Date | Update |
|----------|---|
| 11.04.23 | Broken links fixed. |
| 17.12.25 | Made clearer where content is not covered in the Kapow primary curriculums. |

Teaching online safety in schools: How to stay safe online

Live streaming

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| Teaching could include: | Computing curriculum | RSE & PSHE (including Citizenship) |
|--|--------------------------------------|---|
| <ul style="list-style-type: none">Explaining the risks of carrying out live streaming such as the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. | <p>*New content coming in 2024!*</p> | <p>Y3 Safety and the changing body > Lesson 3: Be kind online</p> <p>Y3 Safety and the changing body > Lesson 4: Cyberbullying</p> <p>Y5 Safety and the changing body > Lesson 1: Online friendships</p> |
| <ul style="list-style-type: none">That online behaviours should mirror offline behaviours and considering any live stream in that context - pupils shouldn't feel pressured to do something online that they wouldn't do offline. | <p>*New content coming in 2024!*</p> | <p>Y3 Safety and the changing body > Lesson 3: Be kind online</p> <p>Y3 Safety and the changing body > Lesson 4: Cyberbullying</p> <p>Y4 Safety and the changing body > Lesson 1: Internet safety: Age restrictions</p> <p>Y6 Safety and the changing body > Lesson 3: Social media</p> |
| <ul style="list-style-type: none">Explaining the risk of watching videos that are being live streamed, for example, there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance. | <p>*New content coming in 2024!*</p> | <p>Y4 Safety and the changing body > Lesson 1: Internet safety: Age restrictions</p> <p>Y5 Safety and the changing body > Lesson 1: Online friendships</p> <p>Y6 Safety and the changing body > Lesson 3: Social media</p> |