None of your business!

Year: Y3

Subjects and Issues

Safety Responsibility Internet safety
Consent Relationships education Privacy
Online safety and behaviours Digital tattoo

NB: This lesson plan includes a link to the film Lee and Kim, currently hosted on Youtube. Please check that the link is working and accessible within your setting before teaching the lesson.

Introduction

Play the game 'Guess who?' as follows: in groups of five the children have to pick a celebrity they all know and then create a 'fact file' writing down between 5 and 10 things that they know about this person, without telling the rest of the class their celebrity's name [e.g. what they look like, how old they are, where they're from, what they do, etc.]

Each group then takes it in turns to read out their 'fact file' and the rest of the class try and guess. Once completed, ask:

- Where do you get most of your information about celebrities from? [TV, the internet, books etc.]
- Did anyone have an address or telephone number in their fact file?
- What about the passwords to their to any of their online accounts?

This is because this information is personal and we should never share this information, especially not online.

Activity 1 - Lee and Kim

Show the children the CEOP film clip *Lee and Kim*. NB: Please check that the film is available before teaching the lesson. The film is available through SCARF by kind permission of CEOP (*Child Exploitation and Online Protection Centre*).

Afterwards, ask the children the following questions:

- Why did Super Sid turn up? [They were just about to tell the bear which school they go to}
- Why is this wrong? [It's personal information which should never be shared online with people you don't properly know.]
- Why does Kim get butterflies in her tummy? [Nervous because she's not sure about following the bear to the treasure as he asks lots of personal questions.]

What are Sid's Top tips about staying safe online?

1. People you don't know are strangers, they are not always who they say they are.
2. Be nice to people online, like you would be in the playground.
3. Keep your personal information private, don't give away secrets like where you live and the school you go to.
4. If you ever get an 'uh-oh' feeling (like butterflies in the tummy), you should tell an adult you trust.

Summing up

Ask:

- Is it safe to share videos of yourself, wearing school uniform, on YouTube. [No, because people would be able to identify which school you go to without even asking you!]

Emphasise the importance of keeping their profiles private, not public.

- Is it ok for someone they don't know online (and offline) to ask you to send a photo of yourself? [No. This is personal information. Think carefully who

you send pictures to as they can post it anywhere without your permission.]

Emphasise: once a person posts something they lose control of it. It is not possible to stop it from being shown somewhere on the internet. This is sometimes called a 'digital tattoo'. (Digital tattoo – A term used to emphasise that once information is posted online, it is almost impossible to remove permanently.)

- What do they think they should do if someone starts asking them personal questions or is rude to them on the street? [Ignore them, walk away, tell an adult.]
- What about if something causes them to get butterflies in their tummy? [Walk away, tell an adult.]
- Could they respond in the same way if this happens in an online game too? [Yes, it's exactly the same.]

Emphasise: you don't have to respond to people you don't know. You can leave a game at any time if you don't feel safe or happy. And you can talk to a parent or trusted adult at any time.

Extension (optional)

Using Super Sid's Top Tips (above), children create a poster to illustrate one of the messages about keeping safe online, which could be displayed around school.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Version History

Thu, 05 Mar 2026

- Learning outcomes updated to include digital safety and privacy content
- Subjects and issues updated with digital tattoo
- Key vocabulary updated with digital tattoo
- Wording around online privacy in Activity 1 strengthened

Learning Outcomes

Children will be able to:

- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs;
- Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others;
- Understand that they should not share images of others without their permission;
- Think carefully before sharing any information about themselves;
- Understand that once something is posted online it is very hard to remove or delete it.

Key Vocabulary

internet safety
public
private
personal information
profile

digital tattoo

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not.
- Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- Relationships Education Online relationships 5. How information and data is shared and used online.
- Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are

feeling and how they are behaving is appropriate and proportionate.

- Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 7. Where and how to report concerns and get support with issues online.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 1. 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.
- Being Safe 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.
- Being Safe 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- Being Safe 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.
- General wellbeing 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Online safety and awareness 1. 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.

- Online safety and awareness 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.
- Online safety and awareness 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.
- Online safety and awareness 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online safety and awareness 5. 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.
- Online safety and awareness 6. 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.
- Wellbeing online 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.
- Wellbeing online 11. Where and how to report concerns and get support with issues online.
- Wellbeing online 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 of using online connection.

- Wellbeing online 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.
- Wellbeing online 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Wellbeing online 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- Wellbeing online 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

PSHE Association Learning Opportunities

- H42 . About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- R12 . To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R22 . About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
- R23 . About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24 . How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

- R26 . About seeking and giving permission (consent) in different situations.
- R28 . How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29 . Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R30 . That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- L15 . Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16 . About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

National Curriculum Links

- Computing KS2 Use technology safely, respectfully and responsibly.
- Computing KS2 Recognise acceptable/unacceptable behaviour.