

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

- Open the lesson on the board so the whole class can see the Golden Rules and the two routines during discussion.
- Have devices ready for the interactive scenarios and quiz, one per pupil or per pair, with the lesson site unblocked by the school filter.
- Have paper or homework copies out for the safe-or-unsafe activity and the Trusted Adult Plan Card, which pupils fill in by hand.
- Know your own trusted-adult wording for the school: name the SNA, principal or staff a pupil could actually go to.

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HOW THE LESSON RUNS

Introduction

Learn the Golden Rules

STOP THINK CHECK

BLOCK, REPORT, TELL Routine (8 mins)

Online Safety Facts

Who are Trusted Adults? (7 mins)

Scenarios

Interactive Quiz

Trusted Adult Plan Card

Safe and Unsafe Online Activities

Quick Reflection

TEACHING MOVES

1. Introduction. Open with the two-things-you-do-online prompt aloud. Take a few real answers and press gently on why each is safe, so the lesson starts from their own habits.
2. Learn the Golden Rules. Read the eight rules together on the board. Ask pupils to point to the one they think is hardest to remember, and say why. Do not rush all eight.
3. STOP THINK CHECK. Model the routine aloud on the free-toy pop-up before pupils try the cat video. Say each step so they hear the pause between clicking and deciding.
4. BLOCK, REPORT, TELL Routine (8 mins). Stress that TELL always happens, even after blocking and reporting. Reassure pupils that a trusted adult will help, not be cross, so they are not afraid to tell.
5. Online Safety Facts. Read the facts and tie each back to a routine already covered: passwords link to Golden Rules, online friends link to when to tell an adult.
6. Who are Trusted Adults? (7 mins). Have pupils name real trusted adults out loud before the plan card. Point out that adults outside home count too: a coach, an older sibling, school staff.
7. Scenarios. Let pupils try the scenarios and check their own colours. Pull the class back on the stranger-asks-for-photo one and name it clearly as unsafe.
8. Interactive Quiz. Run the five-question quiz as quick individual practice. Note the point that even a safe friend meme still deserves a STOP and a THINK first.
9. Trusted Adult Plan Card. Give pupils quiet time to fill in real names and where to find each adult. Circulate to check every card names at least two reachable people.
10. Safe and Unsafe Online Activities. Have pupils jot Safe or Unsafe on paper for all five before checking, so they commit to a judgement rather than guessing at the screen.
11. Quick Reflection. Take the three reflection answers as a spoken round. Ask each pupil for one Golden Rule and one trusted adult so you hear that it landed.

WHAT TO WATCH FOR

- Pupils treat online friends the same as school friends and assume anyone friendly online is safe. Use the stranger scenarios to draw the line clearly: people you only know from the internet are not met in person, and being nice online does not make someone known.
- Pupils think blocking or closing a bad message is enough and skip telling an adult. During BLOCK-REPORT-TELL, insist that TELL always happens. Ask pupils to say what they would tell and who to, not just how they would block.
- Pupils believe a pop-up promising a free prize is real and safe to click. Walk the free-toy pop-up through STOP-THINK-CHECK together, showing that a prize you did not enter for is a trick to get a click.

DIFFERENTIATION

- Emerging: Pair them with a partner for the scenarios and quiz so they hear the reasoning spoken. Help them fill in one trusted adult with a name and place before adding a second.
- Developing: Ask them to say which routine they used, STOP-THINK-CHECK or BLOCK-REPORT-TELL, and why, after each scenario.
- Proficient: Have finishers invent one new safe and one new unsafe situation of their own and explain the correct response for each. Ask them to explain to a partner why a safe friend meme still needs a STOP and THINK.