



Preston Curriculum - Critical Thinking



<p>Overarching PSHE and Mental Wellbeing objectives.</p> <p>Links with ICT Mr P Curriculum within Year Group. Links with Jigsaw scheme of work</p>	<p>Online safety That for most people the internet is an integral part of life and has many benefits.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>Critical thinking How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult (or child)</p>	<p>Debating and discussing That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p>	<p>Thinking for yourself How information and data is shared and used online.</p> <p>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</p>
<p>Nursery</p> <p>Jigsaw Piece</p>	<p>Remember to ask before going on technology. Identify rules that keep us safe and healthy in and beyond the home when using technology.(ICT) Can identify ways I can put information on the internet.(ICT)</p>	<p>Reflecting on their own and other people's actions and words Can recognise how I can say no, please stop and know this can be in real life or online. (ICT) Know what to do if I get lost and how to say NO to strangers -Stranger Danger-Jigsaw Piece (PSHCE)</p>	<p>Catch your answers before speaking and give thinking time. Can recognise some ways that the internet can be used to communicate. (ICT)</p>	<p>Access the internet Can I identify how I can use the internet to access information.</p>
<p>Reception</p>	<p>Know how we use the internet and stay safe online Identify and give rules that keep us safe and healthy in and beyond the home when using technology.(ICT) Can identify ways I can put information on the internet.(ICT)</p>	<p>Reflecting on their own and other people's actions and words Can recognise how I can say no, please stop and know this Can be in real life or online. (ICT) Can describe how people can be unkind online.(ICT)</p>	<p>Use technology to debate and discuss. Can recognise some ways that the internet can be used to communicate. Give examples of how to use it.(ICT)</p>	<p>Use technology Can identify ways that I can put information on the internet.</p>
<p>Year One</p> <p>Extra Resources Learning about the Internet-Jigsaw lesson found in the Community section online</p>	<p>Know what is online may not always be true and can affect you emotionally Recognise there maybe people online who make me sad... If something happens can give examples of when and how to speak to an adult they can trust. (ICT) Recognise that not everything that is online is true, including who people say they are Jigsaw Link Learning about the Internet-Jigsaw lesson Recap on rules on staying safe.</p>	<p>Learn ways to communicate safely and respectfully online. I can use the internet with adult support to communicate with people I know.(ICT)</p>	<p>Listening to other points of view politely I can explain why it is important to be considerate and kind to people online and in everyday life.</p>	<p>Use thinking time before making a decision I can recognise that information can stay online and could be copied. I can describe information that I should not put online without asking a trusted adult.</p>

<p>Year Two Extra Resources Behaving different - Jigsaw lesson found in the Community section online</p>	<p>Online identity-know that not everyone is who they say they are Can explain people's identities can be different to their real identity in real life. Can describe how people might make themselves look different online. Can give examples of issues that might make me feel sad, worried or frightened. Can give examples on how might get help. Know guidance in different settings and environments.(ICT)</p>	<p>Recognise that people sometimes behave differently online, including by pretending to be someone they are not. Identify ways that the internet can be used safely to find things out and communicate in everyday life Recognise that not everything that is online is true (Behaving different -Jigsaw lesson)</p>	<p>Think for myself and not just following the lead of someone else. Know that what goes online can last a long time.</p>	<p>Know what to do if make a mistake Know who to go to if make a mistake.</p>
<p>Year Three Puzzle 5 Relationships</p>	<p>Know what things should/shouldn't be shared online Identity online (ICT strand) and online relationships/reputation. Can explain the risks of communicating online with others I don't know. Know and can use some strategies for keeping myself safe online. Know who to ask for help if I am worried or concerned about anything online</p>	<p>Learn how to negotiate in difficult situations both online and in everyday life. Can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener Know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>Be careful what is said and written on line Can explain how mine and other feelings can be hurt by what is said or written online</p>	<p>Be aware of dangers of too much screen time on your health Negative impact of too much technology.</p>
<p>Year Four Puzzle 5 Relationships</p>	<p>Know that some places online may be dangerous Can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>Recognise how friendships change and the role of social media. Can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Know how to stand up for myself and how to negotiate and compromise Explain how my online identity can be different to the identity I present in real life. Describe how others can find information on me online. Explain how information could be created, copied or shared.</p>	<p>Not speaking over each other, listening to other people's points of view. People's perceptions can recognise situations which can cause jealousy in relationships Be respectful online and in everyday life. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens I can identify someone I love and can express why they are special to me Know how most people feel when they lose someone or something they love Can tell you about someone I know that I no longer see Understand that we can remember people even if we no longer see them</p>	<p>Be aware of technology distractions Explain how information about me/others could have been created, copied or shared with others. Explain how technology can distract. Identify times when this happens and strategies to limit time spent.</p>

			Describe the right decisions about how to interact with others and how others perceive me.(ICT) Give examples on how to be respectful to others online.	
Year Five Puzzle 5 Relationships	Know about confidentiality of own information and validating information given by others including from websites. Stranger danger Can identify how identity online can be copied, modified or altered. (ICT)I can demonstrate responsible choices about my online identity, depending on context. Can recognise when an online community feels unsafe or uncomfortable	The power of the internet-Rights and responsibilities Can search for information on an individual online and create a summary report on them, Can describe ways that information on an individual online can be used by others to make judgements. Know there are rights and responsibilities when playing a game online. Can recognise when an online game is becoming unhelpful or unsafe	Acceptable messages and ways to debate, actions having consequences Understand there are rights and responsibilities in an online community or social network.Can recognise when an online community is helpful or unhelpful to me Can explain how to stay safe when using technology to communicate with my friends Can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others Know that some people online may want to harm-not your fault. Understand that belonging to an online community can have positive and negative consequences	Ways to manage technology, health and well being Can describe ways technology can affect healthy sleep and can describe some of the issues. Can recognise when I am spending too much time using devices (screen time) Can identify things I can do to reduce screen time, so my health isn't affected Can describe some strategies, tips and advice to promote healthy sleep with regard to technology.
Year Six Puzzle 5 Relationships Jigsaw Puzzle 6	Know how to ensure privacy and security is set up on apps and online. Can judge whether something online is safe and helpful for me Can resist pressure to do something online that might hurt myself or others -Jigsaw piece Puzzle 5 Relationships Describe common systems that regulate age related content and describe purpose.	Can use search engines effectively and appropriately and be aware of their influence on society. Can use search technologies effectively, Can explain how search engines work. Evaluate digital content Can describe how online content can be opinion.	Understand stereotypes I can describe ways in which the media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. Develop own online reputation. Describe how to develop a positive online reputation.	Ways to use technology safely and positively Can use technology positively and safely to communicate with my friends and family . Can take responsibility for my own safety and well-being. Jigsaw Puzzle 6

	<p>Identify, flag and report inappropriate content and scams and phishing.</p> <p>Privacy and security Passwords and privacy settings.</p> <p>Can describe issues that might make me sad, uncomfortable and know how to get help both online and offline and continue to ask until resolved.</p>	<p>Explain how and why some people may present opinions as facts. Define terms influence, manipulation and persuasion and how encounter online.</p> <p>Demonstrate strategies to enable me to analyse and evaluate the validity of facts.</p>	<p>Responsibility for well-being of others online social group.</p> <p>Can explain how impulsive and rash communication online may causes problems.</p> <p>Can demonstrate how to help others online.</p> <p>Can demonstrate ways of reporting problems online .</p>	
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