



Hearts and Minds Knowledge Progression

Linked to Science curriculum

Linked to Computing curriculum

Linked to Maths curriculum

Linked to RE curriculum

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Relationships	<p>become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>play with one or more other children, extending and elaborating play ideas</p> <p>find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas</p> <p>talk with other to solve conflicts</p> <p>talk with other to solve conflicts</p>	<p>become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>play with one or more other children, extending and elaborating play ideas</p> <p>build constructive and respectful relationships</p> <p>find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas</p> <p>talk with other to solve conflicts</p> <p>think about the perspectives of others</p> <p>talk with other to solve conflicts</p>	<p>what they like/dislike and are good at</p> <p>what makes them special and how everyone has different strengths</p> <p>how their personal features or qualities are unique to them</p> <p>how they are similar or different to others, and what they have in common</p> <p>use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>about the different people in their family / those that love and care for them</p>	<p>how to make friends with others</p> <p>how to recognise when they feel lonely and what they could do about it</p> <p>how people behave when they are being friendly and what makes a good friend</p> <p>how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy</p> <p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately</p>	<p>how to make friends with others</p> <p>how to recognise when they feel lonely and what they could do about it</p> <p>how people behave when they are being friendly and what makes a good friend</p> <p>how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy</p> <p>how words and actions can affect how people feel</p> <p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately</p>	<p>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>how people's behaviour affects themselves and others, including online</p> <p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return including online</p> <p>about the relationship between rights and responsibilities</p> <p>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> <p>the rights that children have and why it is important to protect these</p>	<p>about the different types of relationships people have in their lives</p> <p>how friends and family communicate together; how the internet and social media can be used positively; how they can be part of positive online communities</p> <p>how knowing someone online differs from knowing someone face-to-face; people I communicate with online may want to do me harm however this isn't my fault. 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</p> <p>recognise when someone is hurt or upset online or being bullied; when to act and</p>	<p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>understand online relationships and the responsibilities they have to the well-being of the members of their online social groups; how to identify when somebody needs help; when someone is being bullied; where to turn for support both at home and in school</p> <p>describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p>

			<p>what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together</p> <p>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried, including online.</p> <p>recognise that there may be people online who could make me feel sad, embarrassed or upset.</p>	<p>excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so what bullying behaviour looks like online and give examples</p>	<p>explain what bullying is and can describe how people may bully others.</p> <p>describe rules about how to behave online and how to follow them. explain how feelings can be hurt by what is being said or written online</p> <p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>how people within families should care for each other and the different ways they demonstrate this</p> <p>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p> <p>describe strategies for safe and fun experiences in a range of online social environments</p> <p>that bullying can take place through a range of different media and describe these different ways (image, video, text, chat)</p>	<p>when to tell somebody; how to report bullying taking place on online platforms/apps</p> <p>how abusive contacts can and should be blocked and reported on the different apps and platforms that they use</p> <p>that there are organisations they can ring if they want to speak to someone anonymously such as Childline and what they could say.</p> <p>how to respond if a friendship is making them feelworried, unsafe or uncomfortable</p> <p>how to recognise risk in relation to friendships and keeping safe</p> <p>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>explain how rash and impulsive communications online may cause problems (e.g. flaming, content produced in live streaming)</p> <p>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>how puberty relates to growing from childhood to adulthood how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>how friendships may change as they grow and how to manage this</p> <p>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p> <p>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>Age appropriate discussions about sex</p>
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								<p>may be appropriate for context and if applicable, should be discussion based and not make use of pictures and/or videos. Instead, discussions should take place in a safe space in which the children can make sense of feelings associated with being attracted to other people and how sex connects to this.</p> <p>If Y6 teachers feel that this is appropriate for the cohort then consultation with PSHE lead to take place so that arrangements can be made for parents to withdraw their child from non-statutory content.</p>
Health and Wellbeing	<p>select and use activities and resources with help when needed, this helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>develop their sense of responsibility and membership of a community</p> <p>show more confidence in social situations</p> <p>increasing follow rules and understand why they are important</p> <p>remember rules without needing an adult to remind them</p>	<p>select and use activities and resources with help when needed, this helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>see themselves as a valuable individual</p> <p>develop their sense of responsibility and membership of a community</p> <p>show more confidence in social situations</p> <p>show resilience and perseverance in the face of challenge</p>	<p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <p>that things people put into or onto their bodies can affect how they feel</p> <p>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>what they can do to take care of themselves on a daily basis, e.g. brushing</p>	<p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to</p>	<p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>that people with shared interests can come together online to communicate</p>	<p>how to recognise personal qualities and individuality</p> <p>to develop self-worth by identifying positive things about themselves and their achievements</p> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>how to set goals for themselves</p> <p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>how everyday things can affect feelings</p>	<p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>about stereotypes and how they are not always accurate, and can negatively influence</p>	<p>how mental and physical health are linked</p> <p>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how to benefit from

<p>develop appropriate ways of being assertive</p> <p>develop appropriate ways of being assertive</p> <p>talk about their feelings using words like “happy”, “sad”, “angry” or “worried”</p> <p>starting to understand how others might be feeling</p> <p>able to understand how others might be feeling</p>	<p>increasing follow rules and understand why they are important</p> <p>remember rules without needing an adult to remind them</p> <p>develop appropriate ways of being assertive</p> <p>develop appropriate ways of being assertive</p> <p>manage their own needs</p> <p>talk about their feelings using words like “happy”, “sad”, “angry” or “worried”</p> <p>starting to understand how others might be feeling</p> <p>express their feelings and consider the feelings of others</p> <p>identify and moderate their own feelings socially and emotionally</p> <p>able to understand how others might be feeling</p>	<p>teeth and hair, hand washing</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</p> <p>how to respond safely to adults they don’t know</p> <p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>describe what information I should not put online without asking a trusted adult first; what can stay online and be copied</p> <p>recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school).</p> <p>explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>how to get help if there is an accident and someone is hurt, including how to dial 999</p>	<p>be someone they are not and how this might look; information can be made-up or not real (fake news)</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares, concerns them or makes them feel sad.</p> <p>how information they put online can stay there for a long time, can be seen by others and where to go if they put something online by mistake.</p> <p>how the internet can be used to safely communicate with people they don’t know as well such as penpals in another country.</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>that eating and drinking too much sugar can affect their health including dental health how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play; how to know when to take a break from screen-time</p>	<p>there are risks when communicating online with people we don’t know very well</p> <p>give reasons why they should only share information with people they choose to and can trust.</p> <p>explain that if they are not sure or feel pressured, they should ask a trusted adult</p> <p>explain the difference between knowing someone online and trusting someone online</p> <p>how to explain the difference between liking someone online and trusting someone online; why they should be careful who they trust and what they share with them</p> <p>that trust can be ‘taken back’ if they feel nervous, confused or uncomfortable.</p> <p>understand and give reasons why passwords are important</p> <p>describe simple strategies for keeping passwords safe and for creating them</p> <p>explain how shared devices can share information about me; not autosaving passwords etc.</p> <p>how everyday health and hygiene rules and routines help people</p>	<p>how feelings change over time and can be experienced at different levels of intensity</p> <p>the importance of expressing feelings and how they can be expressed in different ways</p> <p>how to respond proportionately to, and manage, feelings in different circumstances</p> <p>ways of managing feelings at times of loss, grief and change</p> <p>how to access advice and support to help manage their own or others’ feelings</p> <p>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>that if someone has experienced a head injury, they should not be moved</p> <p>when it is appropriate to use first aid and the importance of seeking adult help</p> <p>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency service</p> <p>how to recognise, predict, assess and</p>	<p>behaviours and attitudes towards others</p> <p>how to challenge stereotypes and assumptions about others</p> <p>how to make responsible choices about their online identity depending on the context</p> <p>how our impressions of people online are shaped by what is posted by us and about us therefore making it critical that we think before we post.</p> <p>understand identity online could be copied, modified or altered</p> <p>understand many free apps or services may share my private information with others</p> <p>describe the importance of building a strong password</p> <p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and growing-up/wet dreams</p> <p>how puberty can affect emotions and feelings</p> <p>how personal hygiene routines change during puberty</p> <p>how to ask for advice and support about growing and changing and puberty</p>	<p>and stay safe in the sun</p> <p>how and why to balance time spent online with other activities; describe strategies to limit amount of time spent online and how to action them on devices</p> <p>how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>how to manage the influence of friends and family on health choices</p> <p>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>
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			<p>in an emergency and what to say</p>	<p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>how to recognise, name and describe a range of feelings</p> <p>what helps them to feel good, or better if not feeling good</p> <p>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>	<p>stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>what to do in an emergency, including calling for help and speaking to the emergency services</p> <p>how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>how people make choices about what to eat and drink, including who or what influences these</p> <p>how, when and where to ask for advice and help about healthy eating and dental care</p> <p>how regular physical activity benefits bodies and feelings</p>	<p>manage risk in different situations including online</p> <p>how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people</p> <p>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>how the internet is monitored</p> <p>how their online identity may be different to their real identity and knowing this, describe how they would interact with others and how others may perceive them.</p> <p>that some online 'identities' may be generated by computer programmes pretending to be real people.</p> <p>that their own identity is at risk of being copied or cloned if they don't</p>	<p>how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>how laws surrounding the use of drugs exist to protect them and others</p> <p>why people choose to use or not use different drugs</p> <p>how people can prevent or reduce the risks associated with them</p> <p>that for some people, drug use can become a habit which is difficult to break</p> <p>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>how to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>describe how technology can affect their health and how a positive, balanced attitude towards screen time can promote healthy sleep and healthy mind</p>	<p>that mental health difficulties can usually be resolved or managed with the right strategies and support</p>
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					<p>how to be active on a daily and weekly basis</p> <p>how to balance time online with other activities</p> <p>explain why spending too much time using technology can sometimes have a negative impact on them; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p>how to make choices about physical activity, including what and who influences decisions</p> <p>how the lack of physical activity can affect health and wellbeing</p> <p>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>keep information such as passwords safe-this can be people they don't know and people they do know such as friends.</p> <p>how to build a strong password</p> <p>how to report concerns, including about inappropriateonline content and contact</p> <p>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</p>		
Living in the Wider World			<p>what money is - that money comes in different forms</p> <p>how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>how people make choices about what to do with money, including spending and saving</p>	<p>how jobs help people earn money to pay for things they need and want</p> <p>learn about a range of different jobs, including those done by people they know or people who work in their community</p>	<p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>what is meant by a diverse community; how different groups make up the wider / local community around the school</p>	<p>how people have a shared responsibility to help protect the world around them</p> <p>how everyday choices can affect the environment</p> <p>how what people choose to buy or spend money on can affect others or the environment (e.g.</p>	<p>how people make decisions about spending and saving money and what influences them</p> <p>how to keep track of money so people know how much they have to spend or save</p> <p>how the digital world makes it very difficult to</p>	<p>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</p>

			<p>the difference between needs and wants - that people may not always be able to have the things they want</p> <p>how to keep money safe and the different ways of doing this</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively including online</p> <p>how to use the internet with adult support to communicate with people I know.</p> <p>how following rules when using technology at home and away from home keep us safe.</p> <p>the responsibilities they have in and out of the classroom</p> <p>how people and animals need to be looked after and cared for</p> <p>what can harm the local and global environment; how they and others can help care for it</p> <p>how people grow and change and how people's needs change as they grow from young to old</p> <p>how to manage change when moving to a new class/year group</p>	<p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>	<p>how the community helps everyone to feel included and values the different contributions that people make</p> <p>how to be respectful towards people who may live differently to them</p> <p>explain what is meant by the term 'Identity' explain different ways they can represent themselves online</p> <p>explain that they may represent their identity online in a range of ways depending on what they are doing; gaming, avatar, social media.</p>	<p>Fairtrade, single use plastics, giving to charity)</p> <p>describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>how to show care and concern for others (people and animals)</p> <p>how to carry out personal responsibilities in a caring and compassionate way</p> <p>that the internet can sometimes be a distraction from what they are meant to be doing explaining when this may be</p> <p>how to recognise when they need to take a break from their screens and suggest ways in which they can limit and organise screen time</p>	<p>track and monitor our spending; in-app purchases which may be linked to a parent's bank account allow us to buy additional content but we should always seek permission from the bill-payer</p> <p>how people make choices about ways of paying for things they want and need (e.g. from current accounts /savings; store card/ credit cards; loans)</p> <p>how to recognise what makes something 'value for money' and what this means to them</p> <p>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p> <p>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>that some jobs are paid more than others and some maybe voluntary (unpaid)</p> <p>about the skills, attributes, qualifications and training needed for different jobs</p> <p>that there are different ways into jobs and careers, including college, apprenticeships and university</p>	<p>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</p> <p>that the media can shape different ideas about gender and that it is important to reject inappropriate messages about gender</p> <p>how text and images can be manipulated or invented; strategies to recognise this</p> <p>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>define 'influence' 'manipulation' and 'persuasion' and how they might be encountered online (e.g. advertising) to recognise unsafe or suspicious content online and what to do about it</p> <p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>that we have an online reputation and this enables people to form opinions on me; ways to build a positive online reputation</p> <p>how to make decisions about the content they view online or in the</p>
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						<p>how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do</p> <p>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p> <p>that they should always question the integrity of what they see on the web and that large amounts of information that they read can be fake, misleading and even illegal.</p> <p>know the following key terms and what they mean from an online viewpoint: Sceptical, Hoax, Fake News, Fact, Opinion, Misinformation, Disinformation (information circulated deliberately to mislead and distract)</p> <p>describe and evaluate what is likely to be reliable and the importance of being sceptical; there are lots of sites which may be inaccurate either on purpose or by accident that when they are searching for information, results are ranked and often depend on the amount of revenue search</p>	<p>media and know if it is appropriate for their age range</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>understand what app permissions are and describe ways to make privacy more secure on the apps they use</p> <p>describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>
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							engines like Google receive from the sites. A top-ranking search does not ensure accuracy of information.	
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