VictimFocus

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DELIVERING ETHICAL E-SAFETY EDUCATION IN PRIMARY SCHOOLS

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Report Content

Introduction

A survey on young people's internet safety by YoungPoll (Childalert, 2011) found that the average 6-14 year old communicates with more than 1,100 people online in a year, that over a quarter never spoke to their parents about how they spend their time online, of those who had spoken to their parents about how they spend their time online, less than half had discussed e-safety. The same study found that only 34% of children had met in real life all the people they communicated with on the internet.

There is no longer such thing as a 'real world' and an 'online world' for children growing up in modern society. Their online world is their real world, and there is no solid boundary between the two. Adults from different generations often perceive the two contexts as entirely separate which can result in adult professionals and parents feeling out of their depth when talking about and teaching e-safety to children. Despite this, research is showing that e-safety education needs to be broader and include general emotional wellbeing, positive action on the internet and using technology for useful and meaningful activity.

Approaches to E-safety have been fairly static for several years in the UK, with common tactics centring around safeguarding, policing and restricting internet and technology access of children, without necessarily engaging with children to learn about what they are accessing, what they enjoy, what they do not enjoy and how they use technology in their daily lives.

This report describes a commissioned project in which the researcher conducted consultation about existing E-safety materials and education provision in a local authority, undertook a literature review, carried out primary research with teachers, developed new e-safety materials, piloted draft materials with over 100 primary school children, analysed and interpreted the findings before finalising a suite of evidence based, trauma-informed, anti-victim blaming modules for teachers, parents, carers and primary school children. The report finishes with a set of recommendations to move forwards in E-safety education based on the findings from the literature and the current project.

This report may be useful for professionals working in education, safeguarding and policing who have an interest in teaching, talking to or working with children aged 4-11 years old in the topics of E-safety.

Method

This project was commissioned in 2018 by leaders of a local authority in the UK. The project began with a consultation meeting to discuss the aims of the project.

The key aims were:

- To explore the E-safety education of other areas and nations and to document any learning from their approaches to the E-safety education of primary school children
- To evaluate the current approaches to E-safety education in the local authority
- To develop a new suite of E-safety modules for primary school children to be used by experienced facilitators across the local authority
- To develop the new modules based on anti-victim blaming, ethical approaches which do not utilise shock tactics or distressing imagery

A literature review was conducted to explore the academic literature, evidence, reports and government approaches to E-safety education for young children across the world. Whilst this was ongoing, a confidential survey was sent to staff members of local authority schools, asking them to evaluate and consider the quality and effectiveness of E-safety education in their school, along with their own personal knowledge and opinions of E-safety issues for young children. The findings from the survey were used to develop a structure for the new E-safety modules to be developed and the corresponding content that staff from local schools felt must be included.

A set of pilot materials were developed which included updated and specific PowerPoint presentations for each year group from EYFS to Year 6, a presentation for parents and a set of specific evaluation forms for each year group to easily give their thoughts on the sessions.

A local primary school agreed to receive the free E-safety sessions for the whole school in order to support piloting of the new materials. Pilot sessions with every class were delivered by the author and the local E-safety facilitator. During the delivery of the pilot sessions, notes were made about engagement, material quality, comprehension and delivery approach. After the sessions took place, 117 children gave feedback on the pilot, aged 4-11 years old. Feedback was also received from the key facilitator for the local authority children's board and from teachers of the school.

The feedback was used to make amendments to the first set of pilot materials, and to guide the design and development of the other modules to complete the suite. The feedback resulted in a much larger suite of materials than initially planned and the finished product included:

- A set of presentations and facilitator notes for educating parents and carers of primary school children on key topics of E-safety
- A set of presentations and facilitator notes for educating teachers and other professionals on key topics of E-safety and safeguarding
- A large set of presentations and facilitator notes for EYFS, Key Stage 1 and Key Stage 2. Presentations are based on a large range of topics requested by teachers and professionals in the area

E-safety: The national and local context

E-safety, digital wellbeing and online safety are all now common terms used in safeguarding and education. The terms are usually used to denote the safety of adults and children when using technology and the internet; however, the terms are more likely to be used with children than adults.

In the UK, online safety has become a central issue for educators, professionals, parents and carers alike. Numerous large organisations and companies were set up to raise awareness including Internet Watch Foundation, UK Safer Internet Awareness, CEOP, UK Council for Child Internet Safety, Childnet, NSPCC, Get Safe Online and Safety Net Kids. In addition, local authorities, small charities, independent consultants, initiatives and campaigns have focussed on the safety of children on the internet.

Services in the UK provide advice to children, professionals, organisations and parents about how to stay safe online and when using technology. However, services often go further than just providing advice and now include comprehensive training courses, professional and educative resources, investigations into child abuse imagery and reports of online sexual exploitation, research and consultancy, public campaigning, safeguarding advice and technical support for schools and colleges.

Two independent reports were commissioned by the Government to look at the risks children face online (Byron, 2008; 2010). In one report, Byron commented:

'There are concerns over potentially inappropriate material, which range from content (e.g. violence) through to contact and conduct in the digital world' (Byron, 2008 p2)

Byron suggested a shift away from the viewpoint that new technology causes harm to children and young people towards an understanding around how they can be empowered to manage the risks themselves. The initial report set out a national strategy for the Government, industry and families to work together to help keep children safe online, and also made a number of recommendations including a focus on e-safety in schools through the identification of e-safety as a national priority for CPD (Government); a move towards holding schools to account in terms of their e-safety practices and the consideration of an assessment of e-safety performance in school inspection reports (Ofsted); ensuring new teachers have e-safety knowledge and skills (TDA); and the regular review of Acceptable Use Policies (AUPs) in schools that are agreed with parents and students and use an accredited filtering system (schools).

Following this, Ofsted introduced a new school inspection framework which included a stronger focus on safeguarding and e-safety in September 2009. The evaluation schedule for schools (Ofsted, 2010a) includes the following statements around e-safety and safeguarding in schools which inspectors need to take into account:

• the school 'has clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils';

• 'the effectiveness of the school's arrangements, including links with key agencies, for ensuring the safety of its pupils';

• 'ensures that adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils'

• 'monitors and evaluates the effectiveness of its policies and practices';

• taking account of 'the extent to which pupils are able to understand, assess and respond to risks, for example those associated with new technology';

• the school 'helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk...[using the internet]'

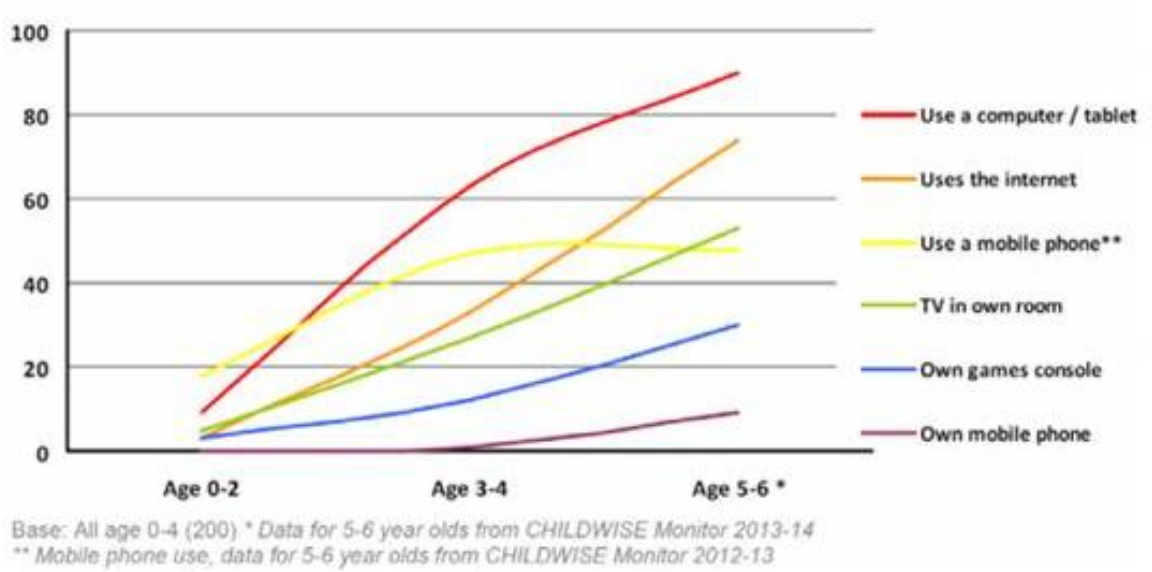
In 2010 an Ofsted study found that there were a number of factors that led to a school being 'outstanding' in E-safety, these included having an active approach; a close relationship between provision and pupils' knowledge and understanding; well established staff training which was monitored and evaluated; well planned and coordinated curriculum; using 'managed' rather than 'locked down' systems; systematic reviewing and evaluation of e-safety policies; shared responsibility for provision; leaders, governors, staff and families working together to develop a clear strategy; excellent relationships with families; and systematic training of staff.

Byron's second review (2010) looked at the progress that had been made since 2008 and found that there had been significant improvements in relation to children's safety. Significant advances were also noted in relation to initial teacher training in digital safety, with a TDA survey (2009) stating that 77% of newly qualified teachers felt they understood the risks that children and young people faced in relation to e-safety and 74% believed that they could use this knowledge in their teaching practice.

E-safety: Evidence and literature

A noticeable finding when considering the literature around e-safety is the absence of the perpetrator and the naming of the danger. Of all literature that was found to explore the e-safety education of children in primary schools in the UK, there was very little discussion or mention of where danger and risk comes from. Rather than talking about humans posing risks to each other (whether that is adults posing a risk to children online or children harming each other online), the literature appeared to describe the dangers as ‘online risks’, ‘exploitation’, ‘abuse’ and ‘harm’ without acknowledging that those risks do not occur naturally and must be perpetrated by another person. This results in common and complex discussions about how children can protect themselves online and how children should take responsibility for their own safety when using technology and not very many discussions with children that place the blame on the perpetrator of the harm.

In 2018, Daniel Lambert wrote for the TES Ofsted blog that children at different key stages needed different information about e-safety. In the early years and key stage 1, he wrote that pupils need to know how to be respectful towards others when communicating electronically and that if they’re worried they should seek adult help. Arguably, this is very ‘light touch’ for children who are aged between 5 and 7 years old, whom according to CHILDWISE Monitor surveys in 2012-13, are extremely likely to be accessing the internet in a variety of ways.



The graph shows that by key stage 1, over 90% used a tablet or computer, over 75% used the internet, over 50% had a television in their own room, 30% had their own games console and 10% had their own mobile phone. It is therefore interesting that whilst children in key stage 1 are arguably consuming significant amounts of media and internet content, the education guidance is only very basic at this age.

Lambert argued that as pupils move into key stage 2, they need to develop an understanding of their responsibilities when using technology. This includes thinking about how they treat others and being aware of how their digital footprint stays online forever. Again, this recommendation seems too basic when contrasted against work by Livingstone et al. (2017) who reported Ofcom data that showed children aged 5-7 were spending just under 9 hours per week on the internet and children aged 8-11 were spending around 13 hours per week on the internet in 2016.

However, Lambert (2018) did go on to say that children also need to understand how to maintain confidentiality by not sharing information or photographs of themselves. It was only when Lambert (2018) commented about key stage 3 children that the harms and risks begin to be discussed. He suggests that children at this age 'should be educated to recognise the warning signs of sexual exploitation, grooming, bullying and radicalisation and extremism. Bullying and sexting can result in severe consequences at school or through the police and court system. Pupils must be taught about the risks of sharing their lives online and the responsible use of social media.'

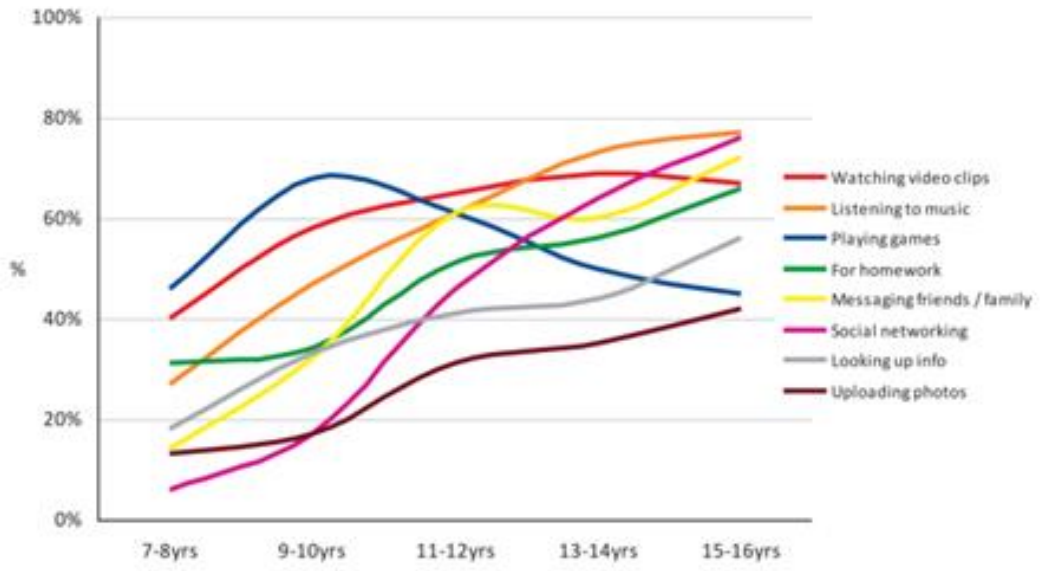
What is most interesting about this progression towards key stage 3 is that there is no mention of these online harms until the child is 11-15 years old, at which point research from SWGfL (2017) found that between 30-49% of children had already been upset or harmed by something they found online. It also means that, according to the table below, 98% of those children were already regularly accessing the internet – meaning they would only be being educated about the harmful things some people do online having already used the internet for several years.

All children	Aged 3-4		Aged 5-15		Aged 5-7		Aged 8-11		Aged 12-15	
	Access	Use	Access	Use	Access	Use	Access	Use	Access	Use
Standard TV set	85%↓	76%↓	89%	85%↓	85%	80%	92%	88%	90%↓	87%
Tablet computer	81%↑	55%	83%	75%	79%	67%	86%↑	80%	83%	74%
Desktop computer/ laptop/ netbook- with internet access	74%	24%	82%↓	67%↓	80%	49%	79%↓	66%↓	86%	82%
Games console/ player	50%↓	25%↓	75%↓	66%↓	66%↓	52%↓	81%	74%	77%	67%
Digital Video Recorder (DVR)	66%	49%	68%↓	61%↓	63%↓	56%↓	68%↓	59%↓	71%	68%
DVD / Blu–ray player**	64%↓	44%↓	66%↓	56%↓	62%↓	49%↓	67%↓	58%↓	67%↓	59%↓
Radio	55%↓	17%	63%↓	33%↓	56%↓	22%	64%↓	33%	67%	41%
Smart TV set	50%↑	43%↑	52%↑	47%↑	54%↑	46%↑	50%↑	45%↑	52%↑	49%↑
Mobile phone	1%	23%	48%↑	62%↑	5%	28%	43%↑	57%	86%↑	91%↑
E-book reader	21%↓	5%	28%	12%	27%	10%↑	28%	14%	29%	13%
Portable media player	22%↓	5%↓	27%↓	16%↓	24%	9%	25%↓	15%↓	31%↓	22%↓
Any standard/ smart TV	98%↓	92%↓	99%	97%	99%	96%	99%	98%	99%	98%
ANY INTERNET	81%	41%	94%↑	87%	86%	67%	95%↑	90%	98%	98%

QP3: I'm going to read out a list of different types of equipment that you may or may not have in your home, and which your child may or may not use (prompted responses, single-coded). ** Prior to 2016 this question asked about a DVD player/DVD recorder/Blu-ray recorder (fixed or portable).
Base: Parents of children aged 3-4 (684 in 2016) or 5-15 (1,375 aged 5-15, 398 aged 5-7, 503 aged 8-11, 474 aged 12-15 in 2016). Significance testing shows any change between 2015 and 2016.
Source: Ofcom (2016a)[12]

Another interesting finding in the literature was that whilst many e-safety campaigns for primary school children focussed on telling children not to upload or post images of themselves online, this was most recently found the be the most unlikely thing those children were doing online. In fact, the graph below shows that by far, the most common activities for primary school children online was watching YouTube clips and playing games – which were around 3 to 4 times more common than uploading photos or social networking.

Figure 6: Reason for going online, by age



Base: All aged 7-16 (7.4m / unwtd 1736)
Source: Childwise (2017)

This finding is important, because it means that there is potential that research evidence about what children are actually telling us they are doing online is not successfully influencing practitioners, who are developing resources and films all about uploading photos of the child on to the internet and what the consequences of that would be (NSPCC films such as 'Lucy and the Boy' and 'I saw your willy!' aimed at very young children both tackle photo sharing despite this being the least common behaviour in children of that age group). It is therefore arguably more common that children of primary school age would see a video clip that was harmful or unsuitable for them to watch or were subjected to abuse or bullying whilst in game-play, rather than taking selfies and uploading them to the internet.

Korish (2017) writing for UKSIC went further and argued that there was very little evidence that what educators were teaching children about e-safety was having any real cultural and practical change and that whilst children are good at 'barking back the messages you have covered in the lesson, but evidence suggests it doesn't change things'. He also considers whether this is because many of our e-safety messages are borne out of the negative philosophy which demonises internet use as a danger and children as risk takers, who are told:

> *'DON'T POST PRIVATE INFORMATION ONLINE*
>
> *ONLY HAVE FRIENDS YOU KNOW IN REAL LIFE*
>
> *THINK BEFORE YOU POST*
>
> *DON'T MEET UP*
>
> *SET PRIVACY RULES AND SETTINGS'*
>
> *(emphasis and capitalisation by the original author)*

The views of Korish (2017) were echoed by Boulton et al. (2016) who opened their research paper with the argument that many of the traditional ways of keeping children safe online were punitive including parental controls, filters, removing items of technology which are perceived by children as 'policing'.

However, other authors have stressed the importance of using traditional methods, which include the frequent use of 'hard-hitting' videos with primary school children to show them the 'consequences' of their behaviour online. Only recently in the UK has the use of the films been challenged in a report by Eaton (2018) which led to Barnardo's public decision to stop all use of films that may traumatise, harm or place blame on children who are exploited or abused online by others. However, Shipton published a case study of two primary schools in 2011 and their approaches to e-safety education and policy and found that both schools had embedded the films into most levels of their approach and saw them as essential to e-safety education with 8-10 year olds. Shipton (2011, p.12) wrote:

> *'The age-restricted video is for 8-10 year olds and shows children the dangers of social networking sites in terms of privacy settings, speaking to strangers, cyber-bullying and putting photos online. Teachers from both schools felt the video had quite a strong message and was hard-hitting but felt it needed to be like that to make the children take note.'*

It is common to find language like 'strong message' and 'hard-hitting' even when discussing films shown to primary school children, which positions the shock value as having the most impact on small children, in order to encourage them to make changes to their online behaviour out of fear.

In line with other findings noted above, these schools also decided to target the most e-safety education at the oldest children and educated them first, and then used a tapering down approach as the children got younger which also meant educating them about e-safety later in the year. There is an emerging trend surrounding the age of children, and how professionals perceive their age to be indicative of the 'risk' they are at online, rather than how much technology and internet access they have, which is very significant even at 5-7 years old. Despite this, education about using the internet safely and the potential harms of other people on the internet who are targeting children appear to be reserved for children at the highest end of the school, often as they begin key stage 3.

In March 2015, SWGfL released findings from a very large survey across 87 HMI areas about the topics of e-safety. Salient findings from the survey concluded:

- Over 25% of students cannot recall if they have been taught about online safety over the last 12 months
- Just over a quarter of students lack confidence in their teacher's knowledge of online safety issues
- Staff training is inconsistent, and what senior leaders might see as training is not reflected by staff.
- Anecdotal feedback suggests that staff development in online safety is often reactive to issues in the school or being raised by students

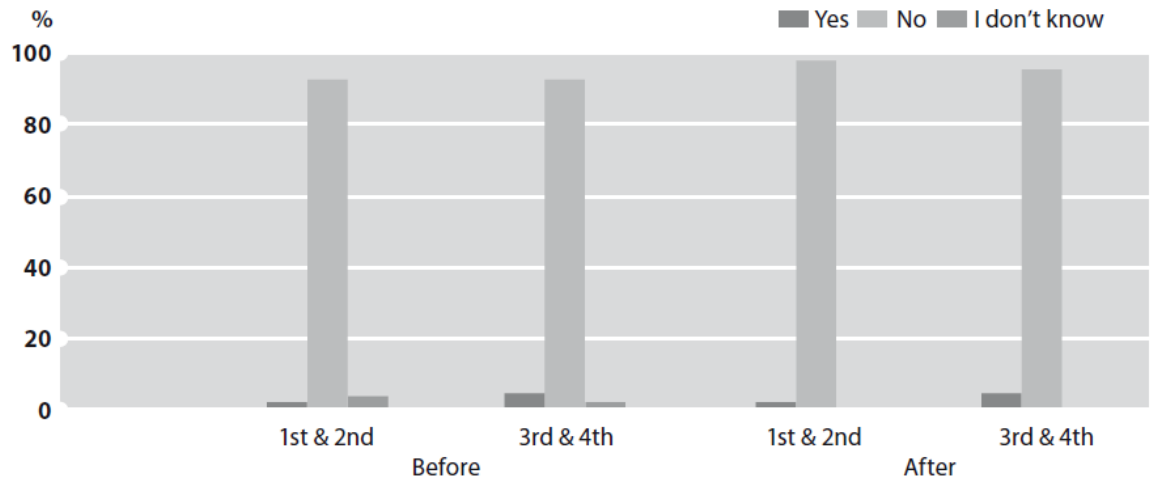
What alternative approaches to e-safety exist?

Some studies have considered why e-safety education does not seem to be having much of an effect, with Livingstone et al. (2017) agreeing with Korish (2017) when he said that e-safety education was certainly increasing, but it didn't seem to be having any noticeable impact on the behaviour or the safety of children. One such study also utilised a new method to explore whether older children delivering e-safety training and sessions to younger children in their schools would support social psychological and cognitive theory that messages coming from a person perceived as a peer would be accepted more than if they came from a teacher or person in authority. This is an important observation from the research, as the majority of all e-safety programmes are delivered by either a teacher within the school, or an external adult (individual or company) who come into the school to deliver the sessions to children. The second salient point to make about role theory is that when the older child is given the responsibility to teach a younger child about a topic, it is argued that they are more likely to developed more advanced knowledge and ways of working with the materials as they know they must communicate it to another person. This thereby enhances the learning of the older child too, as they are taking on the role of a tutor.

Instead, Boulton et al. (2016) tested this approach with 291 children in a study in which year 6 students were selected to learn about e-safety materials and teach them to year 4 students. Results showed that the tutors (year 6 children) scored significantly higher in knowledge tests than control year 6 students who had not taken part in the scheme and found that the tutees (year 4 children) scored significantly higher in knowledge tests than control year 4 students who had not taken part. Feedback from the children suggested that this approach was highly valuable and effective for their learning.

In Croatia, research evidence led Kralj (2016) to develop an e-safety curriculum for primary school children and to evaluate its effect with over 100 children aged 7-10 years old (1st, 2nd, 3rd and 4th grade students as shown in the graph below). Whilst the curriculum was comprehensive and showed

good self-reported improvements, the criticism from Korish (2017) rings true. How do we know that children are not just parroting back to us what we have told them, without any behaviour change? This question can be raised frequently with the work from Kralj, who presented questions to children which would have been subject to SDR bias (socially desirable responding), in which children answer the questions in the way they know they are supposed to answer them to be 'right'. An example of this is below, in which children were asked 'Is it all right to write bad things about other people on the internet?'



Graph from Kralj (2016, p. 67)

The graph shows that children aged 7-10 years old answered overwhelmingly that it is not 'all right' to write 'bad' things about other people on the internet, which is the socially desirable way to answer this question, unless the child is prepared to say that it is all right to write things on the internet that the question already frames as 'bad' due to the language of the question. This means that evaluation of whether new e-safety curriculums must be very carefully developed and, in some cases, will be extremely difficult to prove impact when based on self-report measures and value-based questions such as this one.

However, there were some interesting findings that could be attributed to the curriculum, as Kralj had developed a critical thinking module for children to encourage them to reflect on the information they find on the internet and whether it is all true. Before the curriculum was implemented, over 20% of the youngest children aged 5-6 years old answered that everything on the internet was true – which dropped to 5% after the curriculum programme was completed with the children. What is also poignant is that for the older children aged 8-10, this module had no effect on them at all. When they were asked the question before the curriculum, 100% of the children in this age range had answered 'no' – that you cannot believe everything you read on the internet. This remained the same after the curriculum programme was completed. This suggests that there was already something happening in their community, society or media that meant that by the ages of 8-10 years old, all children distrusted the information they found on the internet and knew that it wasn't not all true or real. This highlights the importance of critical thinking skills for young internet users and raises the question of why the UK has not widely included critical media consumption in conversations about e-safety.

In the UK, a newly proposed framework and mechanism is 360EVOLVE by SWGfL. In the article written by Korish (2017) it is reported that the curriculum would begin at EYFS and would go through to key stage 4 based on a more holistic approach to e-safety and digital wellbeing:

- EYFS/KS1 Focusing on developing self
- KS2 Focusing on developing self and the effects of actions/behaviour on immediate peers
- KS3 Focusing on the impact of actions/behaviour on wider social group: school, family, online social group, club, team etc
- KS4 Impact on wider society focusing on ethics, social norms and legislation

However, the plan is more in depth than this, and SWGfL have established a set of eight strands that outline horizontal progression across age:

- Self-Image and Identity
- Relationships and Communication
- Digital Footprint and Reputation
- Online Bullying
- Information Literacy
- Health, Well-being and Lifestyle
- Privacy and Security
- Creative Credit and Copyright

These strands loosely match the existing strands in the SWGfL "Digital Literacy & Citizenship Curriculum" resource developed with Common Sense Media. They argue that this new approach to e-safety education will move professionals and parents towards a more positive outlook on e-safety and a more holistic approach to discussing online harm and danger with children.

Evaluation of existing materials

The existing materials used in the commissioning local authority were limited to two PowerPoint presentations.

The first was 'Smartie The Penguin' which is a downloadable resource from Childnet for 3-7-year olds. The PowerPoint presentation is illustrated with explanatory cartoons about Smartie, a penguin who receives a tablet for his birthday and experiences a number of issues with the tablet that could be perceived as a risk to children. The story presents scenarios in which Smartie asks his parents for help with pop-ups, paywalls and unwanted images. This resource was generally used with younger children up to the age of 7 years old in school assemblies, small groups and classrooms. The story is delivered by an experienced facilitator who had delivered the story many times and had learned to improvise or change the story to suit the audience. The story was often suitable in its original form, but the facilitator reported needing an updated or more diverse version, as they were already changing, and improvising based on their experience. Sessions were around 20 minutes long using this resource.

The second resource was a short PowerPoint presentation, mainly made up of large images and large word art as prompts for the facilitator, who improvised and delivered the sessions with children through discussion and storytelling. The presentation was used with Year 2 through to Year 6 without significant amendments or changes, as the facilitator would change the delivery based on the year group and interactivity of the children. However, this did mean that the same imagery and presentation resource was being used with children from 7-11 years old. The content is balanced, with discussion about the positive, useful and exciting things on the internet and through the use of technology before moving on to information about password protection, privacy online, taking and posting images of themselves online, online bullying and online gaming. As these sessions are designed to be delivered within 40 minutes, there was a lot of content and discussion to cover.

Videos and short films were also utilised in the existing resources in the local authority. Whilst there was no evidence of traumatic or distressing imagery used with primary school children, there were videos that contained messages that place responsibility on children for the actions of offenders and abusers. The videos were all from reputable sources such as CEOP and the NSPCC.

An example of this is 'Lucy and the Boy' which was in frequent use with children. The video is produced by NSPCC and was released in 2015. The animated cartoon follows the story of 'Lucy' who meets a 'boy' online who asks her for photographs of herself in her underwear and asks her which school she goes to, so he can meet her. The video is suitable until the end, in which a narrator finishes the video with a scene in which a strange man tries to abduct Lucy from the schoolyard and the sentence 'sometimes, children share things they shouldn't online, and the effects can be devastating'. This message fails to place any responsibility or agency on the offender, and the final sentence positions the child's actions and decisions as leading to devastating consequences, despite the video showing a small child being groomed online by an offender asking for photographs of her underwear.

The video has no other negative messages or victim blaming narration, and so the video was agreed for the pilot, but with the end of the video cut out. This meant stopping or cutting the video around six seconds before the end, so the narrator was not heard placing agency on the character of 'Lucy'. The use of the video was then considered further in the pilot and evaluation. Other videos were sourced, and this is covered in the development section of this report.

Survey findings from local schools

A confidential survey was sent out to all primary schools in the local authority area in May 2018. The survey comprised of a set of questions asking staff to rate their current E-safety provision, identify gaps and needs in E-safety education and consider their own knowledge. Staff were also encouraged to submit ideas of modules and topics, based on their experiences of working with primary aged children. There were 41 responses to the survey in total.

Demographics of respondents

Respondents worked in a wide range of roles including Head Teacher roles, childminder roles, EYFS teachers, designated safeguarding leads, inclusion workers, family workers and behavioural team staff.

- 23% of respondents reported that they worked in EYFS
- 45% of respondents reported that they worked across KS1 and KS2
- 16% of respondents reported that they worked in KS2 only
- 16% of respondents reported that they worked in KS1 only

Question 1: How would you rate the current E-safety education in your school?

Staff from primary schools rated the quality of the education by giving a score out of 10. The results varied and showed that staff generally scored the E-safety education as fair to good. Only 13% of staff rated their school as less than 5 out of 10 for quality of E-safety education, with 45% rating their E-safety education between 5 and 7 out of 10. 42% of staff rated their E-safety education for primary school children as between 8 and 10 out of 10. The average weighted score was 7 out of 10 for all staff members.

Question 2: How would you rate your own personal knowledge of E-safety topics and that of your colleagues?

Using the same 0-10 scale, primary school professionals were asked to consider their own knowledge of E-safety topics. Staff rated themselves at an average of 8 out of 10 for E-safety knowledge, with scores ranging from 4 to 10. Similar scores were given for colleagues too, with staff rating the other staff members in their school as an average of 7 out of 10 for knowledge of E-safety topics.

Question 3: Which E-safety topics should children in primary school learn about?

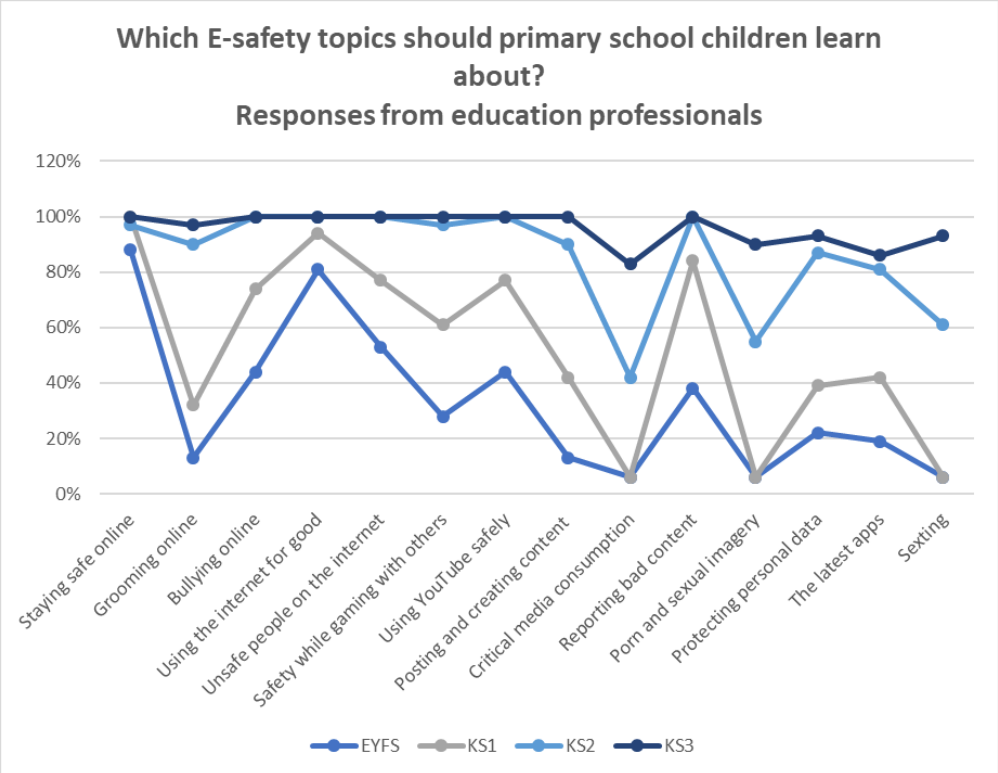
This question provided a wide range of possibilities based on previous literature and current E-safety education, and asked staff which topics they felt were relevant at the different key stages and ages.

Table showing the percentage of staff members who agreed that the topic should be taught to children of each key stage.

Topic	EYFS	KS1	KS2	KS3
Staying safe online	88%	100%	97%	100%
Grooming online	13%	32%	90%	97%
Bullying online	44%	74%	100%	100%
Using the internet for good	81%	94%	100%	100%
Unsafe people on the internet	53%	77%	100%	100%
Safety while gaming with others	28%	61%	97%	100%
Using YouTube safely	44%	77%	100%	100%
Posting and creating content	13%	42%	90%	100%
Critical media consumption	6%	6%	42%	83%
Reporting bad content	38%	84%	100%	100%
Porn and sexual imagery	6%	6%	55%	90%
Protecting personal data	22%	39%	87%	93%
The latest apps	19%	42%	81%	86%
Sexting	6%	6%	61%	93%

Results showed that primary school professionals favoured an increasing level of knowledge as children got older, with the majority of teaching favoured in KS2 and KS3. In EYFS and KS1, topics such as staying safe online, bullying online, unsafe people on the internet, using the internet for good and using YouTube safely were favoured by professionals, whilst topics such as grooming online, posting and creating content, critical media consumption, porn and sexual imagery, protecting personal data, the latest apps and sexting were not as heavily supported.

In the table above and line graph below, a large change can be seen in the support for topics that relate to sexuality and abuse when professionals were asked about KS2 and KS3.



This may suggest that primary school professionals do not view these topics as relevant to younger children, and attribute them more to older children. However, these findings are particularly interesting when contrasted with the answers to the next question.

Professionals were then asked whether there were any topics that they felt were missing from the list that children in primary school children needed to know about. This question produced a wide range of answers including suicide, self-harm, pro-anorexic and pro-bulimia forums, suicide-porn and snuff films, buying pharmaceutical products online such as tanning pills and slimming pills, radicalisation, swiping and likes for popularity and self-worth, hacking and viruses, peer pressure online and PEGI ratings.

Clearly, some of these topics could be seen as complex, sensitive or traumatic – but professionals left over 20 comments asking for these topics to be included, whilst not endorsing topics such as grooming, sexting and porn until much later.

Finally, the table and graph show very low levels of support for critical media consumption. This means the approach by which children are taught to critically assess, view and debate things they see in the media, in order to increase critical thinking skills and to encourage them to consider what might not be real, what might have an agenda or message and what might be emotionally manipulating them to buy a product or behave in a certain way.

Example of critical media consumption exercise:

Show children some clips of well-known adverts they have seen on TV. The adverts could be for toys, music, films or cartoons. In this example, we will use an advert. Ask them how the adverts make them feel and what the advert wants them to do. Does it want them to buy something? Click something? Watch something? Go somewhere? How is it doing that? Is it making them feel happy? Excited? Sad? Is it using music? Fonts? Colours? Images?

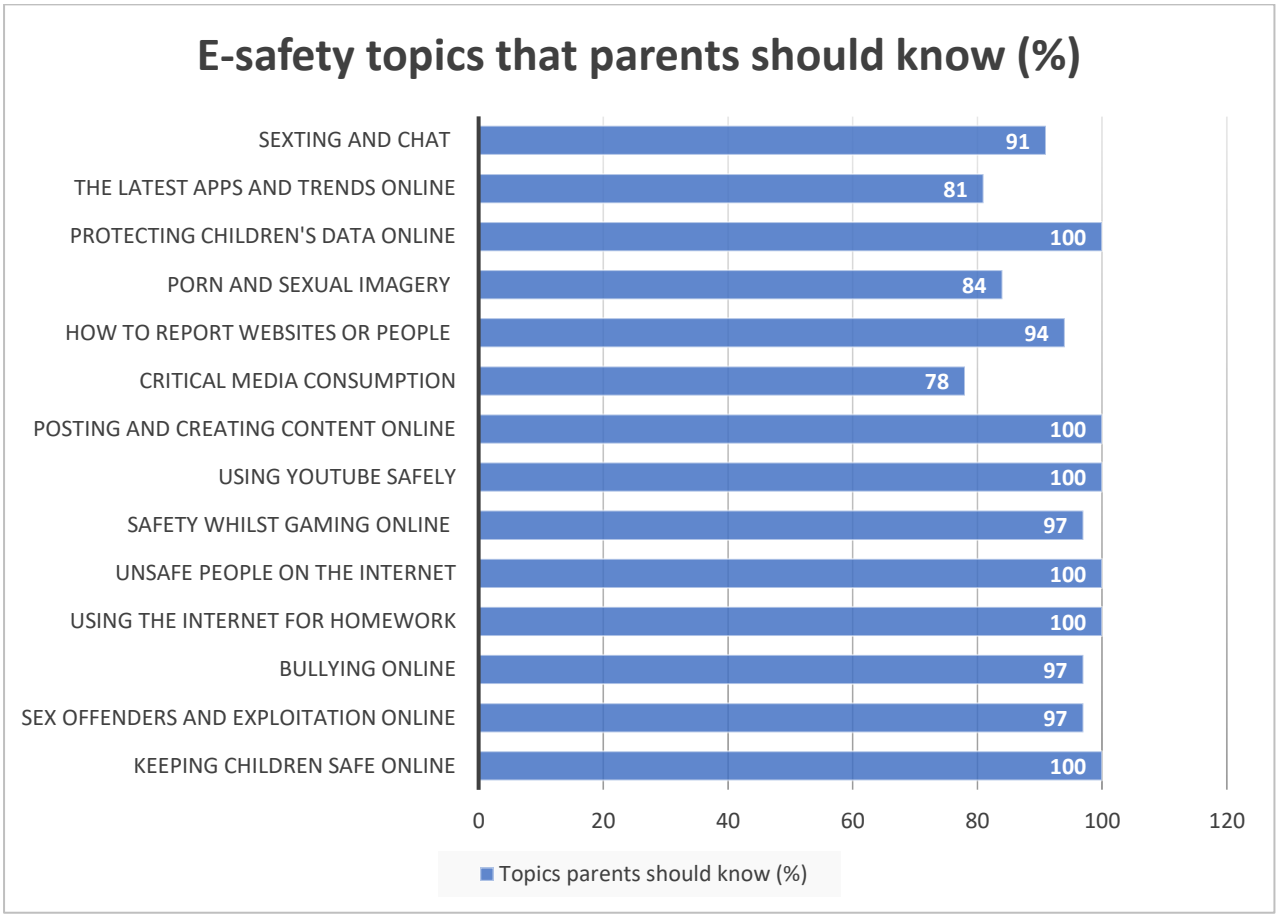
The purpose of exercises such as this is to teach children to critically appraise the media they consume. With children consuming an average of 8 hours of media per day, this is a skill required from a very early age. However, as the child ages, critical media consumption and co-viewing techniques can be used to debate and discuss racism, sexism, sexualisation of women and girls on TV, gender role stereotypes, myths and messages.

It must be noted that if 'critical media consumption' was an uncommon term for primary school professionals, this may have resulted in low support for the topic. However, this would not explain why professionals supported critical media consumption significantly more in KS2 and KS3. Conversely then, this could mean that primary school professionals were familiar with critical media consumption but did not feel it was relevant to children in EYFS and KS1.

Question 4: Which E-safety topics should all parents of primary school-aged children know about?

Primary school professionals were given a range of topics to choose from and were asked to select any topics they felt parents and carers of primary school-aged children should know about, in order to help them to protect their children online.

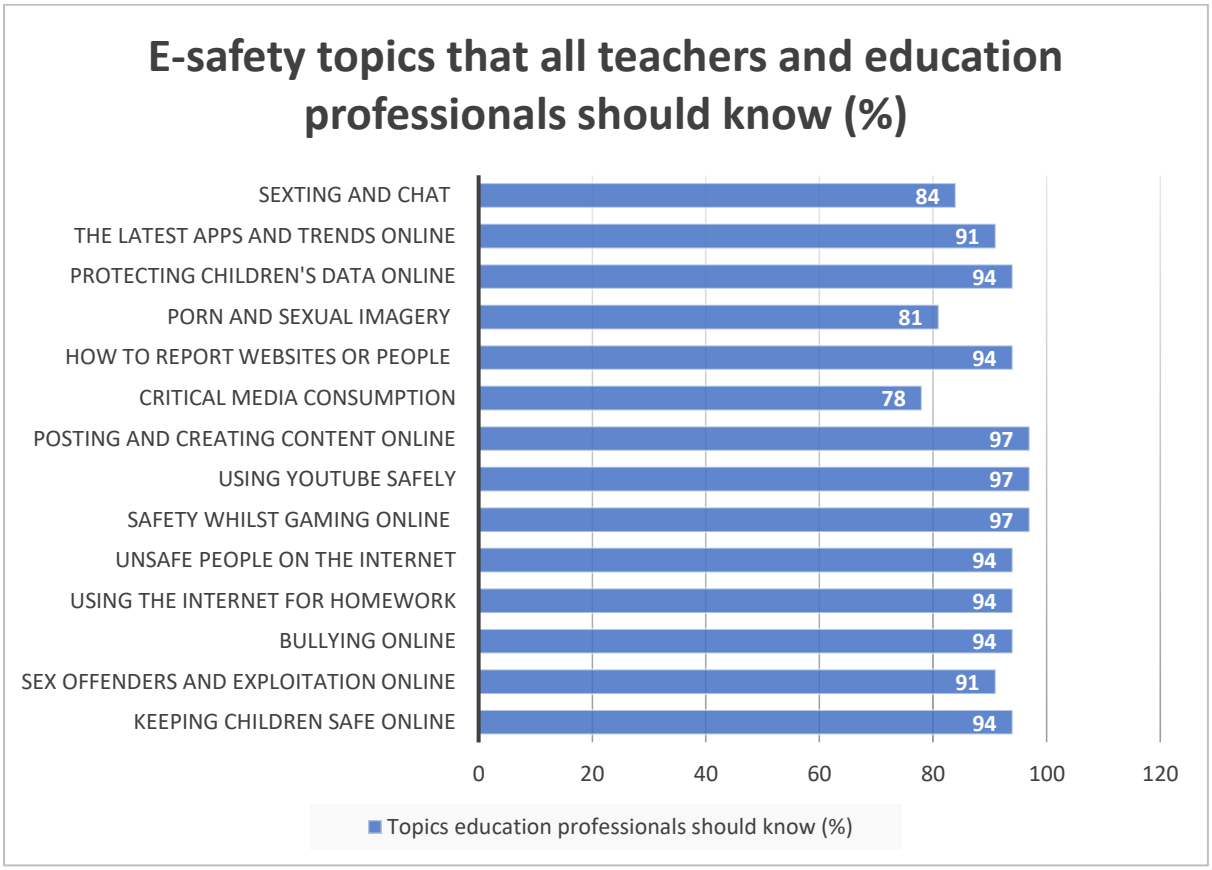
Results showed that primary school professionals endorsed all of the topics to a significant level, with the exception of critical media consumption again, which was the lowest scoring topic, along with porn and sexual imagery.



As above, professionals were asked whether the list of topics was complete, and whether there was anything missing. There were 18 suggestions of topics that parents of primary school-aged should know including parental responsibilities in keeping children safe, how to monitor children's online activity, how to explain concepts such as CSE and online bullying to children, how to spot signs that their child is being bullied or abused online, how to deal with arguments online with friends and other pupils. One professional suggested that parents should receive training about the mental health of their primary school-aged children and how the online world might impact them.

Question 5: Which E-Safety topics should all education professionals working in primary schools know about?

Finally, respondents to the survey were asked to select which topics they felt all education professionals working in primary schools should know about, which resulted in very high agreement across almost all topics except for critical media consumption and porn and sexual imagery. This result may represent a lack of confidence rather than a lack of knowledge, as the respondents did endorse both topics but to a much lesser extent than others. Critical media consumption is not routinely taught in the UK, and porn and sexual imagery are still considered a taboo subject to talk about even amongst adults.



Development of new E-safety modules

The development of the new modules was based on the findings from the questionnaire data in the previous section and the evidence from the literature. This resulted in a clear need to develop flexible, easily accessible bitesize modules that facilitators could pick up as and when the need arose in the local authority area. However, as the needs of professionals, parents and children were so wide, it also meant that this generated a requirement for a very large collection of modules for different age ranges, for parents and then for teachers.

The new e-safety modules developed as part of this project were designed with some core approaches in mind:

- Materials must not blame children or place responsibility on children for abuse or harm they are subjected to by others online
- Materials must not use shock tactics, harmful imagery or traumatic films with children
- Materials must encourage critical thinking, debate and conversation for children of all ages
- Materials must be clear and easy to read or engage with
- Materials must provide flexibility for facilitators to improvise and innovate when needed

Many of the materials were developed in PowerPoint presentation format but were not designed to be read out or to be followed as a linear programme. Sessions were developed with facilitator notes, hints and tips.

An introduction to e-safety module was developed to be piloted with primary school children by the researcher and the main facilitator of e-safety education for the local authority. After consultation with the facilitator, it was decided that the EYFS children would be delivered a bespoke module to reflect their development and comprehension, that Year 1 and 2 would have a separate module that was more complex and more detailed but not at detailed as the third separate module that was delivered to years 3, 4, 5 and 6. The modules all covered the same materials, but tailored to each level of comprehension and development. Content included a discussion about what items of technology they own and use, what they use them for, what their favourite things about the internet and technology were and how often they use them. Conversations then continued to include what to do if they ever saw anything scary, inappropriate or if someone was being unsafe towards them or around them. The sessions finished by covering who children can talk to or places they can go to if they are worried. In the sessions for older children, the modules also included a discussion of experiencing online harm and how to seek support or report people.

Piloting of new E-safety modules

When the first set of modules were developed, they were piloted with a whole primary school from EYFS children through to Year 6 children. In total, there were just over 150 children. Each age group were invited to an e-safety education with children their own age. The session lasted around 40-50 minutes each except for the early years class, which was 25 minutes long.

In each session, the researcher made notes about engagement, content and discussion that were generated by the materials.

EYFS

In this group of 20 children aged 4 and 5 years old, we asked them to engage in activities and discussion about what technology they used and what their favourite things were do to online. The most common item of technology was iPads with 15 children reporting to have an iPad at home, 6 reported having their own Xbox and 3 reported having their own mobile phones. When asked what their favourite things to do online were, 7 children said Fortnite, 8 children said Roblox, 3 children said Grand Theft Auto and 6 children said Call of Duty. All of these games are unsuitable for children of this age. A few children did talk about Sonic the Hedgehog, Mario and children's games on apps.

When discussing rules they had to follow when online at home, most children at this age were very concerned about breaking their iPad and most of their rules were about not dropping or throwing the technology rather than how to use the software safely. When the facilitator asked how long they played on their technology in the warm-up activity, it became clear that the children had very little concept of time but sometimes measured time by daily events instead of in minutes or hours. Rather than children saying 'I am allowed 30 minutes' children would say 'I am allowed to play until tea time.'

Children engaged very well with simple and fun videos about playing games online and even asked to watch the videos again as they had enjoyed watching the cartoon so much. Children at this age were very keen to engage in discussion and were a lot more vocal than the facilitator had expected them to be. Children were able to answer all questions and activities and none of the materials appeared to be too confusing or disengaging.

Year 1 and 2

Around 45 children attended this session aged between 6 and 7 years old. When asked, 90% of children said they played on the internet or online gaming and they had no problem recognising big brand names such as Apple, Microsoft, Sony and Samsung in the images on our slides. In this age group, iPads were still the most common item of technology used by the children with 40 children reporting that they had their own iPad, 30 reporting that they had their own Xbox or PlayStation and 30 reporting that they had their own mobile phone. This came as a surprise to the facilitator and to the teachers in attendance, who had not expected so many children to have mobile phones. When asked about their favourite things to play online, 16 reported Fortnite, 14 reported Minecraft, 10 reported GTA and one child said Friday the 13th (a game based on the 18-rated horror film).

The discussion around rules they have in place at home was much easier understood in this age group and rather than the rules being about not breaking their technology, it was clear that parents

were instilling rules about content and behaviour. Children told us that their rules at home included not talking to strangers online, not giving out their contact details to people, asking permission of their parents or carers before watching certain youtubers and children could easily identify personal information that they should not share online. Of interest was the number of children who were using the adult phrase 'stranger danger', which suggests that their parents and teachers were already using this phrase with them for them to use it in context.

The children at this age were also completely engaged by the video of Simone and Pumba from Disney's Lion King, talking about how to use their iPads safely. The children were completely silent and engaged. They were able to summarise the content of the video easily.

Key findings from this session were also about length and content. The session length was not long enough for the children, who had a lot to say and were wanting to get more engaged in the topic. Many children had stories, experiences and opinions and we concluded that the class size was far too big to manage this effectively for them. The physical space was also too big, as this session was delivered in the sports hall to accommodate their class size, which meant some children were able to sit at the back and it was hard to monitor whether they were okay and get them involved.

Year 3 and 4

In this group of children, there were around 30 children aged 8-9 years old. It was apparent straight away that their use of technology was very different from the younger children and for the first time, children reported using the internet for listening to music. Half of children reported using their technology to listen to music on iTunes or YouTube and 13 children reported that they use their technology to play Fortnite. When asked, 28 of children reported having their own mobile phone and iPads.

This group raised concerns and issues that were not raised at all in the younger groups. Children were fidgeting, struggling to concentrate, were talking privately amongst themselves about things they have done online or seen online and whilst they were engaging, they were engaging more with their peers than the facilitator. When asked about the things that can happen online, their answers were much more diverse. Children told us that strangers can talk to them, that criminals can hack your account to take credit card details, that there were scary videos on YouTube, that they can be bullied online by people from school and that two children had received death threats online. This group was talking from experience, with children disclosing that they had watched things online that had given them nightmares and two children disclosing that they had been repeatedly sent messages telling them to 'go kill themselves'. One child emotionally and bravely recounted all of her friends messaging everyone to say she 'had nits' so no one would come near her at school. When asked, none of the children had reported any of these issues to a parent or other safe adult. This surprised all of us and we spent some time talking to children during and after this session.

The answers are very important and present some questions for those of us teaching and developing teaching materials in e-safety. Most children we spoke to said that they prefer to just block, ignore and turn off their technology when they receive abuse online, but that they don't tell parents or carers because they will take their technology from them. However, some children also told us that they don't report because no one will ever find the people who did it, that the police are not capable or have the time to track down someone online using an avatar or username to hide their identity and that nothing will happen so there is no point in reporting. One child had already had a personal experience of reporting online abuse to the police, but the police had told their parents that there

was no way to track or prosecute the person who had done it and the case was dropped. This child expressed their distrust in reporting and said that nothing will happen to perpetrators. Other children agreed with this, which was a startling result from children aged just 8-9 years old.

Year 5 and 6

In the final group, there was 32 children aged 10-11 years old. Less children used an iPad as their primary source of technology with only 16 children reporting they had an iPad and by this age the most common items were phones and computers or laptops, both at 29 children.

When asked what they liked to do online, 24 children said playing Fortnite, 7 said Minecraft, 11 said Grand Theft Auto and 20 said YouTube. 11 children reported that they had their own YouTube Channel and they made and uploaded videos of themselves, dancing, singing and playing video games. They also reported using YouTube for learning new things and watching their favourite TV shows and Youtubers.

In this age group, 17 children reported having headsets that they used to talk to people online most days. Children were talkative, fidgeting, concerned with the experiences of their peers but were also very willing to share their opinions, experiences and thoughts about e-safety. Discussion was hard to contain as so many children wanted to get involved. This means that the session would have benefitted from being longer, so they could engage in the way they wanted to.

Again, in this age group children reported a wide variety of negative experiences including being hacked, being bullied, abused, being added by strangers, being asked for personal information and 16 children reported having to block people who had been very offensive or abusive. They shared experiences with each other about seeing faked videos online, scary videos about ghosts and possession, haunted mansions, self-harm and YouTuber Logan Paul's video in which he showed a man who had committed suicide.

Of interest was that all these children reported not to have searched for any of these videos, but they had come up as 'suggested videos' by YouTube and a number of children who were Logan Paul fans had seen the suicide video by accident, having been watching him for months before he showed the video of the body of the recently deceased man.

Children were completely engaged by the videos shown to them and they were able to summarise the content with accuracy and with their own interpretation. When children were asked what we can be sure of when talking to someone online, all children responded that we can be sure of nothing and that there was no real way of knowing if someone was who they said they were online, which showed a high level of awareness.

When asked about the video shown to them (Lucy and the Boy, NSPCC) the children picked out the most obvious messages from the video about 'stranger danger' but they could not identify any issue with being asked to send pictures of their pants. Even when pressed and asked, 'Why would someone ask Lucy for pictures of her pants?' none of the children were able to answer the question.

This was important because whilst all of the children knew that something was not right, and that they should block the person, they could not tell us why after watching the video. This may mean that the videos are still not effective or clear enough to be used as an educative resource, even at 10-11 years old and even with significant prompts from facilitators. However, when we changed approach with the children and asked them to imagine what had happened to Lucy in the video had

happened to their best friend and asked them to think about what advice they would give to their best friend, they were able to give comprehensive and useful advice about reporting, blocking and seeking help.

In this age group, children were still apprehensive about reporting abuse online and told us that they didn't think much could happen to perpetrators. Discussion also revealed that children thought people were abusive online because they knew they couldn't get caught or traced, or it would be very unlikely that they would be confronted or punished. One child also explained that they thought some people were abusive online because they didn't have to deal with the real reactions of the people they were upsetting, because they were not in front of them. These answers are insightful and complex and should help us to understand the way children of this age see online abuse and perpetrators.

Evaluation of new e-safety modules

At the end of each session, children were presented with a bespoke, child-friendly evaluation form to gather basic information at each age group about the session and the impact it may have had on children. Teachers collected the small evaluation forms from children and gave them to the researchers to analyse. Not all children handed in an evaluation, but the response rate was over 90% of the children who attended the sessions.

Children who responded to the evaluation

Age/Year	Count	Male	Female
EYFS 4-5 years old	20	Not available	Not available
Year 1/2 6-7 years old	25	13	12
Year 3/4 8-9 years old	25	12	13
Year 4/5 9-10 years old	15	7	8
Year 5/6 10-11 years old	28	14	14

EYFS children received a pictorial evaluation form containing faces expressing different emotions with simple words underneath them about the lesson. The children were supported to answer the evaluation by their teachers. Of the 20 children aged 4-5 years old, 17 children selected 'this lesson was fun' and 3 selected 'this lesson was bad'.

Year 1 and 2 children received a combination pictorial and text evaluation form containing emojis expressing four different facial expressions ranging from a wide smile to a very sad face. Children were asked to circle the face that they felt about the lesson. Underneath were seven sentences written in accessible language for young children. The sentences expressed negative, neutral and positive statements about the session for children to tick as many or as little as they agreed with. Children were supported by their teachers to understand how to use the form.

Out of 25 children, 20 children coloured in or circled the happy faces and 4 children circled or coloured the very sad face. One child did not circle any faces. Their answers to the sentences are contained in the comparison table below.

All Year 3 and 4, Year 4 and 5, Year 5 and 6 children received the same combination pictorial and text evaluation form containing emojis and sentences to tick. In Year 3 and 4 out of 25 children, 23 children circled the happy faces and 2 children circled the very sad face.

In Year 4 and 5, out of 15 children, 11 children circled the happy face but 4 children circled the unsure face, which was the first age group to use the unsure face.

In Year 5 and 6 children, 19 out of 28 children circled the happy face, 8 children circled the unsure face and one child circled the sad face. This was the first group to produce very mixed results and was the largest group of children to select the unsure face on their evaluation forms. It appears that as the children got older, they became more unsure about the e-safety session materials.

Comparing responses from the evaluation forms

Item	**Year 1/2**		**Year 3/4**		**Year 4/5**		**Year 5/6**	
It was a bit boring	**5**	20%	**4**	16%	**0**	0%	**10**	36%
I learned something new	**4**	16%	**23**	92%	**13**	72%	**15**	54%
It was great!	**6**	24%	**21**	84%	**12**	67%	**10**	36%
I didn't understand some things	**1**	2.5%	**12**	48%	**1**	5.5%	**3**	11%
I need some help from an adult	**3**	7.5%	**7**	28%	**0**	0%	**1**	3.5%
I am going to follow the rules online*	**4**	10%	**N/A**	N/A	**N/A**	N/A	**N/A**	N/A
It was easy to learn about**	**2**	5%	**N/A**	N/A	**N/A**	N/A	**N/A**	N/A
It made me worry about going online	**1**	2.1%	**13**	52%	**7**	39%	**5**	18%
I am going to make a change or do something differently to stay safe online***	**N/A**	N/A	**17**	68%	**13**	72%	**8**	29%

*Year 1/2 only **Year 1/2 only ***Year 3/4, 4/5, 5/6 only

Discussion of evaluation data

The items in the evaluation were developed to explore some of the common issues we face when delivering E-safety education. This includes whether children engage, whether it is too hard or too simple, whether it causes any change in behaviour (especially as the evidence suggests that it does not) and whether the e-safety materials or approaches we are using are causing anxiety, trauma or harm to children. Also included was an item in which children could tick that they needed to talk to an adult about something that was raised in the E-safety session. Several children ticked this option and a teacher went to talk to them about their concerns.

The responses from the evaluation are mixed but important. They do not show clear results of success or failure of the materials, but they do offer important new issues to consider. The first is

that the session for year 1 and 2 children appeared not to be ideal and received some of the lowest ratings for positive items and some of the highest ratings for negative items. However, it did have the lowest ratings for items such as 'I didn't understand some things' and 'it made me worry about going online.

Year 3 and 4 children scored the session in a very different way, which is important considering that the modules for year 3, 4, 5 and 6 received a different module which was made more bespoke for their age range and comprehension. The response to positive items such as 'it was great' and 'I learned something new' were very high and self-reported boredom was low. However, just under half of the children reported not understanding some of the content of the session with 48% of children reporting 'I did not understand some things'. There were further findings that need much more consideration, such as the 52% of children who reported that the session had made them worry about going online, which is not a desired outcome in trauma-informed teaching. The aim of the education is not to shock or scare children, but to inform and educate. Finally, this was the first age group to be asked whether they would do something differently based on what they had learned which had a 68% agreement rate.

Year 4 and 5 children scored the session in the most positive ways with 0% boredom responses, 72% of children reported they had learned something new and 67% reported that the session was great. Further, only 5.5% reported that they didn't understand some things in the materials or delivery and 72% said they would do something differently online in future. There was still a relatively high level of children who had felt worried about going online after the session with 39% of children ticking this box on the form. In this age group, none of the children ticked that they needed help from an adult.

The oldest group of children in the year 5 and 6 class has much higher levels of boredom and much lower levels of change, with only 29% of children reporting that they would do anything differently after the session and 36% of children reporting that they were bored. Only one child ticked that they needed help from an adult after the session but 18% of children at this age group reported that the session had made them worry about going online.

These findings are important because the materials had been developed not to scare, shock or worry children but still did worry a significant proportion of children at all age ranges, suggesting that even the conversations about dangers online can be worrying for children – even when no films, imagery or shock stories were included.

The alternative explanation is that many children disclosed times they were abused, harmed or bullied online which may have contributed to feelings of worry having never spoken about how common online abuse is with their peers before. It is also interesting to note that there was a noticeable difference in how old the children were and whether they were seeking help from an adult. The younger children were up to 20 times more likely to tick the box asking an adult for support than older children, despite the fact that children of all ages openly discussed online harm and abuse they had suffered in the discussions in the session.

Final E-safety module suite

After considering the literature evidence, findings from the pilot, conversations with the E-safety facilitator and the analysis of existing E-safety materials, a new suite of E-safety modules for children, parents/carers and teaching staff was developed for local authority. The e-safety module suite attempts to cover key issues at different ages and stages, a collection of modules for parents and carers, and a collection of modules for teachers and professionals working with primary school children.

For primary school children:

Stage and age of the children	**Topics of modules**
EYFS	• All about the internet • My favourite things about the internet • People on the internet • Playing games and apps online • How the internet makes us feel • Telling a grown up and asking for help • Watching videos on YouTube
Key Stage 1	• All about the internet • Staying safe online • People on the internet: Who uses the internet? • Online bullying • Using the internet for good • Unsafe people on the internet • Safety while gaming with others • Using YouTube safely • Critical media consumption • Reporting bad content • Porn and sexual imagery • Protecting my personal data • Apps and games • Chatting and commenting online • How does the internet make us feel?
Lower Key Stage 2 Upper Key Stage 2	All of the KS1 above + • Grooming online • People on the internet: Why do they behave like that? • Sexting and chatting • Our body image and the internet • Our self esteem and the internet • Making friends online

For parents and carers:

Age of children	Topics of modules
EYFS Key Stage 1 Key Stage 2	• Keeping your children safe online • Sex offenders and exploitation online • How to prevent online bullying: Your child and others • Teaching your child to use the internet for homework • Unsafe people on the internet • Safety whilst gaming online • Using YouTube safely • Posting and creating content online: A guide for parents • Critical media consumption: What is it and how do I do it? • Porn and sexual imagery: What all parents need to tell their children • Sexting and chat: What parents need to know

For teachers and professionals:

Age of children	Topics of modules
EYFS Key stage 1 Key stage 2	• Keeping children safe online • Sex offenders and exploitation online • How to prevent and respond to online bullying • Teaching children to use the internet for homework • Unsafe people on the internet • Safety whilst gaming online • Using YouTube safely • Critical media consumption: What is it and how do I do it with my students? • Porn and sexual imagery: What all teachers need to discuss with their students • Sexting and chat: What teachers need to know • Body image, self esteem and the internet • Emotional wellbeing of children on the internet

Moving forwards

This project has produced a review of the evidence and national context surrounding E-safety, developed and tested a new set of E-safety modules to be used with primary school children and presented transparent data and analysis of the process that was undertaken. However, there is more than can be done by professionals and parents to keep children safe online, after all, it is the role of the safe and responsible adult to not only educate but to protect children from harm. Sometimes, education will be useful and may help a child navigate a tricky situation, but education alone cannot protect children from other adults and children who make a decision to harm them, target them, groom them or exploit them online. Therefore, more action must be taken by adult professionals, parents, carers, policymakers and researchers.

For education professionals and practitioners working with children

1. Work towards positive, strengths-based education and activities in E-safety and move away from shock tactics, traumatic or scaremongering activities and approaches
2. Delivery is important. Practice delivery and ensure that sessions are not PowerPoint heavy, talking 'at' children about staying safe online
3. Ask children what they already know and what they would like to learn about, use this as an opportunity to listen to what they already seem very knowledgeable about and what they don't seem to understand or know anything about yet
4. Provide safe spaces for children to talk about experiences they have already had online. A large proportion of children have already had harmful or abusive contact online.
5. If you know your session is about grooming, abuse, sexual violence or another topic that may be distressing, and even if you are not using any distressing films or imagery, give children fair warning of the content and give them permission to leave if they are upset or worried by the content. You will need an extra member of staff for this.
6. Don't try to fit too much in to one short session. It is much better to cover one topic very well than try to cover 4 or 5 topics quickly in a 45-minute session
7. Careful with class sizes and room sizes, discussions about online harm or online behaviours can be hard to maintain safely with a large group of children, especially if they are spread across a room you cannot effectively manage
8. Make it your business to understand the issues for children online and remember that their 'online life' is their real life and everything that happens online is as real and as harmful as something that has happened in any other way
9. Remember that educating children is not a prevention method and will not protect them from being harmed. Education is vital, but it is not preventative
10. Evaluation data is often only as good as the evaluation itself. Asking children positively framed, leading questions such as 'Was today fun?' or 'Has this session helped you to stay safe online?' Evaluation should be framed neutrally and be as accessible as possible. Ideally, evaluation should not just be conducted at the end of a session and should also be conducted some days or weeks after the session to check for retention of new knowledge.

For parents and carers

1. Learn as much as you can about E-safety and the online worlds your child engages in. Whether it is learning about how Minecraft works or downloading Instagram and Snapchat to look for yourself, it will help to engage in the apps and games yourself
2. Ask interested questions about what your child is doing, who they are talking to, what they are playing, what they like and what they don't like
3. Educate yourself about the risks of the online world, including sex offending, exploitation, online bullying, forums, radicalisation, body image and self-esteem issues for young children
4. Engage in critical media consumption with your child when they are watching TV, listening to music, watching YouTube or using other media. You can do this by asking critical questions in a technique called 'co-viewing'. Co-viewing could include questions like 'Why do you think the men are all wearing clothes, but the women in the music video are all in swimwear?' or 'I wonder how that character feels now he knows he has been lied to?'. You can also make provocative comments to spark debate such as 'I would hate to be treated like that' or 'I think that person might be a bully.' Co-viewing encourages children to engage in critical thinking rather than passive viewing.
5. Set time limits and rules for using technology and internet that are suitable for the age and development of your children
6. Decide what is acceptable for your children to watch, listen to or engage in and what you would prefer them not to have access to. This is a personal decision for parents and carers to make and will often differ across families and communities.
7. Talk to your children about the things they may see or read on the internet, before it happens. This includes open and frank conversations about nudity, sex, violence, terror, hate speech, racism and sexism to name a few. Keep conversation open and fluid, and make sure all children know what to do if they see something inappropriate or scary.

For policymakers and researchers

1. Much more research with children is required before we fully understand the experiences of children online. Research should centre the voices and experiences of children
2. Literature findings and the evidence from this project suggests that children aged 4-5 years old have significant experiences and knowledge of online gaming and using the internet but much research and e-safety education focusses on older children. More needs to be done to listen to very young children and to learn about their usage of technology and the internet
3. E-safety education cannot be implemented as a protective or preventative measure by policymakers and must be educative only. This means that strategies surrounding CSE, CSA and other forms of child harm must not use E-safety as a strategy or intervention that aims to protect the child from harm. If a child is being harmed online, the child must be protected and supported rather than simply 'educated'.
4. Evaluation of E-safety education is rare and can be weak. When commissioning evaluation or research, ensure evaluation is comprehensive and longitudinal and does not only seek positive outcomes.
5. More work is needed to understand how to deliver E-safety education without blaming, placing responsibility on children, worrying, or traumatising by the inappropriate use of shock tactics, films and imagery of children being abused or harmed online
6. E-safety education currently does not seem to cause behavioural change and cannot therefore be marketed or described as changing children's behaviours or protecting them

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