



HAYES MEADOW PRIMARY SCHOOL
ONLINE SAFETY KNOWLEDGE AND SKILLS



**Unit 5 – Managing Online Information –
 Taught through PSHE curriculum (Me and Other People)**

Reception	Year 1	Year 2	
<ul style="list-style-type: none"> • Talk about how to use the internet as a way of finding information online. • Identify devices you could use to access information on the internet. 	<ul style="list-style-type: none"> • Talk about how to use the internet as a way of finding information online. • Identify devices you could use to access information on the internet. • Give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching). • Know/understand that you can encounter a range of things online, including things you like and don't like as well as things which are real or make believe/a joke. • Know how to get help from a trusted adult if you see content that makes you feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> • Use simple keywords in search engines. • Demonstrate how to navigate a simple webpage to get to information you need (e.g. home, forward, back buttons; links, tabs and sections). • Explain what voice activated searching is and how it might be used, and you know it is not a real person (e.g. Alexa, Google Now, Siri). • Explain the difference between things that are imaginary, made up or make believe and things that are true or real. • Explain why some information you find online may not be real or true. 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Demonstrate how to use key phrases in search engines to gather accurate information online. • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things. • Explain the difference between a belief, an opinion and a fact and can give 	<ul style="list-style-type: none"> • Analyse information to make a judgement about probable accuracy, and you understand why it is important to make your own decisions regarding content and that your decisions are respected by others. • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). 	<ul style="list-style-type: none"> • Explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. • Explain how some technology can limit the information you are presented with, for example voice-activated searching giving one result. • Explain what is meant by 'being sceptical'; Give examples of when 	<ul style="list-style-type: none"> • Explain how search engines work and how results are selected and ranked. • Explain how to use search technologies effectively. • Describe how some online information can be opinion and can offer examples. • Explain how and why some people may present opinions as facts, and why the popularity of an opinion or the personalities of those promoting it does not necessarily

<p>examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories).</p> <ul style="list-style-type: none"> • Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop-ups) and can recognise some of these when they appear online. • Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • Explain that technology can be designed to act like, or impersonate, living things (e.g. bots) and describe what the benefits and the risks might be. • Explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 	<p>and why it is important to be sceptical.</p> <ul style="list-style-type: none"> • Evaluate digital content and can explain how to make choices about what is trustworthy, for example differentiating between adverts and search results. • Explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. • Identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads). • Describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers). • Explain what is meant by the term 'stereotype', how stereotypes are amplified and reinforced online and why accepting stereotypes may influence how people think about others. • Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. • Explain what is meant by a hoax. Explain why someone would need to think carefully before they share. 	<p>make it true, fair or perhaps even legal.</p> <ul style="list-style-type: none"> • Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news. • Understand the concept of persuasive design and how it can be used to influences peoples' choices. • Demonstrate how to analyse and evaluate the validity of facts and information, and explain why using these strategies is important. • Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • Describe the difference between online misinformation and disinformation. • Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen, for example the sharing of misinformation or disinformation. • Identify, flag and report inappropriate content.
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