

# Intimate images and online sharing (OPTIONAL)

Year: Y6

## Subjects and Issues

- 📌 Body parts
- 📌 Growing and changing
- 📌 Rules and laws
- 📌 Peer influence
- 📌 Consent
- 📌 Relationships education
- 📌 Privacy
- 📌 Sexting
- 📌 Online safety and behaviours
- 📌 Misinformation
- 📌 Disinformation
- 📌 Deepfake
- 📌 AI - Artificial Intelligence
- 📌 Digital footprint
- 📌 Digital tattoo
- 📌 online sexual content
- 📌 Location Settings
- 📌 Intimate images

**N.B. Please read the teacher guidance first, which can be found on the right-hand side, before teaching this lesson.**

This lesson is an optional lesson because, the theme 'Intimate Images' is not explicitly taught until the secondary phase. However, the RSHE 2025 guidance states: *"Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school."* The lesson has been created to support schools who have identified a need for supporting children in their school.

## Introduction

Start by reviewing the class agreement or develop one, around creating a safe learning space, if not already developed (see SCARF Teacher Guidance for further details of setting this up).

[Supporting teaching and learning](#)

## Creating a safe learning environment

Explain that today we are going to learn about how to stay safe online, thinking about privacy online and what is safe and not safe to share online. For almost everyone the internet is an important part of life, but sometimes we might come across things that are worrying, upsetting, and not age appropriate. Our goal today is to think about some of the inappropriate content that might be shared and seen online, and to understand what our feelings and responses might be to it and to know what to do and who to talk to if this happens.

Ask:

What have you heard about the term privacy online?

Answers might include;

- It means keeping my personal information safe when I'm on the internet.
- It means choosing who can see things about me like my photos or profile.
- It means not sharing things like my full name, address or where I go to school.
- It means thinking carefully about my location settings.
- It's about using settings so only my friends can see what I post.
- It means checking before I share something to make sure it's safe.
- It means making sure my personal information isn't shared or spread across the internet

Acknowledge that all the responses are valid. Recap or draw attention to the idea that once information is shared online it can be spread quickly, and it can be virtually impossible to permanently remove it.

Using the emoji feelings faces, (which can be found on the right-hand side and will need to be printed and cut up), ask the children to stand up and explain you are going to ask for a volunteer (Pupil A) to share a message with a friend. Ask pupil A to choose out of the four emoji pictures one that best describes how they are feeling

right now. This is the piece of information they are going to share with their friend. This picture represents a post or photo they might share online for their friend to see.

Pupil A chooses one friend to share it with and gives it to them. (Pupil B)

Then ask pupil B to quickly show it to someone else.

And then each new pupil must show it to another as fast as they can.

Very quickly the entire class will have seen the picture.

## Activity 1 - What information or pictures might someone want to share online?

Invite children to work in pairs to think about this question for a few minutes. Then ask the children to write their ideas down, one per post-it note.

Using the resource – Activity 1a 'What might someone want to share online?', display the 7 headings on the walls around the classroom and as a class organise the children's ideas under the categories. (Some ideas may cross over into multiple categories.)

Answers might include:

- **Everyday life** – pics of what they're doing, updates about their day
- **Interests and hobbies** – favourite things, playing sports
- **School related** – school trips, school achievements
- **Pets** – cute videos, animals doing funny things
- **Creative content** – drawings, music
- **Celebrations** – birthdays, festivals, weddings, parties
- **Family and friends** – including partners, girlfriends, boyfriends

Acknowledge that often when someone shares a photo, they also add a comment to go with it.

Ask: Thinking about our discussion around privacy online and how quickly information can be shared on

the internet, is there anything listed that might not be a good idea to share online. What is safe, unsafe or depends?

Using the resource – Activity 1b ‘Is it safe, unsafe or depends?’ display the headings, **SAFE, UNSAFE, DEPENDS**

Discuss and move the post-it-notes to under the three new headings, safe, unsafe and depends.

Once the new lists are created, read through and ask if there were any examples that were difficult to know where to put.

Discussion answers might include:

### **SAFE**

- Photos of pets
- Creative work – art, writing, baking, etc.
- Hobbies – The person playing football (as long as these don't include personal information like club details and logo – becomes DEPENDS )
- Family and friends (DEPENDS – with consent/permission from the other people in the photo.)

### **UNSAFE**

- Information that has the school's name or logo on
- Location clues - ‘At the park next to my house’, away on holiday, clubs they attend each week
- Photos that give away private information – house, bedroom, personal belongings
- Family and friends without their permission.

### **DEPENDS**

- Who you are sharing with – family picture with a close family member, carers, grandparents, family abroad.
- Depends on whether the photo is taken in a public or private location. (In a private location, like someone's house or a school, permission should be asked for and given before an image is shared.)

Explain sharing some things online is fine, like your artwork or a picture of your pet. But personal details, school logos and where you are right now are better kept private. This is because keeping those things to yourself helps you stay in control of who knows details about you and your life.

## Activity 2: Sharing an image

It is important to remember that when someone wants to share a photo of someone else, they should always get permission from that person.

Everyone has the right to decide which parts of their life go online. Asking for permission is respectful and kind, and it helps to avoid disagreements and fall outs with others. The other person might say no and that is okay as everyone has the right to control their own image. It is their image, their privacy, and their choice.

It can be against the law to share certain images, and these laws are there to help to protect and keep people safe both online and offline.

Using resource – Activity 2 – ‘Sharing an image’

Display the message and then hand out the activity sheets.

Ask the class to look at ‘Message 1’ and then work in pairs to think about the questions.

Message 1 – Charlie really likes someone and they have been messaging each other online. In the latest message Charlie has been asked to send a cheeky and funny photo of themselves.

Ask - What might a ‘cheeky and funny’ photo be?

Explain that Charlie decides to send a picture of themselves dancing and pulling a funny face.

Ask – Is that ok?

Now ask the children to look at ‘Message 2’ and work in pairs to think about the questions.

Message 2 – Charlie then receives a second message asking them to now send a ‘nude pic.’

- Q1 – What might a ‘nude pic’ be?
- Q 2 – Why might Charlie be asked for a photo like this?
- Q 3 – How might Charlie be feeling?
- Q 4 – Should Charlie send the photo?
- Q 5 – Who could Charlie talk to, to get advice from?
- Q 6 – What else could Charlie do?

N.B - Nude pic, may be categorised as an ‘intimate image’ and may also be referred to as ‘semi-nude’ or ‘sexy pose’, ‘naked picture’, ‘rude photo’.

Discuss as a class.

\*See teacher guidance for support discussing these questions.

Following the discussion – summarise by saying:

Even if there are reasons why someone has asked for an intimate image, it doesn’t make it safe or okay. It is important to remember that once something is shared online, you can’t control who sees it as it can be saved, screenshotted and then shared with others.

If someone is asked to send an intimate image, they need to tell a safe adult who can help them and keep them safe.

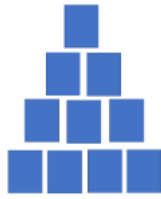
If someone receives or is sent an intimate image, it is important that they don’t share it with friends but instead tell a safe adult straight away. It is always okay to ask for help. Anyone who shares an intimate image of someone under the age of 18 is breaking the law and there can be serious consequences.

### **Activity 3 – Pause before you post rule**

Resource - Prioritisation Pyramid – sorting activity

Invite children to work in small groups on their tables and sort the ten cards into a pyramid shape.

1 item at the top  
2 on the next level  
3 on the next  
4 at the bottom



Each card has a suggestion to think about before posting something online. The group can decide which are the most helpful (placed at the top of the pyramid), to help them consider whether something is safe and okay to post. Explain there are no right or wrong answers, this is about what the children think and feel. One card has been left blank for them to write their own idea if they come up with one.

- Does this feel right?
- Would I be happy for my family to see this?
- Am I doing it to please or impress someone else?
- Would a real, good friend ask for this?
- Do I feel pressured?
- Who else will be able to see this?
- Could this hurt or embarrass someone?
- Would I still be happy about this post in a week? A month? A year?
- Does this post show me in a positive way?
- Is the person in the picture happy for me to share it?

Once the children have discussed and made their pyramids, discuss and share thoughts as a whole class.

Resource – Visual statistics

Consider the following:

1000 young people between the ages of 12-17 were surveyed and asked whether they regretted sending an intimate image.

Ask – How many young people surveyed between the ages of 12 – 17, said they regretted sending an intimate image?

Almost three-quarters (73%) of those aged 12-17 surveyed felt regret\* after sending an intimate image or video of themselves.

The most common behaviour and feeling from the majority of young people who have shared or sent an intimate image is regret.

[\\*ESET UK Research reveals teenage sexting epidemic – with almost three-quarters of U18s regretting sharing intimate photos and videos online | ESET](#)

**Activity 4 – What might be the impact?** See Resource – diamond 9 cards to print and cut out

For this activity children can work in small groups/table groups, and look at the statement cards, 'What might be the impact', found in the resources.

Invite the children to spend about 10 mins looking through the nine statements and think about the impact of watching online sexual content. Then sort them into a diamond shape, placing what they feel is the most harmful impact at the top and the least harmful impact at the bottom. Remind children that there is no right or wrong answer, this is about what they think and feel. One of the cards is blank so the children can add their own reason if they think of one. Then come back together as a class and discuss and reflect. Encourage children to share their thoughts with the class.

## Summing up - 3, 2, 1 Exit slip

Ask children to write

- 3 – Three things they have learned today
- 2 – Two strategies to use if someone pressures them online
- 1 – Adult who they can talk to if they feel unsafe online

Exit slip – think of an excuse to use to help leave a tricky situation online or think of a statement to say that gives you more time to think things through, get support and deescalate the situation.

Ideas might include:

- I've got to go, my dinners ready.
- My mum's shouting for me.
- I need to go now, talk later.
- My device is nearly out of battery.
- My camera isn't working.
- I don't take photos on this app.

## Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

### Did you know?

Our specially trained educators can deliver RSE workshops that include the topics covered in this lesson. The advantages include providing staff with the opportunity to observe someone, which gives them the confidence and skills to deliver RSE going forward.

[Contact your local team](#) to check the availability of these workshops for your school.

## Version History

Tue, 07 Jul 2026

This lesson plan was created and added as an optional additional lesson in summer 2026 – see paragraph at start of lesson plan for details about why it has been included.

## Learning Outcomes

Children will be able to:

- Understand what is meant by private and personal information.

- Recognise why some images should never be shared online.
- Understand the importance of consent when sharing things online.
- Identify safe actions to take if they feel pressured to share or receive inappropriate or intimate images.
- Understand that once a post is shared there is no way of deleting it everywhere.
- Know where and how to seek help from safe adults or services.

## Key Vocabulary

trust

privacy

consent

share

personal information

persuade

pressure

inappropriate

misinformation

disinformation

AI – Artificial Intelligence

nudes

digital footprint

deepfake

digital tattoo

online sharing

report

intimate images (nudification)

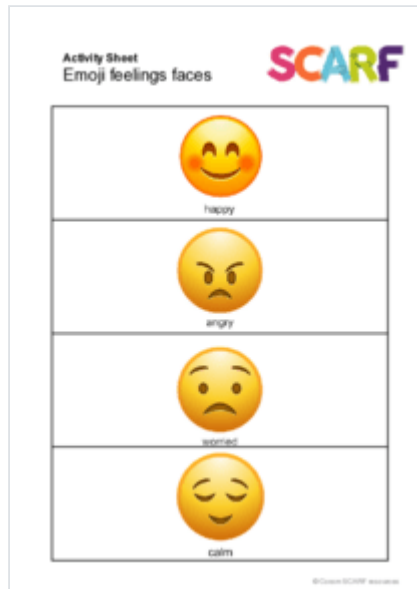
motivation

## Resources needed

[Teacher guidance](#)



**Activity 1a - What might someone want to share online? -**  
Teacher resource to print out and display on walls



**Introduction - Emoji Feelings Faces**



**Activity sheet - Sharing an Image** - enough copies for working in small groups



**Sharing an Image - Messages** - Teacher resource to display on IWB or printed to display in classroom



**Prioritisation pyramid sorting activity** - enough copies for working in small groups



**Visual statistic - Intimate images** - Teacher resource to display on IWB



**Activity 1b - What might someone want to share?** - Teacher resource to print out and display on walls

## DfE Relationships Education and Health Education statutory requirements (2025)

- **Being Safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- **Being Safe** 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **General wellbeing** 10. That it is common to experience mental health problems, and early support can help.
- **General wellbeing** 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- **General wellbeing** 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- **Online safety and awareness** 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- **Online safety and awareness** 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

- **Online safety and awareness** 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- **Online safety and awareness** 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- **Respectful, kind relationships** 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- **Respectful, kind relationships** 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- **Respectful, kind relationships** 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- **Respectful, kind relationships** 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- **Respectful, kind relationships** 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.