

# Online Sexual Content (OPTIONAL)

Year: Y6

## Subjects and Issues

- ◆ Body parts
- ◆ Growing and changing
- ◆ Rules and laws
- ◆ Consent
- ◆ Relationships education
- ◆ Reproduction
- ◆ Sexual Intercourse
- ◆ Online safety and behaviours
- ◆ online sexual content

This session contains **non-statutory sex education**, as it teaches about online sexual content that children may be exposed to. This lesson is designed to be taught after the 'Making Babies' lesson, which will help scaffold the learning about 'Online Sexual Content' (Please make sure all parents have been informed of their right to withdraw.)

**N.B. Please read [Teacher Guidance - Online Sexual Content](#) before teaching this lesson.**

## 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).

[Setting ground rules or a class working agreement](#)

[Rock agreement and sample group agreement](#)

Explain that today we're going to learn how to stay safe 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 some children may come across on the internet, and to understand what our

feelings and responses might be to it and to know what to do if this happens.

Think about this scenario:

A year six pupil is doing some research online for a science project, when something appears on the screen that is scary, worrying and maybe shocking. They are not sure what is happening, but it makes their stomach churn and feel tight and causes their heart to beat faster.

Ask: How might this person be feeling?

Sometimes the body tells you something is wrong even if you can't explain why. That is your 'internal alarm system', it's there to help you keep safe.

Unfortunately, this may sometimes happen, but there are now new laws in the UK that make websites responsible for keeping children safe online by stopping harmful or upsetting material from reaching children. That means companies must use special checks to stop children seeing things that may be harmful.

## Activity 1 - How do you feel when...?

Look at resource with children, either printed out or displayed on the IWB.

Traffic lights:

Green – Feels good, fun, safe

Amber – Feels confusing, odd or 'not sure'

Red – Feels scary, wrong, upsetting

Ask:

- What kind of online things might give us a green feeling?  
(Answers may include gaming online, cute animal videos, video calling friends and family, etc.)
- What kind of things online might give us an amber feeling?  
(Answers may include an unexpected pop-up, message from someone they don't know, a link that

takes them somewhere unfamiliar, a video or picture that doesn't look right but isn't scary, etc.)

- What kind of things online might give us a red feeling?

(Answers may include someone being aggressive, angry or frightening, bullying or unkind behaviour, someone they don't know asking for personal information, a game telling them to pay money, people encouraging dangerous actions, a picture or video that feels frightening or makes you feel confused and embarrassed etc.)

A red feeling is your brain and body warning you to stop, turn off, and talk to a trusted grown up.

Explain that in this lesson we are going to think about something that might appear on a screen that might give us a red feeling and what to do and who to talk to if this happens. This is known as 'online sexual content'.

Online sexual content includes any material that shows sexual behaviour. That includes sexual language, photos, videos and films. This might appear on social media or messaging apps, this might appear on other people's posts, adverts, direct messages and comments. It might appear on television or in films.

The content may range from:

- Sexual comments
- Photos of people kissing
- Photos of influencers or other people posing in swimwear or underwear.

But there also might be content that is more extreme, serious, frightening or concerning like:

- Adult sexual content (pornography)
- Nude images of people (taking, making, creating, possessing and sharing sexual images of under 18's is illegal and can carry a penalty of up to 10 years in prison.)

Adult sexual content may show people having sexual intercourse or engaging in sexual touch and it may not

be a healthy representation of a respectful and happy relationship.

Adult sexual content (pornography) is not meant to educate young people about relationships and sex. It was created by adults to entertain other adults, in the same way that some games are designed for adults, such as Grand Theft Auto, which has an 18+ age rating. This game involves a lot of crime and driving cars in an illegal and dangerous way. But the game isn't designed to teach people how to drive cars.

It is important to remind ourselves about our previous learning, how babies are made, sexual intercourse and healthy, respectful relationships.

## Activity 2: Healthy Sexual Relationships

Recap on previous learning from the 'Making babies' lesson.

Ask: What can we remember learning in this lesson? If needed, remind them of these key points:

Babies are conceived through sexual intercourse. Most babies are created when a man and a woman have sexual intercourse. This usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body.

When sexual intercourse happens, it can be a pleasurable experience. The man and woman often hug and cuddle and kiss and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies in a way that feels nice so that the man's penis becomes hard and the woman's vagina becomes wet (lubricated) so that the man's penis can slide inside the woman's vagina more easily.

During this whole process they will both get very excited. If a woman reaches the peak of her excitement, called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract. If a

man has an orgasm, he will also have a very nice feeling and release millions of sperm from his penis into the woman's vagina.

If a man and a woman want to have sexual intercourse, because it feels nice, but not make a baby they can use something to stop the egg and sperm meeting, such as a condom - a rubber or plastic tube that fits over a man's penis and catches the sperm when it comes out.

Sexual intercourse/sex or sexual touch should be a consensual and pleasurable experience and happen within a respectful and trusting relationship. It is important to remember that there are different kinds of relationships too, not just between a man and woman, but also between two men or two women. The term sex can be used to describe all the different ways two individuals can touch each other in a sexual way; that includes touching their genitals, in a way that feels nice to them.

### **Activity 3 – Reasons why? (2 activity options)**

Most children haven't seen online sexual content, however around a quarter of 11-year-olds have. For most of these children, they will have come across it by accident. For example, clicking on a pop-up message, or algorithms (tech that decides what a person is going to view online) might have pushed harmful content.

Images, films or inappropriate links may have been shared in chats, or someone could search for harmless content, but land on harmful results. But some children may have chosen to search for online sexual content.

Explain we are going to think about the reasons why some young people might choose to search for online sexual content.

#### **Option A – Using the activity sheet – Reasons why?**

In pairs or small group, ask the children to put a tick or a cross next to the reasons.

Ask: Are there any reasons you think could be true and false? Why?

(NB – information for this activity comes from NSPCC website [Talking to your child about the risks of online porn | NSPCC](#))

Use the Answer slide – Reasons why? Go through the answers and use it to help prompt the discussion. See the teacher guidance on the right handside for further support.

**Option B** – Print and display the ‘Reasons why?’

Write two headings on the board, ‘True’ and ‘False’

Ask the children to move the ‘Reasons why’ under the heading they feel they match.

Explain whilst the answers are informed from research by the NSPCC, this doesn’t mean their ideas or thoughts are incorrect. As a class you may decide that you need a third heading in the middle because there are ideas which could go in both true and false.

**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

Look at resource ‘Stop, close, tell display poster’ with children, either printed out or displayed on the IWB.

If someone comes across sexual content online accidentally, think about this three-step response:  
STOP - (don't keep clicking or watching)  
CLOSE - the tab/app  
TELL - a trusted adult

## Extension (optional) - Healthy, happy relationships

Ask: What things need to be in place for us to develop a happy and healthy romantic relationship with someone?

Encourage children to write their ideas down on post it notes. Collect in the notes and add them to the poster image 'Healthy and Happy Relationships' resource.

Answers to include if not suggested by the children:

Trust, kindness, good communication, treating each other fairly, listening to each other, valuing each other's feelings, honesty, talking openly, having fun together, being thoughtful, feeling able to be yourself, never feeling pressured or putting someone under pressure, respecting boundaries, making decisions together, spending time apart as well as together, spending time with friends alone and together, respecting differences.

A healthy relationship feels like a good friendship: safe, kind, respectful, fair, and fun.

Share the ideas and leave the poster on display.

## 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.

Mon, 20 Apr 2026

New lesson.

## Learning Outcomes

Children will be able to:

- Identify the qualities of a caring, safe, happy and healthy relationship;
- Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature;
- Understand the laws around viewing online sexual content;
- Understand the potential impact for children who have viewed this content and know where to go for advice and support.

## Key Vocabulary

vagina

penis

orgasm

sexual intercourse

consensual

condom

conception  
consensual relationship  
hug  
cuddle  
kiss  
erection  
vaginal wetness  
excited  
pleasurable feeling  
loving relationship  
respectful  
online sexual content

## Resources needed

[Teacher guidance - Online Sexual Content](#)



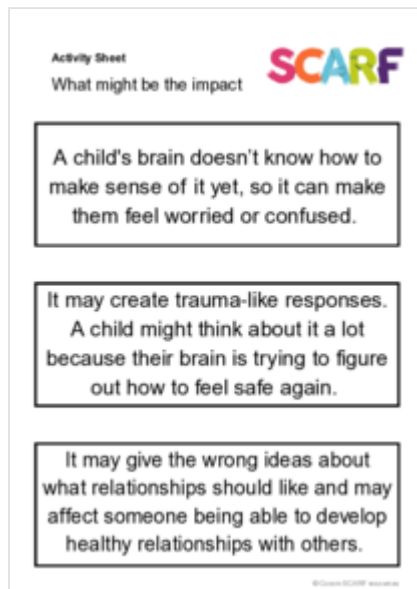
**Traffic lights for How do you feel? activity** — Teacher resource to be printed or shown on IWB



**Reasons why? - Labelling activity Option a** — enough copies for working in groups of 5 or 6, and if suitable, laminate in advance



**Reasons why? - Labelling activity Option b** — Print one copy, (and if suitable laminate) in advance



**What might be the impact? Diamond 9 cards** — enough copies needed for working in groups of 5 or 6. You can print, (and if suitable laminate) in advance



**Happy, healthy relationships poster** - Teacher resource to print, (and if suitable laminate) in advance or glue in the middle of a larger piece of paper, if needed



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

- **Being Safe** 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- **Being Safe** 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- **Caring friendships** 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- **Caring friendships** 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- **Developing bodies** 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- **Families and people who care for me** 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- **Health protection and prevention** 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
- **Online safety and awareness** 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people

they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

- **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** 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** 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- **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** 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- **Wellbeing online** 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- **Wellbeing online** 11. Where and how to report concerns and get support with issues online.
- **Wellbeing online** 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

