



**Safer
Internet
Day 2026** | **Tuesday**
10 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk



Faculties	Activities
English	Year 7 & 8 Writing safe internet poems.
	Year 9 Creating safe internet online profiles as characters in <i>Othello</i>
	Year 10 & 11 Transactional writing/ non-fiction writing on safer internet use and 'Fake News' e.g., Information leaflet/ article writing/ debate
	Year 12 & 13 Debating 'Fake News' and how to use the internet safely.
Citizenship	Year 8 Spring 2; Learning about the UDHR and the relevance of Article 8 and how it protects right to privacy on the internet.
	Year 9 Spring 1: Learning about the importance of the Human Rights Act (right to privacy) in light of the government decision to try and scrap the Human Rights Act
	Year 10 Spring 1: Students will be given the option of 'Online safety and Social media' as one of their project topics and will be encouraged to campaign on this issue.

Modern Foreign Languages (MFL) Department	French Lesson on using new technologies safely KS5 – cyber-society and cybercriminalité
	Spanish Internet risks and benefits, el ciberespacio
	German Lesson on using safe passwords The risks and chances with AI for Year 9
	Latin and Classics Discussion on the relevance of AI to studying the ancient world
Maths	Year 7 & 8 Survey and data analysis on our favourite tasks to do online followed by a discussion on potential dangers to these activities online
	Year 9,10 & 11 Looking into prime numbers and how they form the basis of internet security for online transactions
	Year 12 & 13 Looking at cryptography and its role in internet security
Geography	Year 7 Restless Earth – encourage students to talk about how they feel after watching explicit videos showing the impacts of earthquakes and volcanoes.
	Year 8 Superpowers – examine news stories about global economies with a careful and critical eye
	Year 9 America's Human and Physical Landscape – being cautious about which promotional tourist videos can be trusted online.
	Year 10 Challenges of an Urbanising World – recognise that statistics about population and economic growth can be outdated.
	Year 11- UK's Physical Landscape – spot bias when analysing information/listening to opinions about coastal management

	Year 12 Globalisation – Understand that maps/graphs/models omit factors for simplicity.
	Year 13 Migration, identity, sovereignty – recognise propaganda within migration policies
PE	Curriculum lessons – Empower students to have conversations with their peers during connect activity and plenaries on some of the eight strands. <u>Curriculum lessons</u> Empower students to have conversations with their peers during connect activity and plenaries based around the different areas. • Self-image and identity. Ask students to give examples of how the internet and social media can be used for positive self-promotion of sport? e.g. Performing a new skill/trick • Online Relationships • Online Bullying. Teacher to discuss verbal communication between peers in PE lessons during competitive situations. e.g. can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. For example, you have two left feet. Relate this to online bullying on social media platforms. Other examples are forcing peers to play in goal when they don’t want to as you perceive them as weaker than you. People responding to athlete performances on social media like Twitter. • Heath Wellbeing & Lifestyle. How long do you think you spend approximately on your phone a day? Think, Pair, Share. What ways can reduce the time spent on your phone? • Privacy & Security. e.g. Online gaming – use of chat function How do you protect your social media accounts? Think, Pair, Share. • Copyright and Ownership • Smart tech, safe choices – Exploring the safe and responsible use of AI in sport.
Science	Year 7 – Digital Footprints & Online Safety  Activity Type: Tutor Time / Lesson  Topic: The Science of Digital Footprints • Overview: Students learn how online actions leave a traceable "digital footprint." • Activity:

	○ Conduct a class experiment where students Google themselves (with safe browsing settings) and discuss what personal information is available online. ○ Explore data tracking and cookies—where does our online information go? • Discussion: "If the internet were a scientific ecosystem, how would different online platforms interact?"
	Year 8 – The Science of Cybersecurity & Passwords  Activity Type: Lesson / Tutor Time  Topic: The Strength of Passwords – A Scientific Approach • Overview: Understanding how passwords are hacked and the maths behind secure encryption. • Activity: ○ Use an online password strength tester to see how long different passwords take to be cracked. ○ Discuss cybersecurity careers in ethical hacking and cryptography. • Discussion: "If you had to create an unbreakable password, how would you do it?"
	Year 9 – AI, Deepfakes & Fake News Detection  Activity Type: Assembly / Lesson  Topic: The Science Behind Deepfakes & AI in Misinformation • Overview: Investigating how Artificial Intelligence is used to create deepfake videos and manipulate images. • Activity: ○ Show a deepfake video and challenge students to spot fake vs. real content using scientific observation. ○ Discuss how AI can be trained to recognize misinformation. • Discussion: "Can we ever fully trust what we see online? What scientific methods help us verify information?"
	Year 10 – The Neuroscience of Screen Time & Dopamine Addiction  Activity Type: Science Lesson / Tutor Time  Topic: How Social Media Affects the Teenage Brain • Overview: Exploring dopamine, reward systems, and addiction science in the context of social media.

- **Activity:**
 - Conduct a **screen-time challenge**—students track their daily phone use and analyse the results.
 - Discuss how apps use **notifications, streaks, and infinite scrolling** to keep users engaged.
- **Discussion:** "Is social media scientifically designed to be addictive?"

Year 11 – The Physics of the Internet & Quantum Computing

 **Activity Type:** Science Assembly / Lesson

 **Topic:** How the Internet Physically Works & the Future of Quantum Computing

- **Overview:** Looking at **fibre optics, data transmission, and future computing technology.**
- **Activity:**
 - Conduct a **light and fibre optics experiment** to demonstrate how data is transmitted at high speed.
 - Explore **quantum computing** and how it could revolutionize online security.
- **Discussion:** "What role does physics play in making the internet faster and safer?"

◆ Sixth Form – Ethical AI & The Future of Cybersecurity

 **Activity Type:** Debate / Assembly

 **Topic:** AI Ethics & Digital Security – Who Controls the Internet?

- **Overview:** Students discuss **the ethics of AI, cybersecurity, and personal data privacy.**
- **Activity:**
 - **Debate:** "Should AI regulate the internet, or should humans have full control?"
 - Explore **real-world ethical dilemmas** in technology, such as AI bias and government surveillance.
- **Discussion:** "Can AI ever be completely ethical, or will bias always exist?"

Additional questions for discussion:

Monday

- How do you think AI influences what you see online (like posts, videos or adverts), and do you think that's always fair or accurate? (Encourages critical thinking about algorithms and personal feeds)

	Tuesday • Can you share a time when you used AI (like a chatbot or image generator)? Did it help you, or did you find any problems with it? (Prompts reflection on personal experience with AI tools) Wednesday • What kinds of risks do you think come with using AI online — like deepfake images or fake messages — and how would you spot them? (Builds awareness of real-world online threats) Thursday • When might using AI stop you from thinking for yourself or developing your own skills, and how can you avoid that? (Connects responsible use with personal growth and skills.) Friday • What rules or steps do you think should be put in place to make sure AI is safe and ethical for everyone online? (Invites teenagers to think about fairness, responsibility and digital rights)
Art	A PowerPoint that links to Safer Internet Day, that addresses how we are constantly surrounded by images and the impact this has on how we feel and think.
InfoTech	1. Introduction to Online Safety and Digital Footprint Objective: To teach students the importance of managing their online reputation. • Activity: Have students search for themselves online and discuss what information is publicly available. Encourage them to reflect on how their digital footprint might impact their future. • Discussion: Talk about the concept of a "digital footprint" and its long-term effects (e.g., job prospects, reputation). 2. Cyberbullying Awareness and Prevention Objective: To raise awareness about cyberbullying and how to prevent or respond to it. • Activity: Create role-playing scenarios where students act out different situations involving cyberbullying and discuss how they would respond. • Discussion: Discuss how cyberbullying can affect individuals emotionally and the importance of empathy when online. 3. Phishing and Online Scams Objective: To educate students about phishing attempts and scams they might encounter online. • Activity: Show students examples of phishing emails and messages and have them identify the red flags.

- **Discussion:** Explain how scammers trick people into giving away personal information and the consequences of falling for scams.

4. Respecting Others Online: Digital Etiquette

Objective: To promote respectful communication and behaviour in online spaces.

- **Activity:** Have students create a "Digital Etiquette" poster with guidelines for respectful online interactions (e.g., no hate speech, using kind language).
- **Discussion:** Talk about the impact of online interactions on real-life relationships and how to resolve conflicts online respectfully.

5. Privacy Settings and Securing Online Accounts

Objective: To teach students how to protect their privacy and secure their online accounts.

- **Activity:** Walk students through the process of setting strong passwords, enabling two-factor authentication, and reviewing privacy settings on their social media accounts.
- **Discussion:** Explain the importance of keeping personal information private and how hackers may exploit weak passwords or exposed data.
- **Tip:** Introduce tools like password managers and emphasize the need for unique, complex passwords for each account.

6. Creating Positive Content: The Power of Sharing

Objective: To encourage students to create and share positive, meaningful content online.

- **Activity:** Have students design a positive post or video that could inspire others or promote a cause they care about.
- **Discussion:** Discuss the impact of sharing positive content on mental health and community well-being.

7. Understanding Data Privacy and How Apps Use Your Data

Objective: To help students understand how apps and websites collect and use their data.

- **Activity:** Analyse the privacy policies of popular apps or websites and discuss the kinds of data they might collect from users.
- **Discussion:** Talk about the importance of knowing what data is being shared and how to opt-out or control data collection when possible.

