



2BeSafe Parent Information: Managing Online Information

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.

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.