

Knowledge Organiser for Year 3

Big question: How can we stay safe and respectful when sharing information and representing ourselves online?

British Values Link: Rule of Law

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

National curriculum specification (KS2)

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



In this unit, the children will:

Explain how people can represent themselves in different ways online.

Explain the importance of giving and gaining permission before sharing things online. How the principles of sharing online is the same as sharing offline.

Give examples of what anyone may or may not be willing to share about themselves online.

Explain the difference between a 'belief', an 'opinion' and a 'fact'.

Explain why some online activities have age restrictions, why it's important to follow them and who to talk to if others pressure to do something online that makes me feel uncomfortable.

Describe how connected devices can collect and share information with others.

Key vocabulary:

Identity
represent
Permission
Sharing
Personal information
Belief
Opinion
Fact
Credibility
Age restrictions
Pressure
Trusted Adult
Connected Device

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 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.

Online reputation	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

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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