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Torbay and Devon Contextual Information


- 7% of males and 17% of females said they have been asked to send their picture to someone they don't know when online and 7% of males and 13% of females said they have been asked to meet someone they don't know.
- 83% of pupils said they have been given information or advice about staying safe online; 62% said it has been helpful.
- Of the 1664 pupils who said they have been given information or advice about staying safe online, 75% said it has been helpful.
- 1% of pupils said they don't spend time online (outside of schoolwork/homework), while 7% said they spend less than an hour online on a normal day.
- 64% of pupils said they spend at least 3 to 5 hours online (outside of schoolwork/homework) on a normal day.
- 22% of pupils said they spend 6 or more hours online (outside of schoolwork/homework) on a normal day.
- 69% of pupils responded that they go online for social media, while 67% said that they go online for gaming/playing games.


SHEU Report




Torbay Online Safety Curriculum (RSHE Objectives 2026)




22 Online Safety lessons per year via <https://projectevolve.co.uk/toolkit/resources/> (Free login required)

Relationships Education (Primary)


Respectful, kind relationships							
	Objective	Y1	Y2	Y3	Y4	Y5	Y6
9	<p>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p>  Online Bullying	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can give examples of how bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).




Online safety and awareness							
	Objective	Y1	Y2	Y3	Y4	Y5	Y6
1	<p>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p>  Online Relationships	I can recognise some ways in which the internet can be used to communicate.	I can give examples of how I (might) use technology to communicate with people I know.	I can explain how someone's feelings can be hurt by what is said or written online.	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

	<i>Torbay and Devon Contextual Issue: 7% of males and 17% of females said they have been asked to send their picture to someone they don't know when online</i>				e.g. sharing images and videos.		
2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.  Copyright and Ownership	I know that work I create belongs to me.	I can explain why work I create using technology belongs to me.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can give examples of content that is permitted to be reused and know how this content can be found online.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Y1-Y4  Copyright and Ownership Y5-Y6  Privacy and Security <i>Torbay and Devon Contextual Issue: 69% of pupils responded that they go online for social media.</i>	I can name my work so that others know it belongs to me.	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.	I know that online services have terms and conditions that govern their use.	I know what the digital age of consent is and the impact this has on online services asking for consent.

4	<p>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p>  Online Relationships	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p>	<p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p>	<p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p>	<p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p>
5	<p>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p>  Online Reputation	<p>I can identify ways that I can put information on the internet.</p>	<p>I can recognise that information can stay online and could be copied.</p>	<p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p>	<p>I can describe how to find out information about others by searching online.</p>	<p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>
6	<p>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>  Online Relationships	<p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can</p>	<p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p>	<p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is</p>


				recognise that this is not my / our fault.			okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
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Being safe							
	Objective	Y1	Y2	Y3	Y4	Y5	Y6
1	<p>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">  Self-Image and Identity </div> <p><i>Torbay and Devon Contextual Issue: 7% of males and 13% of females said they have been asked to meet someone they don't know.</i></p>	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	I can recognise that content on the internet may belong to other people.	I can describe why other people's work belongs to them.	I can give reasons why someone should only share information with people they choose to and can trust. I can	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I can describe how some online services may seek consent to store information about me; I know how to	I can describe ways in which some online content targets people to gain money or information illegally; I can





	Y1-Y2  Copyright and Ownership			explain that if they are not sure or feel pressured then they should tell a trusted adult.		respond appropriately and who I can ask if I am not sure.	describe strategies to help me identify such content (e.g. scams, phishing).
	Y3-Y6  Privacy and Security						
6	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.  Online Relationships	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	I can describe ways people who have similar likes and interests can get together online.	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.



Health and Wellbeing (Primary)




General wellbeing							
	Objective	Y1	Y2	Y3	Y4	Y5	Y6
9	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can explain simple guidance for using technology in different environments and settings e.g.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	I recognise the benefits and risks of accessing information about health and well-being online and how we	Revisit Y4: Wellbeing Online, 4 I recognise and can discuss the pressures that technology can




control their emotions (including issues arising online).  Health, Well-being and Lifestyle	accessing online technologies in public places and the home environment.	apps) and negatively.	should balance this with talking to trusted adults and professionals.	place on someone and how / when they could manage this.
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Wellbeing online							
	Objective	Y1	Y2	Y3	Y4	Y5	Y6
1	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.  Online Relationships	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	KS3 I can give examples of how to make positive contributions to online debates and discussions.	KS3 I can give examples where positive contributions have effected change in an online community.
2	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I can explain how other people may look and act differently online and offline.	I can explain what is meant by the term 'identity'.	I can explain how people can represent themselves in different ways online.	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an	I can explain how my online identity can be different to my offline identity.

	of using online connection.  Self-Image and Identity					avatar; social media) and why.	
3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  Health, Well-being and Lifestyle <i>Torbay and Devon Contextual Issue: 64% of pupils said they spend at least 3 to 5 hours online (outside of schoolwork/homework) on a normal day. 22% of pupils said they spend 6 or more hours online (outside of schoolwork/homework) on a normal day.</i>	I can say how those rules / guides can help anyone accessing online technologies.	Revisit Y1 ← I can say how those rules / guides can help anyone accessing online technologies.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.  Health, Well-being and Lifestyle	Revisit Y1: General Wellbeing, 9 I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can explain rules to keep myself safe when using technology both in and beyond the home.	Revisit Y3: General Wellbeing, 9 I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	Revisit Y4: Wellbeing Online, 3 I can explain how using technology can be a distraction from other things, in both a positive and negative way.
5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.  Health, Well-being and Lifestyle	I can give some simple examples of these rules.	Revisit Y2: General Wellbeing, I can explain simple guidance	I can explain why some online activities have age restrictions, why it is	Revisit Y3 ← I can explain why some online activities have age restrictions,	I can describe common systems that regulate age-related content	Revisit Y5 ← I can describe common systems that regulate age-

	<p><i>Torbay and Devon Contextual Issue: 69% of pupils responded that they go online for social media. 67% said that they go online for gaming/playing games.</i></p>		<p>for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p>	<p>important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>(e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>
6	<p>The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>Y1-Y2  Privacy and Security</p> <p>Y3-Y6  Health, Well-being and Lifestyle</p> <p><i>Torbay and Devon Contextual Issue: 67% said that they go online for gaming/playing games.</i></p>	<p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p>	<p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>			
7	<p>How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social</p>	<p>I can explain the difference between things that are imaginary, 'made</p>	<p>I can explain why some information I find online may</p>	<p>I can explain the difference between a 'belief', an 'opinion' and a</p>	<p>I can explain that not all opinions shared may be accepted as true or fair by others</p>	<p>I can describe some of the methods used to encourage people to buy</p>	<p>I can define the terms 'influence', 'manipulation' and 'persuasion'</p>

	<p>media and apps, is appropriate for them.</p> <p> Managing Online Information</p> <p><i>Torbay and Devon Contextual Issue: 69% of pupils responded that they go online for social media.</i></p>	up' or 'make believe' and things that are 'true' or 'real'.	not be real or true.	'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	(e.g. monsters under the bed).	things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).
8	<p>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p> Managing Online Information</p>	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.	I can identify, flag and report inappropriate content.	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
9	<p>How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p> Managing Online Information</p>	I can talk about how to use the internet as a way of finding information online.	I can identify devices I could use to access information on the internet.	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can explain what autocomplete is and how to choose the best suggestion.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media,

						my decisions are respected by others.	image sites, video sites).
10	<p>That they have rights in relation to sharing personal data, privacy and consent.</p> <p> Online Reputation</p>	I can describe what information I should not put online without asking a trusted adult first.	I can explain how information put online about someone can last for a long time.	I can explain how to search for information about others online.	I can search for information about an individual online and summarise the information found.	I can explain who someone can ask if they are unsure about putting something online.	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
11	<p>Where and how to report concerns and get support with issues online.</p> <p>Y1-Y3  Online Reputation</p> <p>Y4-Y6  Managing Online Information</p>	I can describe how anyone's online information could be seen by others.	I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.	I can describe the difference between online misinformation and dis-information.	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.