

National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Series of Lessons

- Explore how data is shared, used and targeted online.
- Recognise when, why and how images may have been altered online.
- Evaluate digital content.
- Understand why there are age ratings in place for films and other media.
- Assess risk in everyday life.
- Assess risk in relation to gambling.

Unit Outcome

In this unit of work, pupils learn:

- about the role of the internet in everyday life
- about the positive and negative uses and effects of the internet and social media
- how data is shared and used online, and how information can be targeted
- how images and information online can be manipulated or invented
- strategies to evaluate reliability of sources and identify misinformation
- how and why to choose age-appropriate media including TV, film, games and online content
- about risk in relation to gambling, including online
- how to manage influences in relation to gambling

PDL



Media Literacy – Year 5

Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

R&R and Herne Harmony Values

Article 17

Independence, Honesty, Respect

Vocabulary

Data
Permission
Consent
Misinformation
Disinformation
Hoax
Reliable
Valid
Evidence-based
Restrictions
Age-appropriate
Risk
Gambling

Resources

Flipcharts
Worksheets on
system,
Baseline
Assessments,
Resources on
system.