Topic	Online contact- can you trust everyone who contacts you online? Trust me resource - Lesson 2	Key stage Age range	KS2 Year 5
This cover sheet links directly to a resource by ChildNet and the resource must be downloaded in full from ChildNet's website			
Introduction This lesson builds on key messages from Lesson 1, developing skills in assessing online contact and whether this contact is safe. It explores the importance of not sharing personal information online and where to go for help.			

Learning aim and outcomes	Key messages to convey to children
Please ensure you read the facilitator's guidance ahead of planning the sessions, the guidance is found in the Trust Me Primary resource pack. **Aim** To highlight to children that other people may seek to persuade them online and that not all online contact is trustworthy **Learning outcomes** **By the end of the session children will be able to:** • Recognise that it is their own choice to accept something online • Recognise ways that people may seek to persuade them online • Know what to do if they have any concerns about something they experience online **These learning outcomes have been taken directly from the PSHE Association Quality Assured ChildNet resource (link below)** **Information about online relationships, privacy and security can be found on**	Ensure that the lesson begins with creating a safe space, including ground rules for how the lesson will be managed. Brook advises discussing confidentiality and safeguarding when creating your safe space. Always ensure time for clear signposting at the end of every lesson, this could be within your educational setting or to local services in Cornwall, as well as reputable organisations online. 1. The internet can be a fun place to chat online, sometimes through messaging apps, games or even video chat 2. There are good and bad reasons why people might talk to us online, or send us images and links. Sometimes people will act in a nice way towards us in order to get what they want, rather than what is best for us. 3. When someone sends us something online (a message, a link, a photo or a file) we have a choice as to whether to accept it e.g. click on the link or open the message or accept the friend request. We have to decide if we think it is trustworthy.

pages 9 and 34:

https://www.gov.uk/government/publications/education-for-a-connected-world

Where to find up to date information

Keeping safe online

https://www.thinkuknow.co.uk/professionals/resources/
https://www.saferinternet.org.uk/

https://www.net-aware.org.uk/
https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/

Ofcom report – Media use and attitudes 2018 (p3 for 8-11 year olds

https://www.ofcom.org.uk/__data/assets/pdf_file/0024/134907/children-and-parents-media-use-and-attitudes-2018.pdf

4. Sometimes we just don't know what the true motive is, so we need to try to make decisions that keep us safe rather than put us at risk. The best way to do this is to not accept.
5. Remember you don't have to do anything online which makes you feel uncomfortable or worried. You have a choice to say no and it's not your fault.
6. It isn't about rejecting all online contact but instead about taking the time to question who has messaged you and why. If you are not sure you can talk to a trusted adult to get their opinion. Most of the contact we'll get will be safe and fun!
7. Remember we can always get help from a trusted adult if we see or read anything online that makes us feel sad, scared or worried

Additional key messages to meet outcomes which are not explicit in the resources
1. It is really important we keep our personal information private and not share it online, including passwords. This is so people don't find out more about us or pretend to be us.
2. We should only be speaking to people we know in real life in the online world, as sometimes people pretend to be someone else in order to manipulate others.
3. Like in real life people can tell lies online. People may try to persuade us online to do things we don't want to do or which are risky or unsafe. They may try to flatter us, bride us or threaten us in order to get what they want. Remember we can always say no to this pressure or any requests which make us feel uncomfortable.

Ways to differentiate this resource

Consolidation
- Alter to smaller groups or 1:1, with added support and guidance from LSA/TA.

- Continued informal assessment of understanding through discussion and asking for responses with appropriate questioning for individuals.
- Recap on prior sessions, assessing gained knowledge through discussion.
- Explain what personal information is and give some examples of what personal information is and is not appropriate to share online. For example sharing your address would be considered personal information. It might be necessary to share your address when online shopping, it would not be appropriate to share it with a stranger online or over a chat function.
- If we feel uncomfortable, confused or sad about something we see online, what could we do? Who could we speak to – checking that children are aware of who their trusted adults could be.
- It might be necessary to use social stories to explain appropriate and inappropriate contact online and draw out why it is sometimes more difficult to know when it comes to online interaction.

Extension
- List some of the reasons why people use the internet or go online, and think of the positives and negatives.
- Consider how you could support a friend if they experienced online contact which made them feel unsafe or concerned.
- What are some tips you could give to other young people your age to stay safe when online.

Links to government statutory guidance & PSHE Association guidance (The wording below is directly quoted from PSHE Association and Government guidance)
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met   **Where and how to report concerns and get support with issues online**   - R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know   - H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Things to consider and linking to a whole school approach
Implement the key concepts within a trauma informed approach across the whole school. Namely working to ensure your school is a safe place for children and young people. This includes creating a safe learning environment for PSHE lessons, increasing empathy and emotional regulation prior to behaviour regulation and boundary setting, open communication, transparency and trustworthiness in teachers and adults within school.

- The structure of your pastoral/ student support services and how children can access help and support (Does your educational setting have a school mentor or counsellor the children are aware of?)
- Online Safety will be taught throughout a child's education in line with the government statutory guidance. PSHE lessons should therefore not be taught in isolation and always form part of a well prepared PSHE curriculum at each key stage. Key topics to cover at this point would be healthy friendships and relationships.
- UK Safer Internet Day is in February each year, what can your education setting do to raise awareness? For more information and resources visit: https://www.saferinternet.org.uk/safer-internet-day/2020
- Could you include information for parents & carers about keeping their children safe online in your school's newsletters, or on your website? For more information visit: https://www.saferinternet.org.uk/advice-centre/parents-and-carers

Where to access the resource

https://www.childnet.com/resources/trust-me

The lesson plan, PowerPoint and facilitators guidance can be downloaded from the above link. No log in is required.

It is part of the Trust Me Primary Pack. Please refer to Lesson 2: Online Contact resources