Y6 Spring 1 and 2 How can the media influence people?

Year 6 Spring 1 and 2 How can the media influence people? **Theme :Living in the wider world** Media literacy and digital resilience; influences and decision making; online safety		
PoS Core theme 1 **Health and wellbeing**	**Core theme 2** **Relationships**	**Core theme 3** **Living in the wider world**

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Drugs, alcohol and tobacco	Respecting self and other	Media literacy and digital resilience
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	**R34**. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	**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 **L15**. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images **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 **Economic wellbeing: money** **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
Drugs, alcohol and tobacco	**Respecting self and other**	**Media literacy and digital resilience**

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Prior Learning:
Y5 Spring 2 How can friends communicate safely?
Y4 Summer How can we manage risk in different places?
Y3 Autumn 2 What keeps us safe?
Y2 Spring 2 What helps us to stay safe?
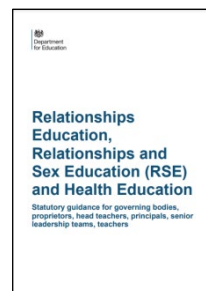Y1 Summer 1 Who helps to keep us safe?

End points :-
• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
• that not everything should be shared online or social media and that there are rules about this, including the distribution of images
• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
• how text and images can be manipulated or invented; strategies to recognise this
• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
• to recognise unsafe or suspicious content online and what to do about it
• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
• to discuss and debate what influences people's decisions, taking into consideration different viewpoints

Key vocabulary
Influences
Viewpoints
Ranked
suspicious

Relationship education, relationships and Sex education RSE and Health education statutory guidance

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Relationship Education – graduated age appropriate programme links

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Relationship
Respectful relationships
Practical steps they can take in a range of different contexts to improve or support respectful relationships
On Line Relationships
How information and data is shared and used online

Physical health and mental well being : Primary

Internet safety and harms
Pupils should know For most people the internet is an integral part of life and has many benefits
Consider the effect of their online actions, know to show respectful behaviour online and importance of keeping information private
Why some social media, computer games and online gaming, for example are age restricted
Internet can be a –ve place where online abuse, trolling, bullying and harassment can take place, has a –ve impact on well being
Become a discerning customer of information on line – understand that information online , including from search engines is ranked, selected and targeted
Where and how to report concerns and get support with issues online

Citizenship	Character Education – Beamont core values	British values	Careers Curriculum
	Aspiration Belonging Compassion Respect	<mark>Rule of Law</mark> Tolerance and respect Democracy Individual Liberty Protected Characteristics Equality Act	

Spiritual	Moral	Social	Cultural
ability to be reflective about their own beliefs (religious or	ability to recognise the difference between right and wrong and to	use of a range of social skills in different contexts, for example	understanding and appreciate the range of cultural influences

otherwise) and perspective on life

knowledge of, and respect for, different people's faiths, feelings and values

sense of enjoyment and fascination in learning about themselves, others and the world around them

use of imagination and creativity in their learning

willingness to reflect on their experiences | readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

acceptance and engagement with the fundamental British values | that have shaped their own heritage and that of others

understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain

ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop

willingness to participate positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity. |

Sequence of lesson to follow

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Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

https://pshe-association.org.uk/_hcms/mem/login?hsLang=en

Build your programme (pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access resources

| Spring 1 & 2 How can the media influence people? | **Living the wider world** Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23 | • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints | PSHE Association - Inclusion, belonging and addressing extremism PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6 BBFC – Let's watch a film – making choices about what to watch Every Mind Matters – Social Media PSHE Association – Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives Internet Matters - Digital Matters |