

Knowledge Organiser for Year 2

Big question: How can I stay safe online?

British Values Link: Rule of Law

(Knowing and following the rules, being fair and keeping everyone safe)

National curriculum specification (KS1)

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



In this unit, the children will:

Explain how other people may look and act different online.

Identify who can help me if something happens online without my consent.

Explain how information put online about someone can last a long time.

Explain what voice activated searching is and how it might be used, and know it's not a real person.

Explain simple guidance for using technology in different environments and settings.

Describe and explain some rules for keeping personal information private.

Key vocabulary:

- Online behaviour
- offline behaviour
- Consent
- Digital footprint
- Voice activates search
- Personal online information
- Passwords

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour

Online reputation

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Managing online information

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
Health, well-being and lifestyles	Privacy and security
This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Subject Knowledge	<p>This unit is planned from the Education for a Connected World Framework.</p> <p>Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education:</p> <ol style="list-style-type: none"> 1. Self-image and Identity 2. Online relationships 3. Online reputation 4. Online bullying 5. Managing online information 6. Health, wellbeing and lifestyle 7. Privacy and security 8. Copyright and ownership <p>The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support educators in shaping the culture within their setting and beyond.</p>
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