

Staying Safe Online

40 minutes

Cyber Safety

WHAT THIS LESSON DOES

In this lesson, you will explore online safety through an engaging introduction, learn the 8 Golden Rules, and practise the STOP-THINK-CHECK and BLOCK-REPORT-TELL routines. You will identify trusted adults, apply safety facts in scenarios, complete quizzes, and create a personal plan to stay confident and protected online.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand key principles of online safety and personal information protection.
- Apply Golden Rules to everyday online activities.
- Use STOP-THINK-CHECK to evaluate potential online risks.
- Implement BLOCK-REPORT-TELL when encountering unsafe situations.
- Identify and communicate with trusted adults for support.

BEFORE THE LESSON

- Devices ready: this lesson is largely interactive, so plan one device per pupil or per pair for the scenarios, quiz and sorting activities.
- Open and test the lesson yourself so you know the dropdown scenarios and quiz work on your school's devices and are not blocked.
- Have paper or homework copies to hand for the Trusted Adult Plan Card and the jot-down tasks.
- Think ahead about how pupils name trusted adults sensitively, since some children's home situations differ.

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HOW THE LESSON RUNS

Introduction

Golden Rules

STOP THINK CHECK

BLOCK, REPORT, TELL Routine

Online Safety Facts

Who are Trusted Adults?

Scenarios

Interactive Quiz

Trusted Adult Plan Card

Spot Safe and Unsafe Online Activities!

Quick Reflection

TEACHING MOVES

- 1. Introduction. Lean on the road-crossing comparison. Ask pupils what devices they use at home before you begin, so safety feels personal rather than abstract.
- 2. Golden Rules. Read the eight rules aloud together and ask pupils which one they already do. Keep them visible on the board for the rest of the lesson.
- 3. STOP THINK CHECK. Model the routine yourself on Situation 1 out loud before pupils try Situation 2, so they hear the internal questions being asked.
- 4. BLOCK, REPORT, TELL Routine. Stress that TELL always happens, even after blocking and reporting. Make clear no pupil is ever in trouble for telling an adult.
- 5. Online Safety Facts. Pause on the online-only friends fact. Ask pupils to connect each fact back to a Golden Rule they saw earlier.
- 6. Who are Trusted Adults? Have pupils name their own trusted adults aloud before the plan card. Reinforce that telling means getting help, not getting in trouble.
- 7. Scenarios. Let pupils work the dropdowns, then discuss any they got red on. The reasoning matters more than the correct colour.
- 8. Interactive Quiz. Circulate as pupils answer the five questions. Note who hesitates on the stranger and pop-up questions and revisit those aloud.
- 9. Trusted Adult Plan Card. Give pupils quiet time to fill this genuinely. Ask them to write the exact words they would use, not just names.
- 10. Spot Safe and Unsafe Online Activities! Have pupils jot answers on paper first, then check. Ask them to say which routine or rule made each activity safe or unsafe.
- 11. Quick Reflection. Take these three answers as a spoken round-the-room check. Confirm every pupil can name at least one trusted adult before finishing.

WHAT TO WATCH FOR

- Pupils think a person they only know online is a real friend and therefore safe to share information with. Draw the line clearly: online-only contacts stay online. Ask pupils to sort real known friends from online-only contacts and apply STOP-THINK-CHECK to each.
- Pupils fear they will be in trouble if they tell an adult about something online, so they stay quiet. State repeatedly that telling gets help, never punishment. Practise the exact words from the plan card so telling feels rehearsed and safe.
- Pupils treat 'block' and 'report' as the end of the matter and skip telling an adult. Reinforce that all three steps happen together. Ask pupils to say the full routine back to you in order.

DIFFERENTIATION

- Emerging: Pair the pupil with a partner for the scenario and quiz activities so they can talk each choice through before selecting. Let them focus on just one routine, STOP-THINK-CHECK, and get that secure before adding the others.
- Developing: Ask them to explain why an activity is safe or unsafe, not just choose the colour, so the reasoning becomes independent. Have them link each Golden Rule to one of the safety facts in their own words.
- Proficient: Ask them to invent one new scenario for a partner to solve using the routines. Have them explain their completed Trusted Adult Plan Card back to you and justify who they chose.