

PSHE

Year 4

Autumn 1 - Relationships

Families and Friendships

In this unit of work pupils will learn:

- about the features of positive healthy friendships such as mutual respect, trust and sharing interests
- strategies to build positive friendships
- how to seek support with relationships if they feel lonely or excluded
- how to communicate respectfully with friends when using digital devices
- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online

Lesson 1

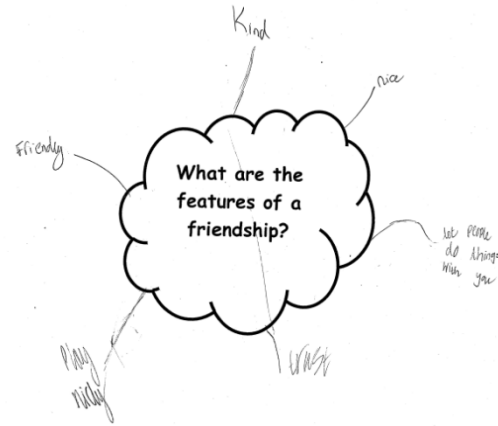
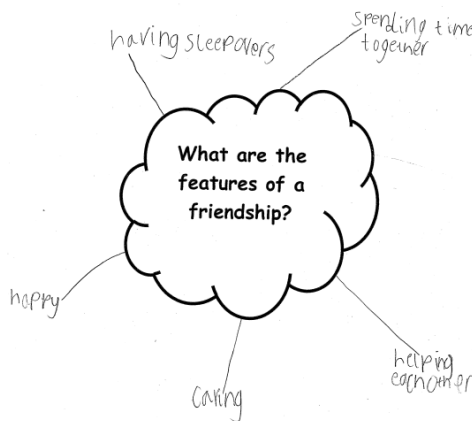
LO: To learn about the value of friendships.

Baseline Assessment

Baseline Assessment:

Baseline Assessment:

Baseline Assessment:



How does a positive friendship feel? How do friends talk to each other? What can they do for each other?

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Small group discussion

Tom

This is me and my friend Nancy, we have been good friends since Reception. We like sitting together and working on tricky problems in Maths. We often play games like tag at break times, but on other days Nancy plays football and I play basketball. When I fell out with someone on the basketball team, I told Nancy how I was feeling. It felt good to have someone to talk to.



Linh

My friend Kai and I love playing together at home. Our mums are best friends, so we've known each other since we were born. We live on the same street, so we see each other at weekends. We don't go to the same school but if Kai has a friend over from his class we watch films together. Soon it's my birthday party and I'll invite Kai.



Rio

Jayden and I became friends in Year 3. We find the same things funny and he tells really good jokes! We spend time together every day - Jayden is teaching me to skateboard. Jayden loves climbing. I tried it but I don't like heights. At first, he was sad that I didn't join in, but now he has another friend that he goes with instead.



Friendship case studies

- How do the characters spend time and have fun together?
- How do the characters feel about their friendships?
- How do the friends help each other?
- How do they treat each other respectfully?



How do the characters spend time together and have fun?

They play tag at break, tricky maths problems, they watched movies together, they see each other at the weekends, they skateboarded, they saw each other every day

How do the characters feel about their friendships?

They feel good about it - they've been friends for a long time, they feel grateful, happy because they see each other every day, they enjoy spending time together, enjoy the same jokes, sad because they didn't both enjoy climbing

How do the friends help each other?

Talk to each other and share their problems, they tell each other how they feel, they work together, Jayden taught Rio to skateboard

How did they treat each other respectfully?

used kind voices and listened to each other, helping each other, including each other, not fighting or arguing

What is the same with the friendships?

Tom and Nancy and Linh and Kai have known each other for a long time
The children liked doing different activities

What is different with the friendships?

There was a bit of a falling out between Jayden and Rio but not with the other
Friendships

Whole class discussion

Same	Different
They enjoyed spending time together.	They spend different amounts of time together.
They make own choices.	They all had different hobbies and things they enjoy.
They respect each other	They are different ages.
They were all individuals (likes, hobbies, fears)	They know each other for different reasons.
They all had positive relationships.	

Different friendships

What's the same about the friendships?

What's different about the friendships?



Top-Tops

<ol style="list-style-type: none"> 1. listening 2. being kind 3. supporting them 4. having fun 5. in cloud them 	<ol style="list-style-type: none"> 1. play together. 2. support each other. 3. have fun 4. don't say bad stuff 5. AA help them. 	<ol style="list-style-type: none"> 1. being kind to each other. 2. help them. 3. playing together. 4. caring.
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- listen to each other
- being kind
- talk to each other about worries
- respect each other
- help each other

Play and - Get NAME!

They could listen to each other

1. be kind
2. be helpful to each other
3. support to your friend
4. make your own choices

When they are sad tell someone.

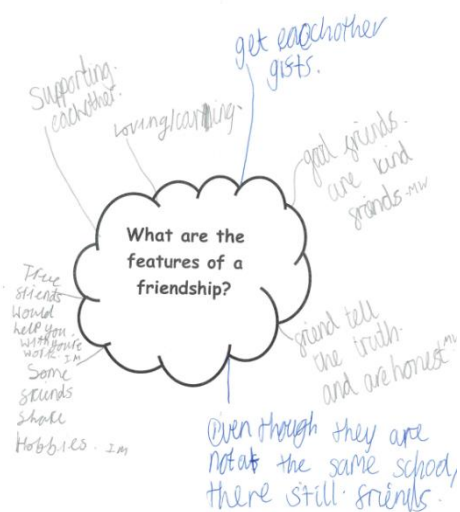
time together:

1. Help each other
2. play
3. support
4. doing what other
5. be kind

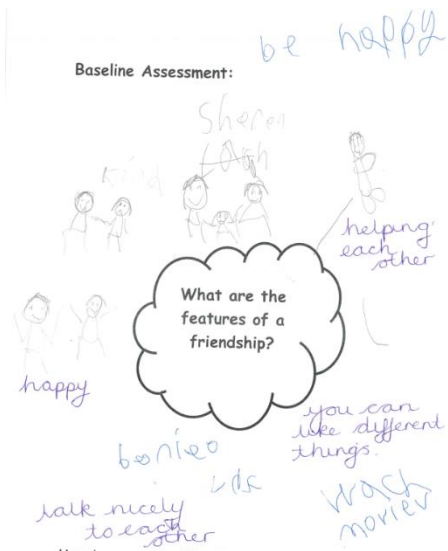
2. Respect each other and each others views.
3. Be kind.
4. Listen to each other.
5. Rely on each other.

Post - Assessment

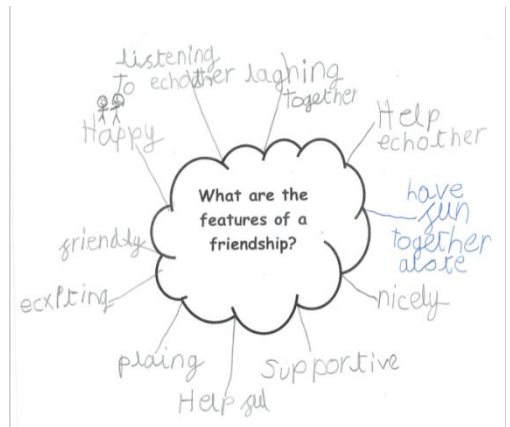
Baseline Assessment:



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How does a positive friendship feel? How do friends talk to each other? What can they do for each other?

Lesson 2 9.9.25 LS / 12.9.25 VS

LO: To learn about the challenges that friendships can face

Baseline Assessment

Baseline Assessment:

Fathima and I were so excited about sport's day. We both love running and signed up for the sprint race. Before the race, we both agreed that if one of us won, the other would be happy for them. Just before the finish line, Fathima overtook me and she ended up winning, and I got second place! I'm really sure she cheated. I was feeling so rubbish at that moment I told her I didn't want to be friends anymore. She said, "Fine by me!" and walked away...

How might Sasha and Fathima be feeling?

Sad and angry.

What has caused the 'falling out'?

Fathima overtook Sasha and won, so Sasha was jealous.

What could help Sasha and Fathima to repair the friendship?

For Sasha to say sorry to Fathima and ask to be friends again.

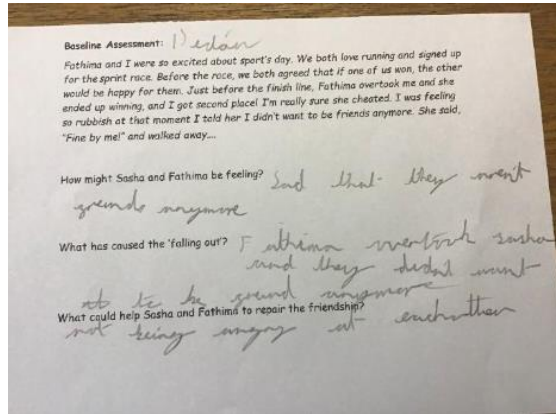
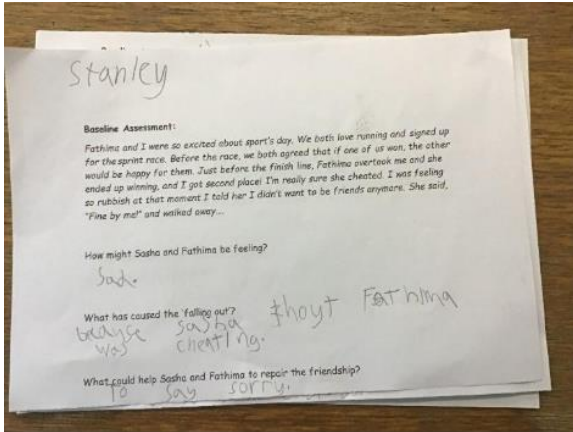
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How might Sasha and Fathima be feeling? *frustrated*

What has caused the 'falling out'? *when one of them walked away*

What could help Sasha and Fathima to repair the friendship? *Say sorry.*



Small group discussion - Which friendships might be easier to repair?

Eric has been friends with **Mason** since year 1. Mason and his family have moved and he has started going to a new school. Eric is finding it hard to keep his friendship with Mason as he lives really far away now.

Jasmine usually plays football with her friend **Amber** at lunchtime. Amber has a new friend in the class, **Ayasha**, and instead of playing football, she plays tag with Ayasha. Jasmine is really upset that she didn't come to football and ignores Amber when she comes back to class.

Alex and **Sophia** both want a turn on the new bikes in the playground. Sophia has her go, but she won't let Alex have a turn. Alex gets really angry and shouts at Sophia.

Jesse and **Serena** have been friends since they were at nursery. They used to spend lots of time together and went to the same after-school club. Now they're in Year 3, they have different clubs and don't see each other much. Jesse has tried to wave at Serena in the playground, but she seems busy playing with her new friends.

Friendships	Easy to repair	Harder to repair	Difficult to repair
Eric and Mason		✓	
Jasmine and Amber	✓		
Alex and Sophia	✓		
Jesse and Serena		✓	

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Jasmine and Amber	✓		
Alex and Sophia	✓	✓	
Jesse and Serena			✓

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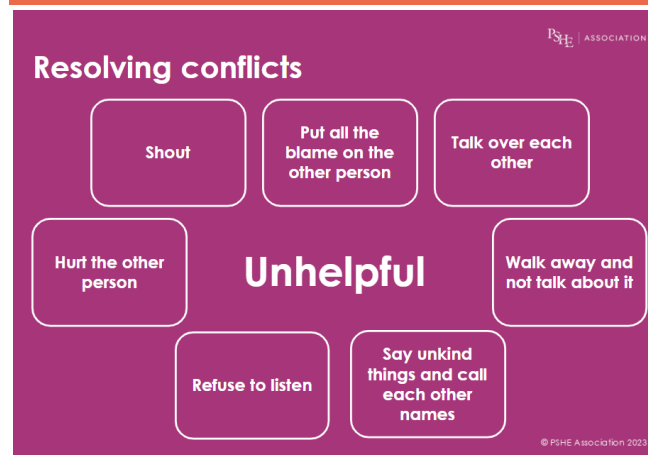
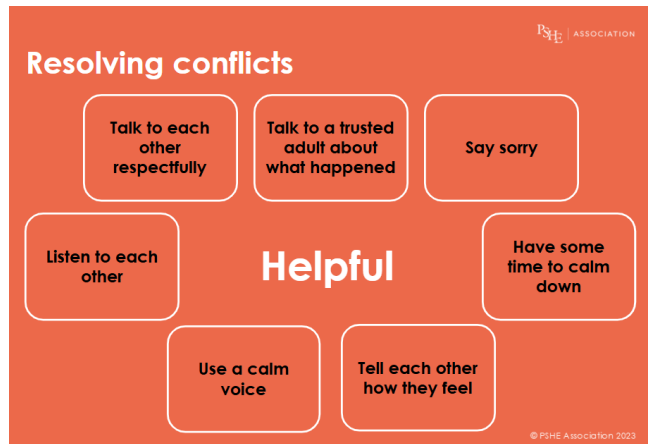
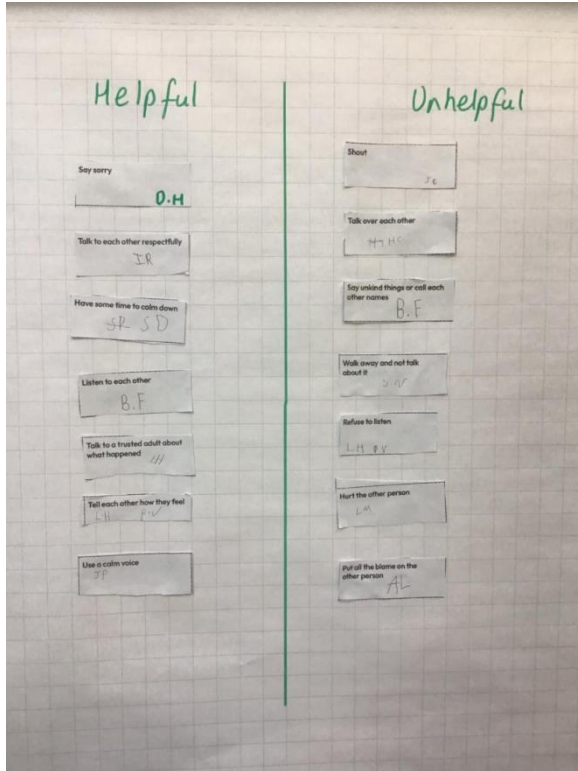
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Friendships	Easy to repair	Harder to repair	Difficult to repair
Eric and Mason		✓	
Jasmine and Amber			✓
Alex and Sophia	✓		
Jesse and Serena		✓	

Paired discussion - strategies for resolving conflicts



Conflict or change?

Character names: Jesse and Sara

Conflict or change?

Conflict	An argument or disagreement	
Change	Something different or new has happened	✓

How do they feel?

sad	unsure	angry	jealous
worried	guilty	uncertain	upset

What could they say?

"Hello Sara, we have been friends in Norway. How about we be friends again?"

"No! I don't want to be playing any game but you can join next time!"

Character names: Alex and Sophia

Conflict or change?

Conflict	An argument or disagreement	✓
Change	Something different or new has happened	

How do they feel?

sad	unsure	angry	jealous
worried	guilty	uncertain	upset

What could they say?

Alex: grrrrr im so angry. np its all your fault. *walks away

sophia: but sorry & wait were still friends? oh well

Character names: Eric and Mason

Conflict or change?

Conflict	An argument or disagreement	
Change	Something different or new has happened	✓

How do they feel?

sad	unsure	angry	jealous
worried	guilty	uncertain	upset

What could they say?

Eric: Hello, Mason I Miss Living with you.

Hi Eric, I really miss like my new horse but I miss living near you.

In a friendship with lots of conflict, it can be a good idea to take 'time out' when it's needed or spend time with other friends.

Post assessment:

Lesson 3 23.09.25 LS /26.09.25 VS

LO: To learn about the benefits and importance of including others.

Baseline Assessment

Baseline Assessment:

Franklin Simpson

What does it mean to be included?

It means people let you play with them and they be kind to you.

What does it mean to be excluded?

it means people don't let you ^{play,} alone ^{alone} and they are being rude to you

Baseline Assessment:

What does it mean to be included?

people do let you join in with activities and games.

What does it mean to be excluded?

people don't let you join in with things.

Baseline Assessment:

What does it mean to be included?

Included means when someone ~~tests~~ wants you to play and they're kind, helpful and want you to be in all the fun not you to be lonely, sad and upset.

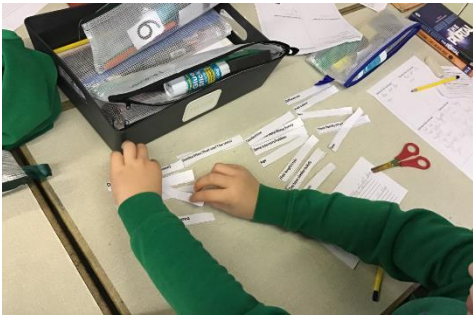
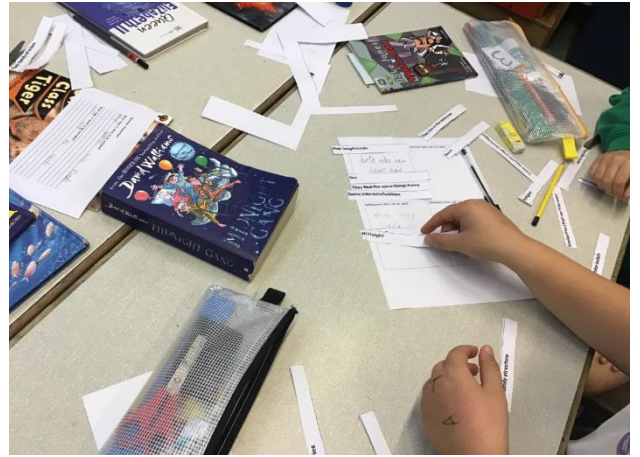
What does it mean to be excluded?

Excluded means when you're pushed out of the game and the people who thought of it don't want you to play anymore.



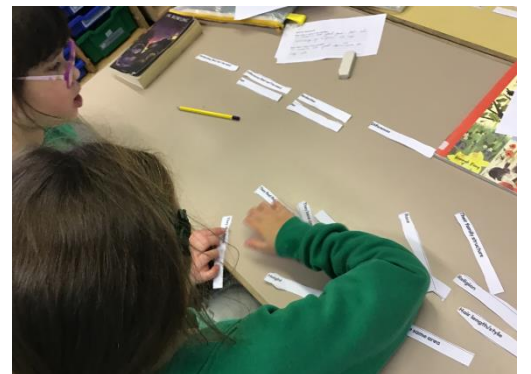
What are the similarities and differences?

<p>Similarities (that can be seen)</p> <p>Hair colour Height Age The Family structure sex</p>	<p>Similarities (that can't be seen)</p> <p>Live in same area. religion hobbies</p>
<p>Differences (that can be seen)</p> <p>Age</p>	<p>Difference (that can't be seen)</p> <p>race</p>



<p>Similarities (that can be seen)</p> <p>gender Family structure they live in the same area they find the same funny stuff</p>	<p>Similarities (that can't be seen)</p> <p>same hobbies They find the same things funny they like music</p>
<p>Differences (that can be seen)</p> <p>Gender color hair texture hair length / style height</p>	<p>Difference (that can't be seen)</p> <p>Age hobbies</p>

<p>Similarities (that can be seen)</p> <p>Height Nationality</p>	<p>Similarities (that can't be seen)</p> <p>music age hobbies</p>
<p>Differences (that can be seen)</p> <p>Hair</p>	<p>Difference (that can't be seen)</p> <p>Religion Race</p>



It is often similarities which can bring friends together, such as living near each other or having a shared hobby.

Small group discussions:

Misha is about to go to basketball club for the first time. On her way, she calls her Mum and says, "I'm feeling really excited, but also quite nervous!". "Of course, you're bound to have some mixed feelings. You'll have lots and fun and meet new people at the club," says Mum reassuringly.

Misha arrives at the basketball session just as the team are warming up. They are laughing and joking loudly together. Misha thinks to herself, they know each other really well. Misha sees the coach and she welcomes her. "I hope you enjoy the game," she says.

During the session, Misha and another member of the team are practising passing. Misha says encouraging things like "Great pass!" but they don't say anything back.

Then, they play a game. Misha tries her best, but not many people pass her the ball. Then, when the other side scores lots of points in a row, her team seems really disappointed and, unlike the other team, they don't have a group huddle at the end.

After the session, Misha collects her bag and changes her shoes. The coach says, "Well done!" to all the players but hadn't noticed Misha.

Just as Misha is leaving, one of the players shouts after her, "Hey, what's your name? Have you even played basketball before, New Girl?" Another player, called Jade says, "Actually her name is Misha, it is Misha, right? Hopefully see you next week?".

What happens in the story that means they feel excluded?

How might they be feeling?

What ways could we make others feel included?





Post assessment

Post Assessment:

A new class member

How might someone new be feeling about joining the class?

nervous anxious shy excluded alone

Be

What can the class do to help the new person feel included?

try not to overwhelm them, smile, be kind, offer to be their friend.

Is there anything else the class should remember?

School values, show them around.

Post Assessment:

A new class member

How might someone new be feeling about joining the class?

happy, scared, excited and shocked

What can the class do to help the new person feel included?

say welcome, how are you? smile at them be friends.

Is there anything else the class should remember?

the school rules! what you should do.

Post Assessment:

A new class member

How might someone new be feeling about joining the class?

shy, nervous - excited

What can the class do to help the new person feel included?

talk with them play with them make them happy

Is there anything else the class should remember?

school values treat others

Dilara

Sara, Aaima and I have been best friends since year 4. Sara and I go to a dance club together, it's so much fun! The next day at school we tell Aaima about the new dances we learnt. She is really supportive but I can tell that she gets a bit sad that she can't come to club as well. We began teaching Aaima the routines at playtime, she is really excited to join in and wants us to make our own dance squad. We've got some exams coming up so we're working hard – the three of us have set up a study group which has helped a lot.

Ruby

I love to spend time with people, and I'm good friends with everyone in my year group. There's always a new game or activity to get involved with, and I love making new friends. It's so exciting getting to know someone new. I enjoy spending time with the younger children too, and now I'm in year 6, I've started volunteer reading with some year 2s. If children need help or are lonely at playtime, I always try to include them in a game.

Jayvon

I started a new school at the beginning of term, and I like it. I don't really know many people well yet but I mostly play with people from my class. I love dodgeball at playtimes. Some of my classmates have been really kind to me since I joined, and that has made me feel better, as I found it a bit scary at first. I've been going to my church since I was little and I have lots of friends there. We are in the band and hang out a lot at weekends. It's a fun community. I have been learning guitar with my friend Tolu and I'm getting so much better. We have our first gig soon!

Rafe

I live quite far away from my school, so I don't see much of my classmates in the holidays or at weekends. I have a best friend called Tim who I've known since I was born who lives close by. We play online games together and our families often get together to celebrate birthdays. I really like time on my own too, as I love reading and watching documentaries. Sometimes Tim will watch them with me, but comedies are his favourite.

How does the character feel about their friendship?

What are the most positive aspects about being in the friendship?

Class discussion

Changing friendships

Aaima and I were such good friends, but now I'm not sure. I've made some new friends in school – they go to dance club too, and since then Aaima doesn't want to join in that much. I have seen Aaima playing more with other people in the class.

- Why has the friendship changed?
- How might Dilara be feeling? And Aaima?
- If Dilara and Aaima wanted to find ways to repair the friendship, what could they do?

Why has the friendship changed?

How might Dilara be feeling??

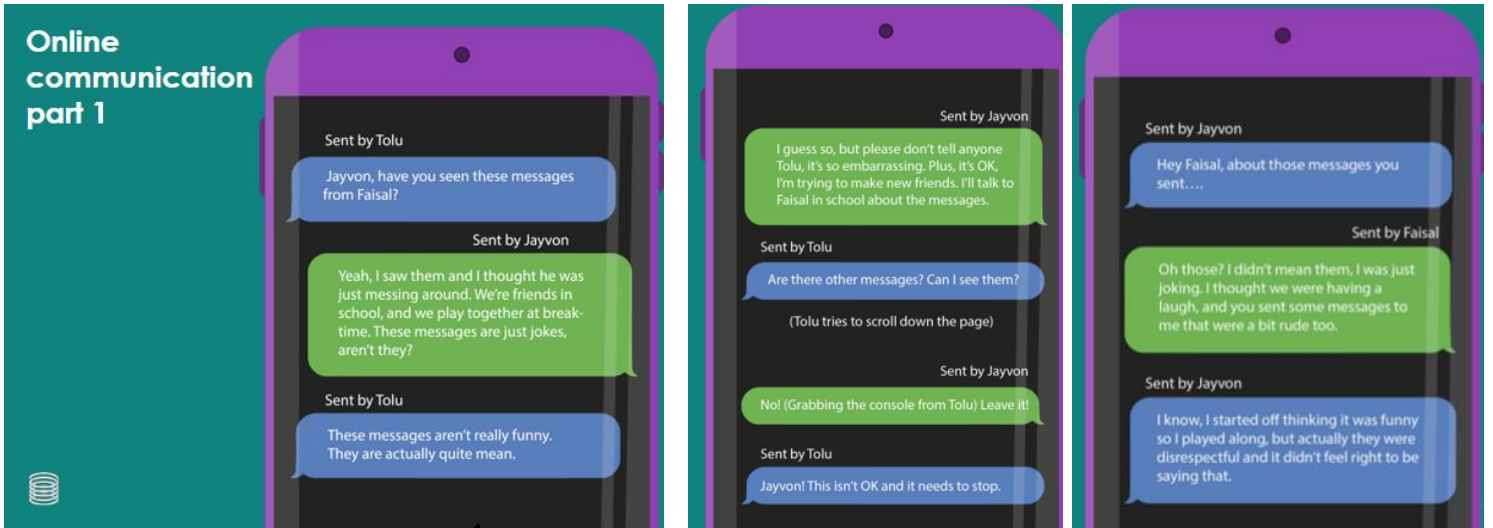
Sometimes friendships change or end. This is very common as someone grows older and their circumstances change for example, moving class. However, everyone should try to still be kind and respectful to each other, even if they are no longer close friends.

Paired Discussion - What ideas are respectful?



Online Communication

Online communication part 1



How might Jayvon be feeling?

What could Jayvon and Tolu do next?

Communicating online is different to being with someone in real life and that it can be harder to know how the other person is going to react or feel, especially as we often can't see their facial expressions or body language or hear someone's tone of voice during online conversations. This means misunderstandings or hurting someone's feelings might happen more often. It can be quick and easy to send messages online, and this can encourage people to respond quickly before thinking through what they are going to say. However, it is important to keep what is said respectful, as if they were there in person. Emphasise that if issues do arise from online communication, it can be helpful to resolve them in person with the help of a trusted adult.

Activity

- Being kind
- Sport each other
- ~~Share~~ sharing
- Play together
- listen
- have fun
- encour
-
-

- be kind
- be nice to your friend
- you could play together
- Sharing ideas
- let them play with you
- do what they say
- accept who they are
- accept different people
- ~~DONT IGNORE THEM~~
-

- Be Kind
- Be respect
- you & your marks
- make share things
- don't hit them
- Share your toys
- Play with them
- Listen to them
- don't ignore them

- Be Kind
- Respect differences
- Accept changes
- caring/loving
- ask each other
- don't ignore
- Sharing
- Play nice
-

Post Assessment

We revisited our responses to the questions in the silent debate and added our new learning.

Lesson 5 7.10.25 LS/ 10.10.25 VS

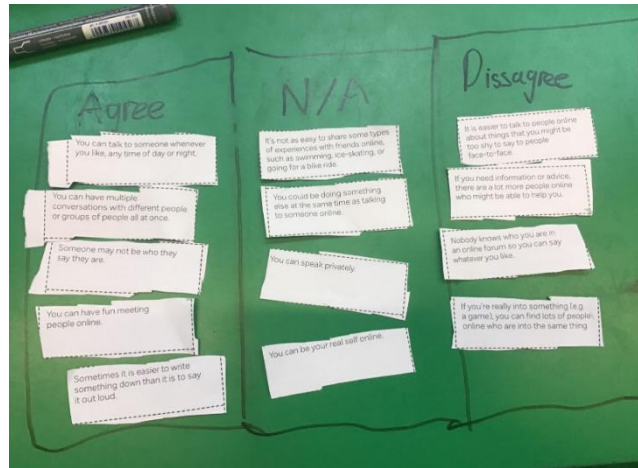
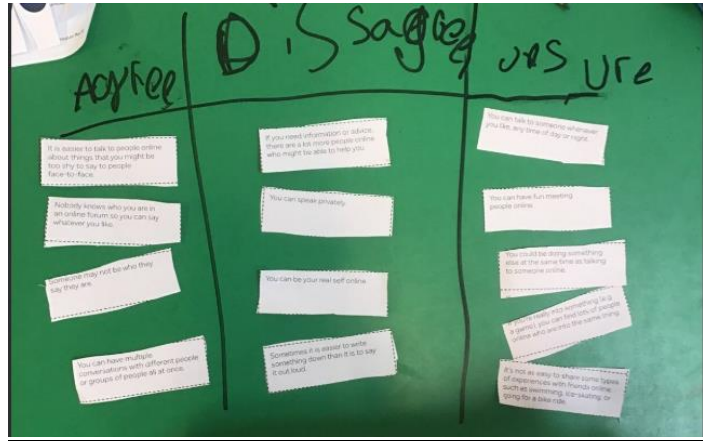
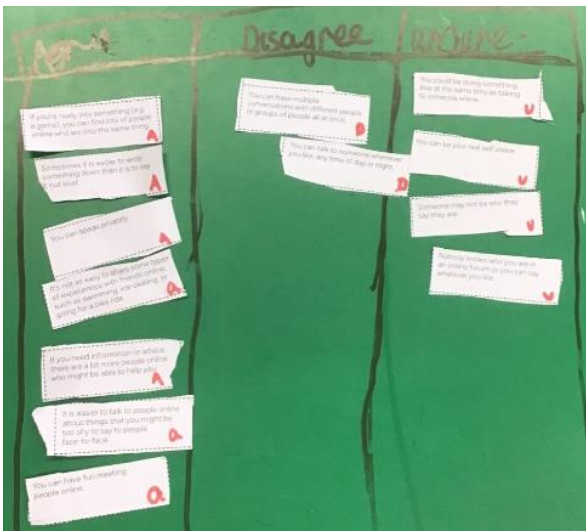
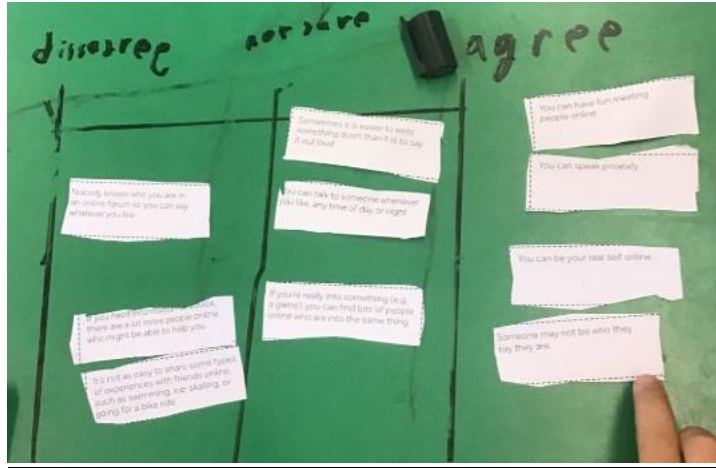
LO: To identify how communicating with friends and others online differs from face-to-face friendships.

Baseline Assessment



EVIDENCE NOT RECORDED BY TEACHERS.

Small group discussion



Do you agree or disagree with the statements?

Paired discussion

What advice would you give?

Read Jaz's story, then discuss these questions:

- Is Jaz's online relationship healthy and safe?
- What clues are there to help you decide? (you could mark these with a highlighter pen)
- What advice would you give Jaz at the end of the story?

Jaz is 12 years old and in the first term at secondary school. Jaz still has friends from primary school but they are at different schools, so don't see so much of one another any more. Jaz hasn't made friends at the new school yet, and has been feeling a bit lonely.

One evening Jaz finds a website which seems to have lots of friendly people on it helping one another out with homework questions or information. Jaz sets up an account with the name Jaz2006, and is soon chatting with others on the site, getting information for homework, and giving other people information that they need too. Jaz gets on particularly well with one person called JustMe, and soon they are chatting about all kinds of things. Jaz's parents don't know about the website, or about the friendship with JustMe.

JustMe says they are the same age as Jaz and they seem to have lots in common. Jaz finds that it is easy to tell JustMe about being lonely at school. JustMe is really sympathetic and gives Jaz lots of helpful advice. Jaz starts to spend a lot of time on the website chatting to JustMe, and ignores texts and messages from old primary school friends. Every day Jaz rushes home from school to get online to chat to JustMe. When Jaz's parents ask Jaz to come and join in things with the family, Jaz says there is too much homework to do, and stays upstairs on the website with JustMe. Jaz is very tired and grumpy some mornings, from staying up, because JustMe prefers to go to bed much later.

One day Jaz has a message from JustMe saying 'Amazing news! My parents say I can go to the same school as you! Shall we meet up so we can walk to school together on my first day?' Jaz replies 'That's awesome! I'll tell my mum.' JustMe replies 'No, don't do that - it'll spoil things. What if your mum decides to turn up too? Embarrassing! Let's not tell anyone then we can just go on our own and chat.' Jaz can't wait to meet JustMe, but now feels a bit unsure.

Read Jaz's story, then discuss these questions:

- Is Jaz's online relationship healthy and safe?
- What clues are there to help you decide? (you could mark these with a highlighter pen)
- What advice would you give Jaz at the end of the story?

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chat with people like you're secretly chat friend you won't tell them

be keep in contact and don't read like friends

Make new friends at a your secondary school.

tell your parents/mum a safe adult.

spend time with real people not just people online, that even if they give you advice.

BE SMART ONLINE

- S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.
- M MEET** Meeting up with someone you only know online, even a friend or a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk
- A ACCEPTING** Think carefully before you click on or open something online such as links, adverts, friend requests, photos as you never know where they may lead to or they may contain viruses. Do not accept anything if you are unsure of who the person is or what they've sent you.
- R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.
- T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childnet - 0800 11 11 or www.childnet.org.uk
- BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM

Is the online relationship healthy and safe?

We can follow these rules to help us stay safe online.

Activity - Friendship issues in storyboards


<p>Martine and Asad had an argument in the corridor at school.</p>	<p>Later that day, Martine wrote a nasty comment about Asad on the school drama club online chat page. All the members of the club saw it. So did Asad.</p> <p>Asad should change schools</p>	<p>The next day, Martine and Asad are paired to work together in drama club.</p> <p>talk about the photo -</p>	<p>What happened next...?</p> <p>Martine left the school on the pickup and Asad deleted the page</p>
<p>Rani and Shaheera had been mucking around taking funny photographs of each other making silly faces.</p> <p>they might start a fight</p>	<p>Later that day, Rani decided to take some really embarrassing photographs of herself and send them to Shaheera to make her laugh.</p> <p>it could make her feel worse</p>	<p>The next day, Shaheera sent the photographs to everyone else in the class.</p> <p>Rani would be sad</p>	<p>What happened next...?</p> <p>tell on adult</p>
<p>Phillipe and Marek disagreed about which football team was best.</p> <p>they are both good.</p>	<p>Later that day, Marek sent Phillipe lots of horrible text messages saying that his team were the worst football team ever.</p> <p>let there</p>	<p>The next day, Phillipe and Marek met in the playground just before school.</p> <p>they will talk about it</p>	<p>What happened next...?</p> <p>agree that they're both good</p>

<p>Martine and Asad had an argument in the corridor at school.</p>	<p>Later that day, Martine wrote a nasty comment about Asad on the school drama club online chat page. All the members of the club saw it. So did Asad.</p> <p>Asad</p> <p>EVERYONE SAW IT</p>	<p>The next day, Martine and Asad are paired to work together in drama club.</p>	<p>What happened next...?</p> <p>Don't leave a mean comment</p>
<p>Rani and Shaheera had been mucking around taking funny photographs of each other making silly faces.</p> <p>SILLY</p>	<p>Later that day, Rani decided to take some really embarrassing photographs of herself and send them to Shaheera to make her laugh.</p> <p>she give</p> <p>POOR RANI</p>	<p>The next day, Shaheera sent the photographs to everyone else in the class.</p> <p>SAD</p>	<p>What happened next...?</p> <p>Delete the photos and apologise to the class.</p>
<p>Phillipe and Marek disagreed about which football team was best.</p>	<p>Later that day, Marek sent Phillipe lots of horrible text messages saying that his team were the worst football team ever.</p> <p>MAD! SAD!</p>	<p>The next day, Phillipe and Marek met in the playground just before school.</p> <p>PARK</p>	<p>What happened next...?</p> <p>Don't text the messages EVER again.</p>

Martine and Asad had an argument in the corridor at school.	Later that day, Martine wrote a nasty comment about Asad on the school drama club online chat page. All the members of the club saw it. So did Asad.	The next day, Martine and Asad are paired to work together in drama club.	What happened next...?
Say Sorry (E.O.P) 	don't say mean things nothing rise to say don't say anything	Don't say sorry Deal With it.	they make up. Say Sorry don't be mean

Rani and Shaheera had been mucking around taking funny photographs of each other making silly faces.	Later that day, Rani decided to take some really embarrassing photographs of herself and send them to Shaheera to make her laugh.	The next day, Shaheera sent the photographs to everyone else in the class.	What happened next...?
don't post them	NICE! Wonderful!	ask to unsee delete the photos	don't know? laugh play

Martine and Asad had an argument in the corridor at school.	Later that day, Martine wrote a nasty comment about Asad on the school drama club online chat page. All the members of the club saw it. So did Asad.	The next day, Martine and Asad are paired to work together in drama club.	What happened next...?
			Talk about it - remove the post - apologise.

Rani and Shaheera had been mucking around taking funny photographs of each other making silly faces.	Later that day, Rani decided to take some really embarrassing photographs of herself and send them to Shaheera to make her laugh.	The next day, Shaheera sent the photographs to everyone else in the class.	What happened next...?
		- Rani is embarrassed/felt betrayed. Rani Shaheera 	- Rani should tell an adult. - Rani should ask Shaheera to take them down.

Phillipe and Marek disagreed about which football team was best.	Later that day, Marek sent Phillippe lots of horrible text messages saying that his team were the worst football team ever.	The next day, Phillippe and Marek met in the playground just before school.	What happened next...?
	Marek = = = = = = Phillippe = = = = = =		tell an adult. to support them fixing situation.

Post Assessment

We returned to the baseline activity and reviewed the post-it notes we wrote earlier.

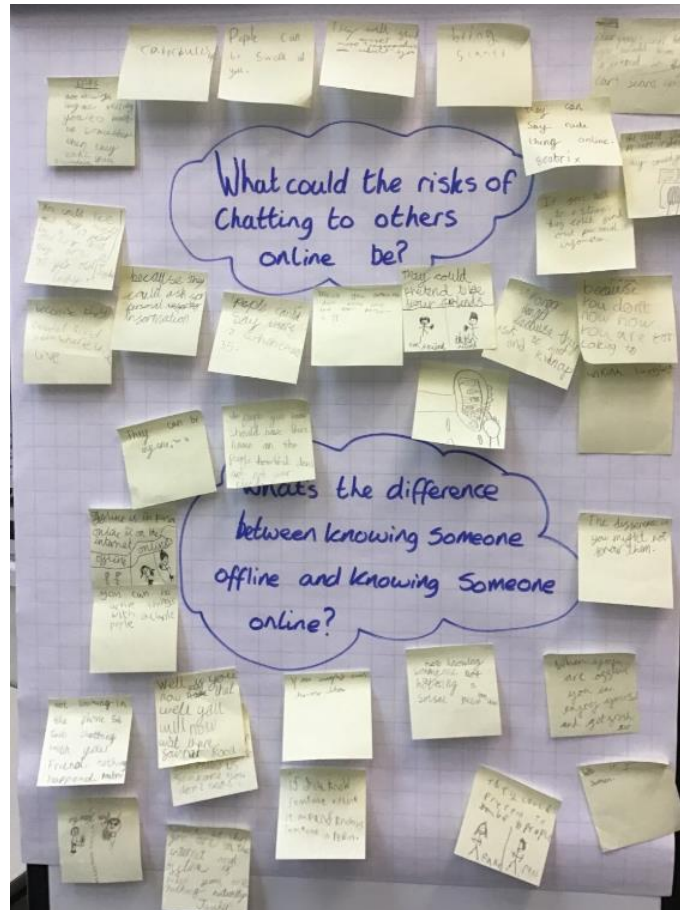
We added any further ideas on different colour post-it notes.

EVIDENCE NOT RECORDED BY TEACHERS.

Lesson 6 - 23.10.25 JR / MK

LO: To understand how online relationships are different to offline relationships. To know what to do if online communication makes you feel worried, uncomfortable or frightened.

Baseline Assessment



Game - Who am I?

We are going to start today's lesson with a game!

In a moment, you will need to close your eyes.

If you feel a gentle tap on your shoulder, then you will know you have been chosen.

You will be asked to speak while everyone's eyes are still closed.

You have to say the following words out loud...

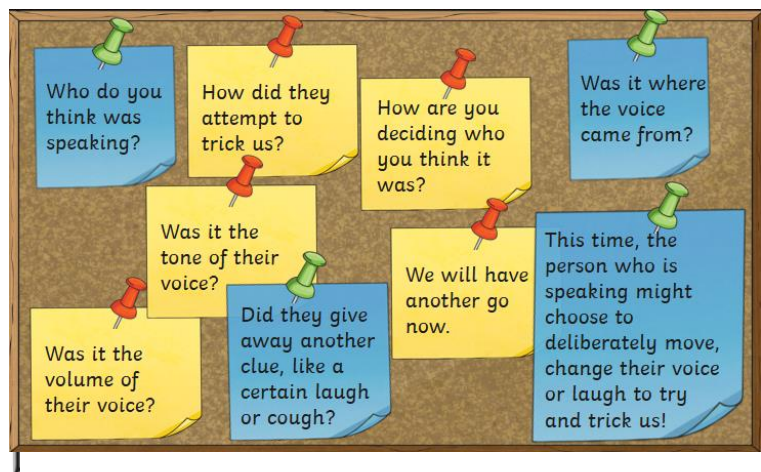
'Can you guess who I am? I am, or am I?'

You can decide whose name you say.

You can say someone else in the class or you can say your own name but you have to try and disguise your voice.

When the person has spoken, you will all be told to open your eyes and we will try and decide who has spoken!

Let's go!



Activity - How do you use the internet?

I use the Internet to ...	I do this on my ...
video call my grandma	mum's phone
play ROBLOX	on My iPad
Search on Google	on My Dad's Laptop
Watch something on youtube	On TV
play something on games	PS1/3/5, Tablette smart
Microsoft	Tablet

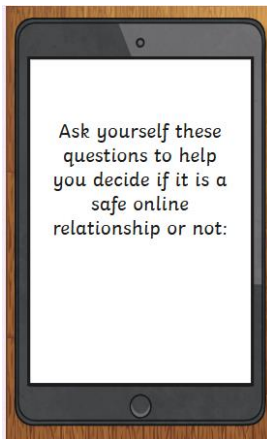
I use the Internet to ...	I do this on my ...
video call my grandma	mum's phone
PLAYING MINECRAFT	OWN PHONE
Playing Pokemon	My Switch
researching	Tablet

What are the risks of online relationships?

I use the Internet to ...	I do this on my ...
video call my grandma	mum's phone
play games	wii
ask questions?	Phone
text message	tablet
reddit	mum's I-pad
call my friends	tablet
watch youtube	tablet
MUSIC	tablet or phone or laptop

I use the Internet to ...	I do this on my ...
video call my grandma	mum's phone
listen to music on spotify	ipad touch 6G
Make videos	PS5
Play minecraft	Nintendo switch
play roblox	ipad tablet
Play minecraft	Xbox 360
go onto google	iphone 14
play other bot VR	PS4 VR

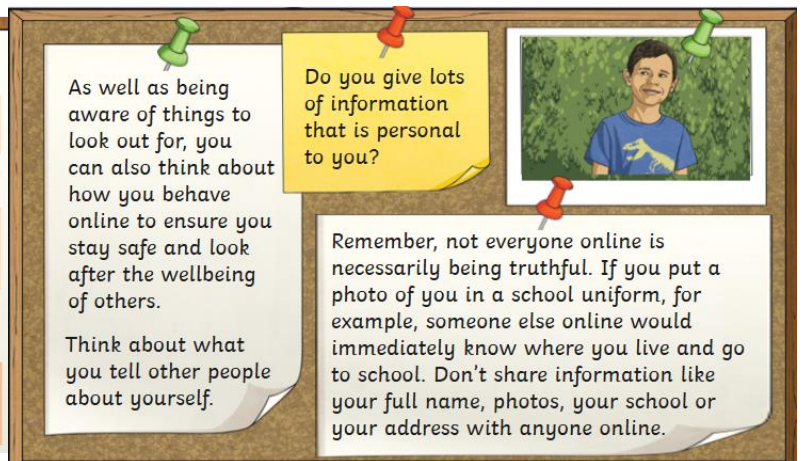
What are the warning signs?



Ask yourself these questions to help you decide if it is a safe online relationship or not:

- Do things feel a bit too good to be true in how they behave?
- Do they offer you gifts and make you promises?
- Do they put you under pressure or try and convince you to do something?
- Do they want to send you 'private messages' or ask more information about you?
- Do they try and convince you that your chat or them as a person should be a secret?

If you see or experience any of these online behaviours, you must tell a trusted adult immediately.



As well as being aware of things to look out for, you can also think about how you behave online to ensure you stay safe and look after the wellbeing of others.

Think about what you tell other people about yourself.

Do you give lots of information that is personal to you?

Remember, not everyone online is necessarily being truthful. If you put a photo of you in a school uniform, for example, someone else online would immediately know where you live and go to school. Don't share information like your full name, photos, your school or your address with anyone online.

Small Group Discussion - Scenarios

You are on your home computer when a message appears that says:

How would you respond?

Remember, be aware, communicate safely and get help.

you nice try to scam me I don't want to tell you I don't know you

You are on your home computer when a message appears that says:

How would you respond?

Remember, be aware, communicate safely and get help.

NO, I will not give school address because I don't if you are Zara and I don't even are 9 years old.

You are on your home computer when a message appears that says:

How would you respond?

Remember, be aware, communicate safely and get help.

I don't trust you!

You are on your home computer when a message appears that says:

How would you respond?

Remember, be aware, communicate safely and get help.

don't tell she could be nice if I tell you

You are playing on a computer game after school. Your nan is looking after you and she is cooking tea. Your friend from school comes online and sends you a message saying:

How would you respond?

Remember, be aware, communicate safely and get help.

Number one I am not telling you nothing you are a lie I am not listening byeee you are annoying go away now I am telling my mum she's taking

You are playing on a computer game after school. Your nan is looking after you and she is cooking tea. Your friend from school comes online and sends you a message saying:

How would you respond?

Remember, be aware, communicate safely and get help.

NO, I will tell my nan!

You are playing on a computer game after school. Your nan is looking after you and she is cooking tea. Your friend from school comes online and sends you a message saying:

How would you respond?

Remember, be aware, communicate safely and get help.

My mum would tell me about it to me

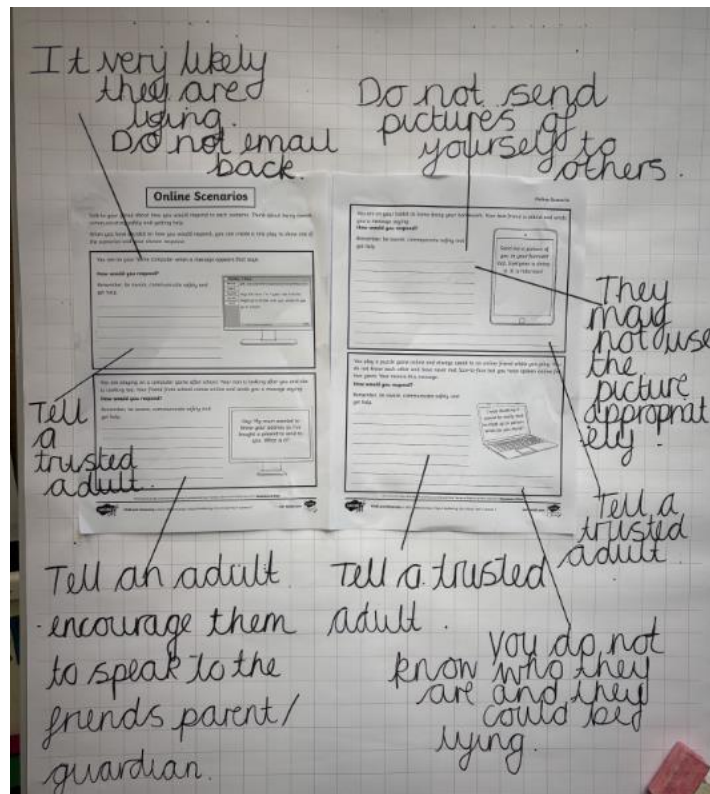
You are playing on a computer game after school. Your nan is looking after you and she is cooking tea. Your friend from school comes online and sends you a message saying:

How would you respond?

Remember, be aware, communicate safely and get help.

NO DON'T TELL HER! She is lying you could tell her you know she is your friend she is not your mother she is not your

What should we do if we have a worry?



Post Assessment - What have you learnt today to help keep yourself safe?

In real life we spend time with strangers, but this is usually in a familiar setting and we know the purpose of the stranger with are communicating with. OM

Online, we cannot always see the person. AP

If something feels to go to be true, it probably is. IM

An online relationship should not be secret if it is healthy. LR

You should always share worries with a trusted adult. AM

Don't share pictures in your school uniform or other personal information. AH