

Goonhavern Primary School- PSHE


TOPIC: How Can the Media Influence People?

YEAR: Six

STRAND: Living in the Wider World

What I should know already?	What I will know by the end of this unit
<p>From Year 5:</p> <ul style="list-style-type: none"> ● About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family. ● How to respond if a friendship is making them feel worried, unsafe or uncomfortable. ● How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety. <p>From Year 4:</p> <ul style="list-style-type: none"> ● How people's online actions can impact on other people ● How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. ● How to report concerns, including about inappropriate online content and contact. ● That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law. 	<ul style="list-style-type: none"> ● 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.

Vocabulary	
Risk	Risk is the possibility of something bad happening.
Protect	Keep safe from harm or injury.
Dangerous	Likely to cause harm or injury.
Online safety	Internet safety , or online safety , is the knowledge of a user's personal safety against security risks to private information and the self-protection from computer crime in general.
Influence	The capacity to have an effect on the character, development, or behaviour of someone.
Anti social	Contrary to the laws and customs of society, in a way that causes annoyance and disapproval in others.
Appropriate/inappropriate content	Suitable/not suitable or proper material for a child's age.
Personal information	Also known as personal information is any information or details which allow a person to be identified when online.
Consent	Permission for something to happen or agreement to do something.
Manipulated	Control or influence (a person or situation) cleverly or unscrupulously.

Image/diagram that helps me to articulate my knowledge/understanding	Investigate!
<p>Does the media influence us?</p> <ul style="list-style-type: none"> • Create, share or exchange information • Positive/negative <ul style="list-style-type: none"> • Children • Body image • Celebrities 	<p>See additional information for lesson plans, resources and guidance to support the teaching of this unit.</p> <ul style="list-style-type: none"> • Role play scenarios which involve issues and actions relating to how the media can influence. • Create presentations for the different ways the media influences us.

