

### Medium term plan - Term 6

<b>Year 8 Summer 2</b>	<b>PSHE Living in the wider world</b> Topic: Digital literacy Online safety, digital literacy, media reliability and gambling hooks
<b>Prior learning - linked to National curriculum</b>	
<b>Rationale</b>	<p>This topic seeks to enhance learners' digital literacy and understanding of online safety. Building upon learners' prior knowledge there are opportunities to explore how to communicate online, the need for age restrictions on social media sites, and how to purchase safely online.</p> <p>Focus is also placed upon empowering learners to understand and identify grooming online and the warning signs when navigating the internet. Learners will also be made aware of the addictive nature of gambling online and signs/indicators of problematic or addictive behaviours.</p>
<b>Vocabulary - Key Words</b>	See Glossary for Term 6
<b>Cultural Capital:</b>	Resources are adapted from a range of charities and organisations accredited via the PSHE association. Documentaries and “real-life” case studies are used to raise awareness and signpost where to access support.
<b>Key assessments:</b>	Retrieval -recall 5/Red/Green cards/RAG assessment/Myths and Facts/minwhiteboards/GC Quizzes
<b>What do children know/ can do now (EDSM)</b>	<b>Emerging-</b> Learners can identify problematic and risky behaviour online. They are aware of what privacy settings are and how they can be used, they know where they can access help and support.

	<p><b>Developing</b> - Learners understand what problematic and risky behaviours are online. They are aware of what privacy settings are and can explain how they can be used. they know where they can access help and support. Alongside this learners can identify techniques used by extremist groups and predators to attempt to groom young people online.</p> <p><b>Secure</b> - Learners have a developing understanding of what is appropriate communication online and they are able to identify signs of danger in regards to grooming via extremist groups and predators online. Learners can define the term misinformation and describe strategies to identify how to ensure information online is reliable. Learners can identify and describe dangerous or risky behaviours in regards to gambling online.</p> <p><b>Mastered</b> -Learners can explain what is appropriate communication online and they are able to confidently discuss signs of danger in regards to grooming via extremist groups and predators online. Learners can define the term misinformation and explain the strategies to identify how to ensure information online is reliable. Learners can identify and discuss dangerous or risky behaviours in regards to gambling online.</p>
What <b>amendments</b> are you going to make following evaluation of this module?	

Lesson	Lesson objective ( PoS refs:H3, H30, H32, R17, L19, L20,L21, L22, L23, L24, L25, L26, L27)	Lesson overview/notes/resources/Trigger note Differentiation/ Hinge Questions
1	<ul style="list-style-type: none"> <li>about online communication and how to use social networking sites safely</li> </ul>	
2	<ul style="list-style-type: none"> <li>about age restrictions when accessing different forms of media and how to make responsible decisions, how to distinguish between content which is publicly and privately shared</li> </ul>	

3	<ul style="list-style-type: none"> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation, how to respond and seek support in cases of online grooming</li> </ul>	
4	<ul style="list-style-type: none"> <li>• how to respond and seek support in cases of online grooming</li> </ul>	
5	<ul style="list-style-type: none"> <li>• how to recognise biased or misleading information online, how to critically assess different media sources</li> </ul>	
6	<ul style="list-style-type: none"> <li>• how to protect financial security online</li> </ul>	
7	<ul style="list-style-type: none"> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	