



2BeSafe Parent Information: Self Image and Identity

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.

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.