

**Does adversity always make us stronger?**

PSHE



**National Curriculum Links:**

Pupils should know:

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online. That people sometimes behave differently online, including by pretending to be someone they are not.

**Essential Prior Learning:**

What the media is.  
The risks and benefits of being online.  
How a player can be manipulated online.  
How people need to respect others' viewpoints.

**Progression in Skill:**

Recognise that messages in the media exist and these can influence opinions and decisions.

How text and images can be manipulated or invented; strategies to recognise this.  
Recognise unsafe or suspicious content online and what to do about it.  
Discuss and debate what influences people's decisions, taking into consideration different viewpoints.  
Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.

**Long-term Memory Knowledge:**

Messages in the media influence our opinions and decisions.  
Know some of the signs that text and/or images may have been manipulated or invented.  
Name some of the warning signs that content may be suspicious or unsafe online and know what you would do about it.  
Know some of the factors that can influence people's decisions and viewpoints.  
Know some of the risks involved in gambling, why someone may choose to gamble and the impact it can have on them and others around them.

**Key Vocabulary**

<b>gambling</b>	the activity of playing games of chance for money, or of <u>betting</u> on the outcome of future events such as the results of races or games.
<b>media</b>	the main means of mass communication (broadcasting, publishing, and the internet)
<b>online</b>	an activity or service) available on or performed using the internet or other computer network.
<b>influence</b>	the capacity to have an effect on the character, development, or

	behaviour of someone or something, or the effect itself.
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**Progression in Resources:**

Examples of 'news' that cover fact and opinion that may be seen in the media  
AI-generated and/or manipulated images  
Gambling adverts

**Relevance**

<b>Now</b>	Children can understand how the media can influence them, recognising when content online is safe and unsafe; they begin to differentiate between 'having fun' (e.g. occasional, affordable bets; creating an AI-generate image to entertain) and when this behaviour can become harmful (e.g. deliberate creation of content to upset or offend; regular, unaffordable bets).
<b>Future</b>	As adults, they can know how material can be manipulated or when they could be scammed by companies and the dangers of gambling – they are aware of the warning signs to look for to keep themselves safe.
<b>Aspiration</b>	A career in cyber security or media is chosen, where they will be aware of their responsibilities to the participants.