

Online Safety Assemblies



Kindness, Respect, Achievement



Introduction

These assemblies have been designed for Upper Key Stage 2 pupils and reflect current safeguarding priorities for children growing up in an increasingly digital world. They complement and enhance the school's existing **1decision PSHE and RSHE curriculum**, providing focused teaching on emerging risks and themes identified within the [DfE RSHE guidance](#) and wider safeguarding expectations.

The programme strengthens pupils' understanding of online safety, respectful relationships and personal responsibility by addressing contemporary issues such as artificial intelligence (AI), deepfakes, online exploitation, harmful online content, misogyny, gender stereotypes and positive role models. Throughout the sequence, pupils are encouraged to develop the knowledge, skills and confidence needed to stay safe online, seek support when needed, think critically about the content they encounter and build healthy, respectful relationships.

Together, these assemblies work alongside the 1decision scheme to ensure that pupils receive age-appropriate, relevant and preventative education that supports their safeguarding, wellbeing and personal development, whilst providing the school with clear evidence of its commitment to meeting evolving national expectations in RSHE, online safety and child protection.

These assemblies are designed for Upper Key Stage 2 and align with current safeguarding priorities. They can be delivered as six 20 to 30-minute assemblies across a half term, followed by classroom discussions.

Autumn 1

Module 1: Year 5/6 Online Harm, AI & Digital Safeguarding

Theme: Think Before You Share

Assembly 1: The Internet Never Forgets

Key Messages

- Everything shared online can have a long-lasting impact.
- Images and information can spread beyond intended audiences.
- Digital footprints matter.

Learning Outcomes

Pupils will:

- understand what a digital footprint is;
- recognise why privacy matters;
- identify safe sharing behaviours.

Activities

- "Would you post it?" scenario quiz.
- Discuss how a photo can be copied, saved and forwarded.

Takeaway

STOP – THINK – CHECK – SHARE

Autumn 2

Assembly 2: Deepfakes, AI and Fake Images

Key Messages

- Not everything online is real.

- Artificial Intelligence can create realistic but fake images and videos.
- We should always question what we see online.

Learning Outcomes

Pupils will:

- understand what a deepfake is;
- recognise AI-generated content;
- develop critical thinking skills.

Activities

- Compare real and AI-generated images.
- Discuss how fake content can be used to trick people.

Takeaway

Just because you see it online doesn't make it true.

Spring 1

Assembly 3: Online Harm, Image Sharing and Getting Help

Key Messages

- Nobody should ask children to share private images.
- If something online makes you uncomfortable, tell a trusted adult.
- Children are never responsible for being exploited.

Learning Outcomes

Pupils will:

- understand unsafe requests online;
- know what sextortion means in an age-appropriate way;
- identify trusted adults and reporting routes.

Activities

- Trusted Adult Mapping.
- What would you do? safeguarding scenarios.

Key Safeguarding Script

"If someone tricks, pressures or threatens a child online, that child is never to blame. The right thing to do is tell a trusted adult straight away."

Takeaway

Block, Report, Tell.

Spring 2

Module 2: Year 5/6 Misogyny, Respect & Positive Relationships

Theme: Respect Matters

Assembly 4: Challenging Stereotypes

Key Messages

- Boys and girls can achieve anything.
- Stereotypes limit people's opportunities.
- Respect means valuing everyone equally.

Learning Outcomes

Pupils will:

- identify stereotypes;
- understand their impact;
- challenge unfair assumptions.

Activities

- "Can only boys do this?" challenge.
- Discussion of careers, sports and leadership roles.

Takeaway

Treat people as individuals, not stereotypes.

Summer 1

Assembly 5: Influencers, Social Media and Respect

Key Messages

- Not all influencers are positive role models.
- Some online content promotes disrespect and harmful attitudes.
- We should think critically about messages we see online.

Learning Outcomes

Pupils will:

- understand influence and persuasion;
- identify harmful online messages;
- recognise positive role models.

Activities

- Positive vs negative influence sorting activity.
- Explore qualities of admirable role models.

Discussion Questions

- What makes someone worth following?
- How can online content affect behaviour?

Takeaway

Popularity does not equal good character.

Summer 2

Assembly 6: Positive Masculinity and Respectful Behaviour

Key Messages

- Strength includes kindness, honesty and self-control.
- Respectful behaviour should be shown to everyone.
- Misogyny is unfair treatment or disrespect towards women and girls.

Learning Outcomes

Pupils will:

- understand age-appropriate definitions of misogyny;
- recognise respectful behaviours;
- know how to challenge inappropriate comments safely.

Activities

- Respect Pledge.
- Whole-school discussion on expected behaviours.

Key Messages to Reinforce

- Respect everybody.
- Challenge unkind language.
- Ask for help if concerned.
- Be a positive role model.

Takeaway

Real strength is treating others with respect.

End of Programme Impact Assembly

Bring both strands together under the theme:

"Safe, Smart and Respectful"

Pupils reflect on:

- How to stay safe online.
- How to spot manipulation.
- How to report concerns.
- How to build respectful relationships.
- How to be positive digital citizens.

Pupil Commitment

"I will think before I share, question what I see online, seek help when needed and treat everyone with kindness and respect."

This would provide strong evidence for safeguarding, personal development, RSHE, online safety and the emerging DfE expectations around AI harms, online exploitation, misogyny and respectful relationships

Child -on-child abuse is defined as abuse between children. Danesholme Academies has a zero-tolerance approach to abuse, including child -on child abuse. Danesholme Academies will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment Child Abuse.

All staff will be aware that child -on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child -on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child -on child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child -on-child abuse. All staff will understand the importance of challenge inappropriate behaviour between child and will not tolerate abuse as “banter” or “part of growing up.”

Child -on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between child s.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child -on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their child s. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their child s. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or child s. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Danesholme Academies’ Executive Principal and DSL will consider:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident.
- the ages of the children involved.
- the development stages of the children involved.
- any power imbalance between the children.
- is the incident a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, school, or college staff.
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim.
- the alleged perpetrator.
- all other children (and if appropriate adult students and staff).