Jeavons Wood
Primary School

Knowledge Organiser for Year 4
Big question: How can we make smart choices online to stay safe, build positive relationships, and protect our information?

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:	Key Vocabulary
Describe positive ways someone can interact with others online and understand how this will positively impact on how others perceive them.	Online interaction Digital footprint Consent Privacy Accuracy Judgement Screen time Data sharing Cyber Safety
Describe strategies for safe and fun experiences in a range of online social environments.	
Explain ways that some of the information about anyone online could have been created, copied or shared by others.	
Analyse information to make a judgement about probable accuracy and understand why it is important to make my own decisions regarding content.	
Identify times or situations when someone may need to limit the amount of time they use technology.	
Describe how some online services may seek consent to store information about me and know how to respond appropriately or ask for help if needed.	

Self-image and identity	Online relationships
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	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 Lifestyle	**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	This unit is planned from the Education for a Connected World Framework. 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: 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 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.