



2BeSafe Parent Information: Copyright and Ownership

Introduction to 2BeSafe

At school, we help children learn how to stay safe in today's fast-changing digital world through 2BeSafe, a programme created by 2Simple on Purple Mash. Based on the national Education for a Connected World guidance, 2BeSafe covers eight key areas that prepare children for life online. From Reception to Year 6, children take part in short sessions across the year, giving them clear teaching points and time to reflect and discuss their digital choices.

Copyright and Ownership

When children create something — a picture, story, video, or piece of music — it belongs to them. This strand teaches children about ownership of digital content: how to protect their own work, respect the rights of others, and give credit when using material online. As they progress through school, they learn that not everything online can be copied or reused, how to find content that is safe to share, and the consequences of using work unfairly. By the time they leave primary school, children will have a greater understanding of copyright, ownership, and responsible online behaviour.

What the Children will be Learning:

Reception: Children learn that the work they create, such as a picture or story, belongs to them. They practise naming their work so others know it is theirs.

Year 1: Children begin to explain why their creations belong to them, for example “I designed it” or “I filmed it.” They learn how to save their work with a clear name so it is recognised as theirs. They also understand that work created by other people does not belong to them, even if they save a copy.

Year 2: Children learn that content found online often belongs to other people. They begin to explain why it is important to respect that ownership.

Year 3: Children explore why copying someone else's work from the internet without permission is unfair and can cause problems.








Year 4: Children learn to think carefully about who owns content they find online, such as music, images, or videos, and whether they have the right to use it. They are introduced to simple examples of things they must not reuse without permission.

Year 5: Children begin to assess when it is acceptable to use someone else's work and when it is not. They also learn how to find content that is allowed to be reused, such as resources labelled for sharing.

Year 6: In their final year, children practise using search tools to find content that can be reused by others. They also learn how to give credit by referencing and acknowledging the sources they have used from the internet.



Ways to Support Your Child at Home

-  **Celebrate their creations** – Encourage children to put their name on their work (art, stories, or digital projects) so they feel pride and ownership.
-  **Talk about respecting others' work** – Explain that just because something is online doesn't mean it's free to use.
-  **Model fair use** – Show how you use images, music, or information by crediting the source or choosing content that is free to reuse.
-  **Discuss copying vs. creating** – Help children see the difference between making their own content and taking someone else's without permission.
-  **Explore safe resources** – Introduce websites that provide copyright-free images, music, or videos that children can use for their projects.
-  **Explain consequences** – As children get older, talk about why downloading or sharing content illegally can cause problems and why respecting copyright is important.
-  **Encourage giving credit** – Teach children to acknowledge creators, for example, by adding "Image by..." or "Music from..." when they use online resources.



2BeSafe Parent Information: Health, Wellbeing and Lifestyle

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Health, Wellbeing and Lifestyle

Technology is a big part of children's lives, offering great opportunities for learning and fun but also affecting health and wellbeing. This strand helps children explore how technology influences mood, sleep, health, and relationships, while recognising both positives (like fitness or mindfulness apps) and negatives (such as too much screen time or age-inappropriate content). They also learn about online spending, persuasive design, and the importance of balance.

By the end of primary school, children develop strategies to use technology positively — taking breaks, setting limits, and balancing screen time with healthy habits.

What the Children will be Learning:

Reception: Children learn simple rules for staying safe and healthy when using technology at home and beyond. They practise giving examples of these rules, such as taking turns, asking before using a device, or taking breaks.

Year 1: Children begin to explain the rules that help them stay safe when using technology, both at home and in other places.

Year 2: Children learn that technology is used in many different environments, such as at home or in public places. They discuss simple guidance to keep themselves and others safe when using devices in these settings.

Year 3: Children explore the idea that spending too much time using technology can sometimes affect health, mood, sleep, or relationships. They learn to recognise both positive and negative online activities that can take up lots of time. They also discuss why some online content has age restrictions and why it is important to follow them, including what to do if they feel pressured to access something inappropriate.

Year 4: Children begin to recognise how technology can sometimes distract them from other activities. They talk about situations where it may be helpful to limit screen time and discuss simple strategies to manage this.

Year 5: Children develop a deeper understanding of how technology can affect health and wellbeing, both positively (such as through fitness or mindfulness apps) and negatively. They learn practical tips for healthy technology use, explore the benefits and risks of online health information, and understand the importance of checking things with trusted adults or professionals. They also learn about in-app purchases, loot boxes, and why they should always ask permission before spending money online.

Year 6: In their final year, children learn about systems that regulate age-related content (such as PEGI ratings for games or BBFC ratings for films) and why these are important. They explore how technology can create pressures, including persuasive designs that keep people online for longer. They also learn strategies to protect their health, such as taking breaks, using night-shift mode, sitting correctly, and balancing screen time with sleep, diet, and exercise.



Ways to Support Your Child at Home

- Create healthy routines** – Encourage regular breaks from screens, especially before bedtime, to support good sleep.
- Model balance** – Show your child how you balance online and offline activities in your own life.
- Talk about age restrictions** – Explain why games, films, and apps have age ratings and why it's important to stick to them.
- Discuss online spending** – Teach children about in-app purchases and the importance of asking permission before buying anything online.
- Encourage positive use** – Explore wellbeing apps, creative tools, or educational platforms together to show how technology can be helpful.
- Support self-awareness** – Ask your child how they feel after using technology — happy, calm, frustrated, or tired — and discuss strategies to manage those feelings.
- Help them recognise pressure** – Talk about how apps, games, and websites are sometimes designed to keep people online for longer, and explore ways to manage this, such as setting timers or using “night mode.”
- Keep conversations open** – Reassure your child that they can talk to you if they feel pressured or if technology is affecting their health, sleep, or relationships.



2BeSafe Parent Information: Managing Online Information

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Managing Online Information

The internet is a powerful tool, but not everything online is true, accurate, or safe. This strand teaches children how to search effectively, think critically about what they see, and make safe, informed choices.

From the early years, they learn the basics of finding information and spotting what is real or made up. As they progress, they develop skills to judge reliability, recognise advertising and fake news, and understand how online content can influence behaviour.

By Year 6, children can evaluate sources, identify misinformation, and use strategies like checking multiple sites and flagging inappropriate content to stay safe and informed.

What the Children will be Learning:

Reception: Children learn that the internet can be used to find information. They begin to identify different devices they can use to go online, such as a computer, tablet, or phone.

Year 1: Children are introduced to simple ways of finding information using digital tools like search engines or voice assistants. They learn that the internet contains all kinds of content — things they like, things they don't like, and things that may be real or make-believe. They also practise asking a trusted adult for help if they see something that upsets or worries them.

Year 2: Children begin using simple keywords in search engines and practise navigating web pages using links, tabs, and buttons. They learn that voice assistants (like Alexa or Siri) are not real people. They also discuss the difference between “real” and “made up” information and learn that not everything they find online is true.

Year 3: Children practise using key phrases in search engines and learn about features like autocomplete. They discover how the internet can be used to buy and sell things, and they begin to understand the difference between beliefs, opinions, and facts. They also talk about how to get help if they see something upsetting online.

Year 4: Children learn to judge whether online information is accurate and why it's important to make their own decisions. They explore different online spaces such as social media, video sites, or image platforms, and think about how advertising and pop-ups encourage people to buy things. They also learn about fake news, how technology can imitate people (like bots), and why lots of people sharing the same opinion doesn't necessarily make it true.

Year 5: Children explore the benefits and limitations of different search technologies, such as voice search. They begin to understand what it means to be sceptical and how to decide whether content is trustworthy. They learn about adverts, targeted content, and sponsorship, and how stereotypes can be spread online. They also explore how hoaxes and fake news can influence people's feelings and behaviour, and why it's important to think carefully before sharing.

Year 6: In their final year, children learn in more depth how search engines work and how results are ranked. They practise evaluating information for reliability and learn how opinions may sometimes be presented as facts. They discuss persuasion, manipulation, and targeted advertising, and how persuasive design can influence people's choices. They also explore the difference between misinformation and disinformation, why repeated information may still be untrue, and how to flag or report inappropriate content.



Ways to Support Your Child at Home

- Search together** – Show your child how you use search engines and talk about why you choose certain results over others.
- Discuss real vs. made-up** – Encourage younger children to think about whether what they see online could be imaginary or unrealistic.
- Explain adverts and pop-ups** – Talk about how websites use advertising to make money, and why some offers or pop-ups should not be trusted.
- Encourage scepticism** – Teach children to ask, “Who made this? Why did they make it? Can I trust it?”
- Model fact-checking** – Show that you also double-check information by looking at more than one reliable source.
- Talk about persuasion** – Discuss how influencers, adverts, or clickbait headlines are designed to grab attention and shape choices.
- Explore fake news** – Share examples together and explain why people might create or spread false stories or images.
- Promote safe responses** – Remind children they can come to you if they see something that looks suspicious, upsetting, or misleading online.



2BeSafe Parent Information: Online Bullying

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Online Bullying

Bullying is a serious issue, and technology can make it easier for harmful behaviour to happen. This strand teaches children what online bullying looks like, how it affects people, and why it is never the victim's fault. They learn how to recognise unkind behaviour, respond safely, and seek help from trusted adults or reporting services.

As they progress, children explore issues such as "banter" that goes too far, the differences between online and offline bullying, and how to report or capture evidence.

By the end of primary school, they are equipped with practical tools to help them deal with online bullying and offer support to others.

What the Children will be Learning:

Reception: Children begin by learning that some people can be unkind online. They explore how unkind behaviour might look and talk about the feelings it can cause, such as sadness or upset.

Year 1: Children learn how to behave online in positive ways that do not upset others. They practise giving examples of kind and respectful behaviour.

Year 2: Children are introduced to the concept of bullying. They learn what bullying is, how it can happen online, and how it can affect people's feelings. Importantly, they are taught that anyone being bullied is not to blame and that help is always available.

Year 3: Children discuss why it is important to behave appropriately towards others online. They look at different ways bullying behaviour may appear online and identify how someone can seek support if it happens.

Year 4: Children begin to recognise when others are upset, hurt, or angry online. They learn that bullying can happen through different types of media such as images, videos, texts, or chats. They also explore how what they post can affect others' feelings and how it might impact their own reputation.

Year 5: Children deepen their understanding by exploring how online bullying can be different from bullying in real life. They think about how joking or "banter" can sometimes be experienced as hurtful or bullying. They learn strategies for getting help, including how to report bullying, block abusive users, and access helplines such as Childline or The Mix.

Year 6: In their final year, children learn practical strategies to deal with online bullying, such as how to capture evidence (screenshots, URLs, profiles) and share it with trusted adults. They also explore how to report bullying in different online contexts.



Ways to Support Your Child at Home

- Talk openly about kindness online** – Discuss how words, images, or videos shared online can affect others, even if they seem like a joke.
- Encourage empathy** – Ask your child how they think someone might feel if they were left out, teased, or targeted online.
- Explain what bullying is** – Make sure your child knows that bullying is repeated, intentional, and hurtful behaviour, and that anyone who experiences it is not to blame.
- Model respectful behaviour** – Show how you interact positively online and explain why treating others with respect matters.
- Teach safe responses** – Encourage your child not to reply to bullying messages and to block or mute abusive accounts if needed.
- Show them where to get help** – Remind children they can always talk to you or another trusted adult. Share support services such as Childline and The Mix and explain that reporting bullying is a positive step.
- Practise evidence-keeping with older children** – Talk about how to take screenshots or save messages if bullying happens, so they can share it with you, their school, or another trusted adult.



2BeSafe Parent Information: Online Relationships

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Online Relationships

Children use technology to connect in many ways — from messaging and video calls to gaming and sharing pictures. This strand teaches them how online relationships can be positive but also bring risks. They learn about kindness, respect, consent, and safe communication with both friends and strangers.

As they move through school, children build skills to manage online friendships, think critically about communities, and understand the consequences of sharing content. By Year 6, they learn how to set boundaries, protect their digital reputation, and support others in staying safe online.

What the Children will be Learning:

Reception: Children begin to recognise simple ways the internet can be used to communicate. They think about how they already use technology to talk to people they know, such as sending a message or making a call.

Year 1: Children learn that they should ask permission before doing things online and understand why this is important. They practise communicating with people they know, with adult support, and begin to explore why it matters to be kind, considerate, and respectful to others online — even if people don't always find the same things funny or upsetting.

Year 2: Children start to understand that people may use technology to communicate with strangers, and why this can be risky. They learn about asking permission before sharing information, how to say “no” or “I’m not sure,” and why it’s important to respect other people’s choices. They are encouraged to always ask a trusted adult before agreeing to anything online and to seek help if something happens without their consent.

Year 3: Children explore how people with similar interests can meet online and think about the difference between “knowing” someone online and knowing them in real life. They learn that trusting someone online is not the same as liking them, and that it is okay to change their mind if they feel unsure. They also discuss the importance of permission when sharing things online, just as they would when sharing offline.

Year 4: Children learn strategies for enjoying online social environments safely, such as gaming or livestreaming. They practise recognising respectful and unhealthy behaviour, and they reflect on how content that seems unimportant to one person may hold real meaning or feelings for others.

Year 5: Children explore more forms of online communication, such as emojis, memes, and GIFs. They learn that while online communities can be positive, there are also people who may want to cause harm, and this is never the child’s fault. They consider how to collaborate positively online, how to support others, and when it is important to seek help from a trusted adult.

Year 6: In their final year, children think critically about the impact of sharing online, both positive and negative. They learn the importance of respecting boundaries when sharing about others and understand that even private sharing (such as screenshots) can have unintended consequences. They also discuss the risks of taking or sharing inappropriate or embarrassing images and learn how to get help if they or someone else feels worried.



Ways to Support Your Child at Home

- Talk about online friendships** – Ask your child who they enjoy talking to online and what they like about it. Encourage them to share both positive and negative experiences.
- Model kindness and respect** – Show how to communicate politely online and remind children that tone and humour can be misunderstood in messages.
- Reinforce permission and consent** – Practise asking before sharing photos, stories, or videos, and encourage children to do the same with friends and family.
- Discuss strangers online** – Explain that not everyone online is who they say they are and encourage your child to come to you if they're unsure or feel pressured.
- Encourage balance** – Help children set limits around gaming, messaging, or livestreaming so that online time doesn't take over.
- Talk about consequences of sharing** – Discuss how screenshots, reposts, or "private" messages can still be shared widely and may affect others' feelings or reputations.
- Know where to get help** – Reassure your child they can always talk to you or another trusted adult. Remind them that support is also available from school or services such as Childline.



2BeSafe Parent Information: Online Reputation

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Online Reputation

When children go online, they leave behind a “digital footprint.” This strand teaches them that anything shared — a name, picture, or post — can be copied, shared, or seen for a long time.

As they progress, children learn to manage their online presence, from asking permission before posting to understanding that others may make unfair judgements based on online information.

By the end of primary school, they will have developed strategies to protect a positive online reputation through privacy settings, safe sharing, and thoughtful choices.

What the Children will be Learning:

Reception: Children learn that they can put information on the internet, such as writing their name, sharing a picture, or posting a message, and begin to think about how this works.

Year 1: Children start to understand that information shared online can stay there and be copied by others. They learn that some information should not be shared without checking with a trusted adult first.

Year 2: Children find out that once information is online, it can last a long time and be seen by others. They are encouraged to ask for help if something is shared without consent or if the information is wrong.

Year 3: Children learn how to search for information about people online and think about what is safe or not safe to share about themselves. They understand the importance of being careful with personal details and know to ask for guidance if they are unsure.

Year 4: Children continue to explore how information about people can be found online. They learn that information may have been created, copied, or shared by others, and not always by the person themselves.

Year 5: Children develop the skills to search for information about individuals online and summarise what they find. They also learn that online information can be used by others to form judgements about a person — and why those judgements may not always be fair or correct.

Year 6: In their final year, children explore how to build and protect a positive online reputation. They discuss strategies for safeguarding their digital identity, including the use of privacy settings and understanding different levels of anonymity.



Ways to Support Your Child at Home

- Talk about their digital footprint** – Explain that things shared online can stay there for a long time, even if deleted.
- Encourage careful sharing** – Remind children to check with a trusted adult before posting pictures, names, or personal details.
- Model positive behaviour** – Show how you share responsibly online (e.g., asking before posting family photos).
- Discuss how others may judge online content** – Help children understand that not everything seen online is accurate, and that people may make assumptions from what they see.
- Explore privacy settings together** – Teach children how to adjust privacy options on devices, apps, and games to control who sees their information.
- Highlight the positives** – Talk about how the internet can also be used to create a positive profile, such as sharing achievements, hobbies, or creative work.
- Reassure and guide** – Let children know they can always come to you if something has been posted without their permission or makes them feel uncomfortable.



2BeSafe Parent Information: Self Image and Identity

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Self Image and Identify

This theme helps children explore how their sense of who they are can be shaped by both the offline and online world.

They learn that people often present themselves differently online, for example by sharing only highlights or using filters, and how media can promote stereotypes about how boys and girls “should” look or behave.

Children are encouraged to think critically about what they see, recognise when content is unrealistic or unhelpful, and develop strategies for maintaining a positive self-image. They also learn the importance of kindness and respect online, and where to get help if they feel pressured or upset.

What the Children will be Learning:

Reception: Children begin by learning that they have the right to say no if something makes them feel sad, uncomfortable, or upset. They practise simple ways of telling someone to stop and learn that it's always okay to ask for help from an adult.

Year 1: Children start to recognise that, just like in real life, there may be people online who could upset or embarrass them. They learn when and how to tell a trusted adult if something worries them and understand that adults can help keep them safe.

Year 2: Children begin to notice that people may look or behave differently online than they do in person. They talk about situations online that might feel worrying or upsetting and learn clear steps they can take to ask for help.

Year 3: Children are introduced to the idea of identity. They explore how people can show themselves in different ways online, such as through gaming characters, avatars, or social media profiles, and think about why someone might do this.






Year 4: Children reflect on how their online identity might be different from their offline identity. They learn about positive online interactions and how being kind and respectful shapes how others see them. They also begin to understand that people online can pretend to be someone else — even a friend — and discuss possible reasons why.

Year 5: Children learn that online identities can be copied, changed, or altered. They start to think about the choices they make when creating their own online identity and how to do this responsibly, depending on the situation.

Year 6: In their final year, children look more critically at online content and discuss how some representations — for example about gender, race, religion, or disability — can be harmful or unfair. They learn why it is important to challenge stereotypes and reject inappropriate content. They also revisit how to get help if something online makes them feel upset or unsafe, and why it's important to keep asking until they get the support they need.



Ways to Support Your Child at Home

-  **Talk about what they see online** – Remind them that not everything is real or the full story.
-  **Challenge stereotypes** – Discuss adverts, films, or posts that suggest boys or girls “should” look or act a certain way.
-  **Encourage positive self-expression** – Praise effort, kindness, and interests, not just appearance.
-  **Be a role model** – Show healthy online habits and speak positively about yourself and others.
-  **Know where to go for help** – Reassure your child they can talk to you, their teacher, or use trusted services like Childline.