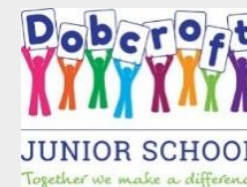# Personal Development - Whole School Overview

## Relationship, Sex, Health Education (RSHE) and On-Line Safety Curricula

Our Personal Development lessons build upon learning from KS1 by continuing to follow the **Sheffield RSHE Curriculum.**

**Sheffield RSHE Curriculum** covers 6 key strands: **Family, Friends, Community, Mental Wellbeing, Physical Health and Growing Up** in which Key questions are explored and develop in complexity as the children move through school.

To meet the Online Safety objectives, we follow the **Educated for a Connected World 2020** curriculum, which has 8 key strands: **Self-image and Identity, Online Relationships, Online Reputations, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership** in which content is taught within PD and Computing lessons, as appropriate.

Although key objectives remain unchanged to ensure we meet National Curricula requirements, we work hard to personalise the delivery of Personal Development to best meet the needs of our cohort. To do this, staff use Trauma Informed knowledge to support pupils when delivering lessons, they make explicit links to our School Values and the British Values. Time is taken to clarify 'Red Flag Moments' and the school systems in place to get help if needed, such as, I Wish My Teacher Knew, Worry Monsters, or the Turn it Around corner. As a school, we also welcome pupil / parent voice around PD to tailor or repeat coverage (if needed). Staff work hard to include opportunities to make appropriate links, such as maximising learning through cross – curricula connections (particularly within PE, RE, DT and WCR). We aim to foster a love of lifelong learning by providing: specific book or online resource recommendations, extensive lunchtime play provision, school visitors, educational trips, and residential visits.

By the end of year 6, we aim for all pupils to have developed the knowledge and confidence to maintain positive relationships with themselves, their friends, families and the wider community. Pupils will be taught how to keep their minds and bodies safe and healthy – with time taken to explore how this may look / feel similar or different online. As they reach upper KS2, they will be provided with an understanding of puberty, which includes physical and emotional changes. In the summer of Year 6, pupils can extend their knowledge to include an understanding of human sexual reproduction. Throughout their time at Dobcroft Junior School; pupils will have the opportunity to address concerns and correct misunderstandings about the world around them. Topics which cover the concept of consent, prejudice, tolerance and privilege and how these are underpinned by the law will be explored. These ideas will be revisited regularly within the context of our community at Dobcroft, our local community and the world around us (including online). Students will develop the skills needed to recognise situations which may impact them negatively (referred to as 'Red Flag Moments') and will have the confidence to protect themselves against unwanted experiences.

Trauma Informed principles are weaved into school life and staff use professional curiosity, relational experience and Thrive profiling to provide tailored provision for pupils. This aims to build a culture of inclusion, strong attachments, self-advocacy and reflection. Children are helped to develop a positive sense of self, to see themselves as an important part of the world around them and a vehicle for positive change for others. We believe that these are the essential ingredients needed for a child to fully meet the Personal Development learning objectives and to go on to 'live life well'.

On leaving Dobcroft Junior School, pupils are able to say how they keep themselves safe, regulated and able to make healthy life decisions. They can recognise how their choices can impact themselves or those around them, how to get help if things go wrong and the importance of learning from their mistakes. They are invested in our School Values and committed to living the principles behind them.

| | Family (Fa) | Friends (Fr) | Community © | Mental Wellbeing (M) | Physical Health (P) | Growing Up (G) |
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| Value Link | We embrace difference<br>We are safe<br>We are problem solvers | We are Kind<br>We embrace difference<br>We are problem solvers | We embrace difference<br>We try our best<br>We are Kind<br>We are problem solvers<br>We are safe | We are safe<br>We are problem solvers<br>We are Kind | We are safe<br>We are problem solvers | We are kind<br>We embrace difference<br>We are safe |
| Key Vocab From KS1 | *People, roles, change, loss, moving, forever, feelings, trusted adult, secret, surprise, worried,* | *Friend, family, stranger, acquaintance, member of my community, Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team, include, exclude, leave out, respect, listening, polite, bullying, physical, emotional, group, disability, minority* | *Rules, right, wrong, penis, vagina, boy, girl, save, earn, spend* | *angry, happy, nervous, scared, sad, calm, surprised, feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, worried, anxious, scared, nervous, pride, unique,* | *exercise, diet, sleep, brushing, teeth, diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher, teeth, dentist, clean, wash, disease, germs, chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance* | *Change, age, baby, child, teenager, adult, elderly,* |

| | Year 3 | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Relationship, Health Education** | **I wish my Teacher knew** Transition to DJS ***Together we are kind*** ***Together we are safe*** ***Together we are problem solvers*** ***Together we embrace difference*** ***Together we make a difference*** *values, team, environment, agreement responsibility* **Thrive Target** **Class Charter** **Team Building** *Inclusion* *Difference* *Relationship* *Reciprocal* *Negotiate* *Strengths* *Celebrate* *Curiosity* *Resilience* | **Fr1 - What makes a good friend?** *Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences,* | **I wish my Teacher knew** **Fa1 - Do families always stay the same?** *Foster care, adoption, divorce, break-up, death, grief, illness, disability* **Fa2 - Are all families like mine?** *Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex* **Thrive** **Class Screening and target setting for whole class target** *What do we want to achieve and how will we know when we have done it?* | **P1 - How do I keep my body healthy?** *Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance* **P2 - How do I get a healthy diet?** *Balance, risk, obesity, lifestyle, decay* | **I wish my Teacher knew** **P3 - How do I stop getting ill?** *Germs, bacteria, virus, hygiene, infection, sun* **First Aid** How to deal with bites and stings **Thrive** **Class Screening and target setting for whole class target** *What do we want to achieve and how will we know when we have done it?* | **M1 - How do I manage my feelings?** *Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress* |
| **Online Safety** | <u>Privacy and Security</u> ***How do I keep my on-line information safe?*** | <u>Self-Image and Identity</u> ***How can self-Image and identity*** | | <u>Health, Wellbeing and Lifestyle</u> I can explain why spending too much time using technology | | <u>Copyright and Ownership</u> I can explain why copying someone else's work from the |

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| | **Can I safely share my information on-line?** | **be different On - Line?**<br><br>I can explain what is meant by the term 'identity'.<br><br>I can explain how people can represent themselves in different ways online.<br><br>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.<br><br>I can explain how my online identity can be different to my offline identity<br><br>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them<br><br>I can explain that others online can pretend to be | | can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).<br><br>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).<br><br>I can explain how using technology can be a distraction from other things, in both a positive and negative way.<br><br>I can identify times or situations when someone may need to limit the amount of | | internet without permission isn't fair and can explain what problems this might cause.<br><br>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.<br><br>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. |

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| | | someone else, including my friends, and can suggest reasons why they might do this. | | time they use technology e.g. I can suggest strategies to help with limiting this time. | | |

| Year 4 | | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Relationship, Health Education** | **I wish my Teacher knew** <br><br>**Thrive Target Class Charter Team Building** <br>*Inclusion Difference Relationship Reciprocal Negotiate Strengths Celebrate Curiosity Resilience* <br>**Fr2 - Are all friends the same?** <br>*Ramadan, Islam, Muslim, bullying, discrimination, gender* <br>**Fr3 - Are friendships always fun?** <br>*Disagreement, positive and negative emotions, perfect, compromise* | **M2 - Are we happy all the time?** <br>*feelings, emotions, sadness, depression, anger, happiness, love, self-esteem* | **I wish my Teacher knew** <br><br>**Anti-discrimination introduction lesson.** *DJS context addition* <br><br>**C1 - How can we make the world fair?** <br>*Rules, laws, government, vote, rights, police, fair, equal, equality* <br><br>**Thrive** <br>**Class Screening and target setting for whole class target** *What do we want to achieve and how will we know when we have done it?* | **C2 - Where do you feel like you belong?** <br>*Community, citizen, support, belong, adoption, same-sex,* <br><br>**C3 - How can we help the people around us?** <br>*Community, responsibility, acts of kindness* | **I wish my Teacher knew** <br><br>**Fa3 -Are boys and girls the same?** <br>*Gender, stereotype, sexism bullying, disability, diversity, religion* <br><br>**Thrive** <br>**Class Screening and target setting for whole class target** *What do we want to achieve and how will we know when we have done it?* | **First Aid** <br>What is Asthma and how to when to get help with an asthma attack. |
| **Online Safety** | Online Bullying | Online Reputation | | **Managing Information** | **Online Relationships** | |

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| | I can describe appropriate ways to behave towards other people online and why this is important.<br><br>I can give examples of how bullying behaviour could appear online and how someone can get support<br><br>I can recognise when someone is upset, hurt or angry online.<br><br>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)<br><br>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). | I can explain how to search for information about others online.<br><br>I can give examples of what anyone may or may not be willing to share about themselves online.<br><br>I can explain the need to be careful before sharing anything personal.<br><br>I can explain who someone can ask if they are unsure about putting something online<br><br>I can describe how to find out information about others by searching online.<br><br>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. | | **Online**<br><br>I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things.<br><br>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.<br><br>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).<br><br>I can 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.<br><br>I can analyse information to make a | I can describe ways people who have similar likes and interests can get together online.<br><br>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.<br><br>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.<br><br>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.<br><br>I can explain how someone's feelings can |

| | | | | judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

I can 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).

I can 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.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or | be hurt by what is said or written online.

I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

**I** can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. | |
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| | | | | impersonate living things (e.g. bots) and describe what the benefits and the risks might be.<br><br>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. | | |

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| NEW Year 5 | | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Relationship, Health Education | I wish my Teacher knew<br>**Thrive 1 Target Class Charter Team Building** *Inclusion Difference Relationship Reciprocal Negotiate Strengths Celebrate Curiosity Resilience* | **M1 - Does everybody have the same Feelings?** *Angry, anxious, worried, frustrated, confused, emotional reaction*<br><br>**M2 - Should we be happy all the time?** *Loss, separation, divorce,* | I wish my Teacher knew<br>**G1 - How will my body change as I get older?** *Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream* **G2 -How will my feelings change as I get older?** | **P1 - Is there such a thing as the perfect body?** *Body image, self-esteem, unrealistic, expectations, insecurity* **P2 - How can I stay fit and healthy?** *exercise, balanced diet, protein, carbohydrate,* | I wish my Teacher knew<br><br>**Fr1 - What makes a close friend?** *Kindness, friendship, inclusion, transition*<br><br>**Fr2 - Should I try and fit in with my friends?** *jealousy, betrayal, different, excluding, including,* **Fr3 - Should friends tell us what to do?** | **Sx1 -How do plants and animals reproduce?** (taught through science – compulsory) |

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| | **Fa1 - Why do some people get married?**<br>*Marriage, wedding, ceremony, gay*<br><br>**Fa2 - Are families ever perfect?**<br>*consent, secrets, surprises, unwanted*<br><br>**Fa3 - Is there such a thing as a normal family?**<br>*Difference, conventional* | *bereavement, managing impulsivity, restraint, self-control*<br><br>**M3 - Why do we argue?**<br>*listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control*<br><br>**M4 - Who am I?**<br>*Identity, emotions* | *Hormones, moods, anxiety, insecurity, self-conscious, risk*<br><br>**G3 -How will I stay clean during puberty?**<br>*Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty*<br>**G4 - What is Menstruation?**<br>*Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus*<br>==**Thrive Class Screening and target setting for whole class target**== ==*What do we want to achieve and how will we know when we have done it?*== | *sugar, fat, vitamins, minerals*<br><br>**P3 -Can I avoid getting ill?**<br>*Oral hygiene, flossing, tooth decay, plaque*<br><br>**First Aid**<br>How to manage bleeding and when to get help.<br><br>==**Thrive Class Screening and target setting for whole class target**== ==*What do we want to achieve and how will we know when we have done it?*== | *Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure* **Fr4 - Why are some people unkind?**<br>*Bullying, cyberculling, discrimination, insecurities, fear, anger* | |
| **New Online Safeguarding** | | Online Reputation<br>-I can search for information about an | Self-Image and Identity<br><br>-I can explain how identity online can | | Online Bullying<br>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. | Online Relationships<br><br>I can give examples of technologyspecific forms of communication (e.g. emojis, memes |

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| | | individual online and summarise the information found.<br><br>-I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect<br><br>-I can explain the ways in which anyone can develop a positive online reputation.<br><br>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. | be copied, modified or altered<br><br>-I can demonstrate how to make responsible choices about having an online identity, depending on context<br><br>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.<br><br>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.<br><br>I can explain the importance of | | I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.<br><br>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.<br><br>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.<br><br>I can explain how to block abusive users.<br><br>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).<br><br>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.<br><br>I can explain how someone would report online | and GIFs).<br><br>I can explain that there are some people I communicate with online who may want to do me or my friends harm.<br><br>I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).<br><br>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.<br><br>I can demonstrate how to support others (including those who are having difficulties) online.<br><br>I can explain how sharing something online may have an impact either positively or negatively.<br><br>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.<br><br>I can describe how things shared privately online can have unintended consequences for others. e.g. screen- |

| | | | asking until I get the help needed. | | bullying in different contexts. | grabs.<br><br>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. |
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| | NEW Year 6 | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Relationship, Sex, Health Education** | **I wish my Teacher knew** <br> **Thrive 1 Target Class Charter Team Building** <br> *Inclusion* <br> *Difference* <br> *Relationship* <br> *Reciprocal* <br> *Negotiate* <br> *Strengths* <br> *Celebrate* <br> *Curiosity* <br> *Resilience* <br><br> **Fr5 - What are stereotypes?** <br> *Gender stereotypes, male, female, man, woman, sexism* <br> **Fr6 - How do I accept my friends for who they are?** <br> *intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation* <br> **Fr7 – How do we reduce sexism?** <br> *Sexism, general, essential, stereotype, average, assumption, bias, prejudice, discrimination* | **C1 - What is prejudice?** <br> *Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic* <br><br> **C2 - What is the history of prejudice?** <br> *History, consequence, law, victim, slavery, civil rights movement* <br><br> **C3 - What should I do if I encounter prejudice?** <br><br> *Pyramid of hate, identify it, challenge it, report it, fight it* | **I wish my Teacher knew** <br> **C4a - How can I be a great citizen?** <br> *Citizen, disabled people, disability, community, society, built environment* <br><br> **C4b - How can we make positive changes in the world?** <br> *Understand what non-violent direct action is, Peaceful, Protest* <br><br> **C5 - Why is money important?** <br> *Poverty, inequality, privilege, debt, earn, salary, tax* <br><br> **Thrive** <br> **Class Screening and target setting for whole class target** <br> *What do we want to achieve and how will we know when we have done it?* | **C6 - Who belongs in our country?** <br> *Rights, refugees, asylum seekers, migration, immigrant* <br><br> **C7 - What does it mean to be British?** <br> *culture, religion, language* | **I wish my Teacher knew** <br> **P4 - Why do some people take drugs?** <br> *Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction* <br> ***EXTENDED for context at DJS*** <br><br> **P5 - Where should I get my health information?** <br> *Verify, misinformation, fake news, genuine, accurate, vaccination, 'anti-vax'* <br><br> **P6 - How do I save a life?** <br> *Danger, hazard, assessing, environment, CPR, Calling for help, 999* <br><br> **First Aid – How to recognise choking and what to do.** | **Thrive** <br> **Transition skills Secondary School Timetabled week** <br> *Organisation* <br> *Success* <br> *Risk taking* <br><br> **Sx2 - Optional lesson on sexual reproduction** <br><br> **How are human babies made?** <br> *Penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction, pregnancy, discharge, fertilisation* |

| Online Safeguarding | | Copyright and Ownership | Privacy and security | Health, Wellbeing and Lifestyle | Managing Online Information | |
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| | | I can assess and justify when it is acceptable to use the work of others.<br>I can give examples of content that is permitted to be reused and know how this content can be found online.<br><br>I can demonstrate the use of search tools to find and access online content which can be reused by others.<br><br>I can demonstrate how to make references to and acknowledge sources I have used from the internet. | I can explain what a strong password is and demonstrate how to create one. (Spring 2 Lesson 5)<br><br>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. (Summer 1 Lesson 5)<br><br>I can explain what app permissions are and can give some examples.<br><br>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).<br><br>I can explain what to do if a password is shared, lost or stolen.<br><br>I can describe how | I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology.<br><br>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.<br><br>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. | I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. (Spring lesson 7)<br><br>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.<br><br>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. See Y5 Planning/Y6 Train drivers<br><br>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. | |

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| | | | and why people should keep their software and apps up to date, e.g. auto updates.<br><br>I can describe simple ways to increase privacy on apps and services that provide privacy settings.<br><br>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). (Sarah the sporty lady)<br><br>I know that online services have terms and conditions that govern their use. | I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. (see Y5 planning)<br><br>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).<br><br>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise) | I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).<br><br>I can 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. Disney lesson/MALE nurses female RACING<br><br>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.<br><br>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. | |

| | | | | | I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. (Echo Chambers)<br><br>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).<br><br>I understand the concept of persuasive design and how it can be used to influences peoples' choices – pet adverts | |
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| | | | | | I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.<br><br>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.<br><br>I can describe the difference between online misinformation and dis-information.<br><br>I can explain why information that is on a large number of sites may still be inaccurate or untrue.<br><br>I can assess how this might happen (e.g. the sharing of misinformation or disinformation).<br><br>I can identify, flag and report inappropriate content | |
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