

Knowledge Organiser for Year 6

Big question: How can we stay safe, respectful, and informed online while protecting ourselves and others?

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:

Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.

Explain the importance of asking until I get the help I need.

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.

Describe how to capture bullying content as evidence (e.g. screenshot, URL, profile) to share with others who can help me.

Recognise features of persuasive design and how they are used to keep users engaged.

Describe how and why people should keep their software and apps up to date.

Demonstrate how to make reference and to acknowledge sources I have used from the internet.

Key Vocabulary

Harmful content
Trusted adult
Support networks
Reporting
Inappropriate
Consent
Privacy
Impact
Digital footprint
Cyberbullying
Evidence
Screenshot
Persuasive design
Engagement
Algorithm
Protection
References
Acknowledging sources

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

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,

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| identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour | respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. |
| Online reputation 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. | Managing online information 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 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 | Privacy and security 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. |

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| 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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