Progression of skills in: Online Safety

* Online safety objectives covered in the PSHE curriculum are coloured black and those covered in the computing curriculum are coloured blue.

	EYFS:		Key Stage 1:		Key Stage 2:				
Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Self-image & Identity	Identify some simple examinformation (e.g. name, ad location).		Health & Wellbeing Growing and Changing Recognise what makes them special and unique Know how they are the same and different to others Know how to manage and whom to tell when finding things difficult Computing systems and networks - Technology around us Identify rules to keep us safe and healthy when we are using technology in and beyond the home	The Wider World Belonging to a Community Recognise the ways in which they are the same and different to others in their community and that they are all equal Understand the role they play in different groups e.g. classes, teams, faith groups Identify the different rights and responsibilities that they have in school and the wider community Know how a community can help people from different groups feel included Computing systems and networks – IT around us	Media Literacy & Digital Resilience Recognise that images and information online can be altered or adapted and the reasons for why this happens Health & Wellbeing Coping with Growing & Changing Recognise that everyone is an individual and has unique and valuable contributions to make Understand how strengths and interests and what we're proud of form part of a person's identity Identify some of the common challenges to self-worth e.g. finding school work difficult, friendship issues	Relationships: Respecting Ourselves and Others Know what they have in common with others e.g. shared values, likes and dislikes, aspirations Recognise and respect differences between people such as gender, race, faith Understand and develop a vocabulary to discuss difference sensitively Computing systems and networks – The Internet Explain that internet services can be used to create content online Explain what media can be found on	Media Literacy & Digital Resilience Understand that some media and online content promote stereotypes Know ways to safely challenge discrimination and how to report discrimination online	Media Literacy & Digital Resilience Know how to recognise and why images online might be manipulated, altered, or faked Relationships: Respecting Ourselves and Others Know how to express opinions and respect other points of view, including discussing topical issues Understand the link between values and behaviour and how to be a positive role model Know how to constructively challenge points of view you disagree with Know ways to participate effectively in	

	1		1
Say how rules can	Know some basic	websites	discussions online
help keep me safe	strategies to		and manage conflict
neip keep me sale	manage and	Recognise that I	or disagreements
Talk about different	reframe setbacks	can add content to	or disagreements
rules for using IT	e.g. asking for help,	the WWW	Computing systems
	learning from		and networks -
Identify the choices	mistakes,	Explain that there	Communication and
that I make when	remembering what	are rules to protect	collaboration
using IT	they are good at	content	
	1 '		Explain that the
Creating media –	<u>Creating media –</u>	Explain that	internet allows
Digital photography	Desktop publishing	websites and their	different media to
		content are created	be shared
Identify which	Identify the	by people	De sharea
photos are real and	advantages and	by people	Choose methods of
which have been	disadvantages of	Suggest who owns	communication to
changed	using text and	the content on	suit particular
changea			
Dana maio e e dei ele	images	websites	purposes
Recognise which	December 11 11 1	Frontista do 1	Employee 1966
photos have been	Recognise that text	Explain that not	Explain the different
changed	and images can	everything on the	ways in which
	communicate	World Wide Web is	people
<u>Data and</u>	messages clearly	true	communicate
<u>information</u> –			1
<u>Pictograms</u>	Change font style,	Explain why I need	Identify that there
	size, and colours for	to think carefully	are a variety of
Give simple	a given purpose	before I share or	ways to
examples of why		reshare content	communicate over
information should	Edit text		the internet
not be shared		Explain why some	
	Explain that text	information I find	Compare different
Use a computer	can be changed to	online may not be	methods of
program to present	communicate more	honest, accurate, or	communicating on
information in	clearly	legal	the internet
different ways			me internet
	Match a layout to a	<u>Creating media -</u>	1
	purpose	Audio production	
		Explain that the	
		person who records	1
		the sound can say	
		who is allowed to	
		use it	
		Creating media –	
		Photo editing	
		Explain that	
		different colour	
		effects make you	
		think and feel	
		different things	
		Explain why I chose	
		certain colour	
		effects	
		<u>I</u>	

					Explain why photos might be edited		
Online relationships	Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Identify rules that help keep us safe and healthy in and beyond the home when using technology. Describe the people I can trust and can share this with; I can explain why I can trust them	Media Literacy & Digital Resilience Understand how people communicate safely with others online Respecting Ourselves and Others Know what kind and unkind behaviour means in and out school and how it can make people feel Computing systems and networks – Technology around us Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Know some strategies for positive play with friends, e.g. joining in, including others, etc. Know how to recognise hurtful behaviour, including online Know what to do and whom to tell if they see or experience hurtful behaviour, including online Computing systems and networks – IT around us Say how rules can help keep me safe Talk about different rules for using IT Explain the need to use IT in different ways Identify the choices that I make when using IT Use IT for different types of activities Data and information – Pictograms Give simple examples of why information should not be shared	Respecting Ourselves and others Know how to model respectful behaviour in different situations e.g. at home, at school, online	Families and Friendships Know how to communicate respectfully with friends when using digital devices Understand the importance of respecting the differences and similarities between people Know what to do or whom to tell if they are worried about any contact online Safe relationships Understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know Recognise hurtful behaviour and bullying, including online and know how to respond if they witness it Understand how people may behave differently online including pretending to be someone they are not Computing systems and networks – The Internet Explain that not	Families and Friendships Identify peer influence and how it can make people feel or behave Recognise the impact of the need for peer approval in different situations, including online Respecting Ourselves and others Recognise that everyone should be treated equally Families and Friendships Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable Know when and how to seek support in relation to friendships Safe Relationships Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about Computing systems and networks - Systems and	Media Literacy & Digital Resilience Know some of the risks and challenges of using social media Safe Relationships Compare the features of a healthy and unhealthy friendship Have some strategies to respond to pressure from friends including online Understand what consent means and how to seek and give/not give permission in different situations Recognise the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong Know some strategies to respond to pressure from friends including online Know how to assess the risk of different online 'challenges' and 'dares' Know how to recognise and respond to pressure from others to do

		everything on the World Wide Web is true Explain why I need to think carefully before I share or reshare content Explain why some information I find online may not be	searching Recognise the role of computer systems in our lives Explain the benefits of a given computer system	something unsafe or that makes them feel worried or uncomfortable Respecting Ourselves and Others Recognise the link between values and
		honest, accurate, or legal		behaviour and know how to be a positive role model Know some ways to participate effectively in discussions online and manage conflict or disagreements Computing systems
				and networks - Communication and collaboration Explain how the internet enables effective collaboration Identify different ways of working together online
				Recognise that working together on the internet can be public or private Choose methods of communication to suit particular purposes
				Explain the different ways in which people communicate Identify that there are a variety of ways to communicate over

					the internet Compare different methods of communicating on the internet Decide when I should and should not share information online Explain that communication on the internet may not be private
Online reputation	Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks – IT around us Identify the choices that I make when using IT Creating media – Digital photography Identify which photos are real and which have been changed Recognise which photos have been changed Data and information – Pictograms Give simple examples of why information should not be shared	Creating media – Desktop publishing Recognise that text and images can communicate messages clearly	Media Literacy & Digital Resilience Understand that everything shared online has a digital footprint Computing systems and networks – The Internet Explain the types of media that can be shared on the WWW Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Evaluate the consequences of unreliable content Explain why I need to think carefully before I share or reshare content Creating media –	Computing systems and networks - Communication and collaboration Explain that the internet allows different media to be shared Computing systems and networks - Communication and collaboration Decide when I should and should not share information online Explain that communication on the internet may not be private

Online bullying	Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Identify rules that help keep us safe and healthy in and beyond the home when using technology. Describe the people I can trust and can share this with; I can explain why I can trust them	Respecting Ourselves and others Understand how behaviour affects others Know what kind and unkind behaviour mean in and out school and how it can make people feel Computing systems and networks - Technology around us Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Safe Relationships Know what to do and whom to tell if they see or experience hurtful behaviour, including online Safe Relationships: Know how to resist pressure and recognise hurtful behaviour: Know when and how to get help Computing systems and networks – IT around us Say how rules can help keep me safe Talk about different rules for using IT	Safe Relationships Recognise that bullying and hurtful behaviour is unacceptable in any situation Identify bullying online, and identify the similarities and differences to face-to-face bullying Understand the consequences of bullying and hurtful behaviour and that it is unacceptable	Explain why photos might be edited Safe Relationships Recognise hurtful behaviour and bullying, including online and know how to respond if they witness it Understand the consequences of bullying and hurtful behaviour and that it is unacceptable Computing systems and networks – The Internet Explain that not everything on the World Wide Web is true Explain why I need to think carefully before I share or reshare content Explain why some information I find online may not be honest, accurate, or legal	Respecting Ourselves and others Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Recognise the impact of discrimination on individuals, groups and wider society Know ways to safely challenge discrimination and how to report discrimination online	Safe Relationships Compare the features of a healthy and unhealthy friendship Know when to recognise and how to respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable Know what consent means and how to seek and give/not give permission in different situations Computing systems and networks - Communication and collaboration Decide when I should and should not share information online Explain that communication on the internet may not be private
Managing online information	Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and can share this with; I can explain why I can trust them	Media Literacy and Digital Resilience Know how and why people use the internet Understand how people find things out online Recognise that rules and age restrictions are there to keep us safe	Media Literacy and Digital Resilience Recognise the purpose and value of the internet in everyday life Identify that some content on the internet is factual and some is for	Media Literacy and Digital Resilience Know the internet can be used positively for leisure, for school and for work Recognise that images and information online	Media Literacy and Digital Resilience Recognise what online adverts look like and understand why people might choose to buy or not buy something online e.g. from seeing an advert	Media Literacy and Digital Resilience Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise Know some basic	Media Literacy and Digital Resilience Recognise the benefits of safe internet use e.g. learning, connecting and communicating Identify that social media sites have age restrictions and

						1
		entertainment e.g.	can be altered or	Recognise that	strategies to assess	regulations for use
	Computing systems	news, games, videos	adapted and the	organisations can	whether content	
	<u>and networks –</u>		reasons for why this	use personal	online (e.g.	Understand the
	<u>Technology around</u>	Understand that	happens	information to	research, news,	reasons why some
	<u>us</u>	information online		encourage people to	reviews, blogs) is	media and online
		might not always be	Know some	buy things	based on fact,	content is not
	Save my work to a	true and that some	strategies to	C	opinion, or is biased	appropriate for
	file	media and online content promotes	recognise whether something they see	Compare content shared for factual	Know how to assess	children
	Open my work from	stereotypes	online is true or	purposes and for	which search results	Know online content
	a file	siereorypes	accurate	advertising	are more reliable	can be designed to
	d file	Evaluate whether a	accurate	davernsing	than others	manipulate people's
	Identify rules to	game is suitable to	Begin to make safe,	Know that search	man omers	emotions and
	keep us safe and	play or a website is	reliable choices	results are ordered	Recognise unsafe or	encourage them to
	healthy when we are	appropriate for their	from search results	based on the	suspicious content	read or share things
	using technology in	age-group		popularity of the	online	3.
	and beyond the		Know how to	website and that		Know how to share
	home	Computing systems	evaluate whether a	this can affect what	Know how devices	things online and
		and networks – IT	game is suitable to	information people	store and share	the rules and laws
	<u>Creating media –</u>	around us	play or a website is	access	information	relating to this
	<u>Digital writing</u>		appropriate for their			
		Say how rules can	age-group	Know how to report	Computing systems	Know how to
	Use 'undo' to	help keep me safe		something seen or	and networks -	recognise what is
	remove changes		Know how to report	experienced online	Systems and	appropriate to share
		Talk about different	something seen or	that concerns them	<u>searching</u>	online
	Make changes to	rules for using IT	experienced online	e.g. images or		
	text on a computer	- 1	that concerns them	content that worry	Compare results	Know how to report
		Identify the choices	e.g. images or	them, unkind or	from different	inappropriate online
		that I make when	content that worry	inappropriate communication	search engines	content or contact
		using IT	them, unkind or inappropriate	communication		Computing systems
		Data and	communication	Computing systems	Make use of a web	and networks -
		information –	communication	and networks – The	search to find	Communication and
		Pictograms	Creating media –	Internet	specific information	collaboration
		riciograms	Desktop publishing	<u>zmemer</u>	specific information	conaporation
		Give simple	2 Control Parametring	Explain that internet	Refine my web	Explain that the
		examples of why	Choose the best	services can be	search	internet allows
		information should	locations for my	used to create		different media to
		not be shared	content	content online	Explain that a	be shared
					search engine	
		Use a computer	Make changes to	Recognise that I	follows rules to rank	Recognise how to
		program to present	content after I've	can add content to	results	access shared files
		information in	added it	the WWW		stored online
		different ways			Give examples of	
				Explain that there	criteria used by	Send information
				are rules to protect	search engines to	over the internet in
				content	rank results	different ways
				From Indian Alasma	Describe serves of	Deside desir T
				Explain that websites and their	Describe some of	Decide when I
				content are created	the ways that search results can	should and should not share
				by people	be influenced	information online
				by heobie	be illinaenceu	information offline
				Suggest who owns	Recognise some of	Explain that
				the content on	the limitations of	communication on
				websites	search engines	the internet may not
					3	

					Explain why I need to think carefully before I share or reshare content		be private Creating media - Web page creation Describe why navigation paths are useful Explain what a navigation path is Make multiple web pages and link them using hyperlinks Explain the implication of linking to content owned by others
Health, Wellbeing and Lifestyle	Identify rules that help keep us safe and healthy in and beyond the home when using technology	Staying Safe: What Rules are, how rules and age restrictions help keep us stay safe Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Keeping Safe: Know how to keep themselves safe in familiar and unfamiliar environments, such as in school, online and when 'out and about' Health & Wellbeing Know why sleep and rest are important for growing and keeping healthy Computing systems and networks – IT around us Explain how to use information technology safely List different uses of information technology Say how rules can help keep me safe Talk about different rules for using IT	Health & Wellbeing Understand how to recognise, and ask for help, when they feeling lonely or unhappy or to help someone else Health & Wellbeing Identify healthy and unhealthy choices and recognise the positive and negative effects of these choices (e.g. in food, exercise, online time, sleep)	To evaluate whether a game is suitable to play or a website is appropriate for their age-group Health & Wellbeing Identify a wide range of factors that help to maintain a balanced, healthy lifestyle, physically and mentally.	Safe Relationships Recognise and manage peer influence and know how it can make people feel or behave	Understand how balancing time online with other activities helps to maintain health and Wellbeing Computing systems and networks - Communication and collaboration Explain how the internet enables effective collaboration Identify different ways of working together online Recognise that working together on the internet can be public or private Choose methods of communication to suit particular purposes

			Recognise that choices are made when using information technology Explain the need to use IT in different ways Identify the choices that I make when using IT Use IT for different types of activities				Explain the different ways in which people communicate Identify that there are a variety of ways to communicate over the internet Compare different methods of communicating on the internet
Privacy & Security	Identify rules that help keep us safe and healthy in and beyond the home when using technology. Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and can share this with; I can explain why I can trust them	Safe Relationships Know how to ask for and give/not give permission or consent for someone to do something Safe Relationships: Recognise privacy and personal space; Know to seek permission from others Keeping Safe: Start to understand how to stay safe on-line and who to tell if they see something that makes you feel unhappy, worried, or scared Computing systems and networks – Technology around us Create rules for using technology responsibly Discuss how we benefit from these	Computing systems and networks – IT around us Talk about different rules for using IT Identify the choices that I make when using IT Creating media – Digital photography Recognise that images can be changed Identify which photos are real and which have been changed Recognise which photos have been changed Data and information – Pictograms Give simple examples of why information should not be shared	Safe Relationships Know what is appropriate to share with friends, classmates, family and wider social groups including online Understand privacy and identify personal boundaries including online Know some basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision	Safe Relationships What to do or whom to tell if they are worried about any contact online Computing systems and networks – The Internet Demonstrate how information is shared across the internet as a network of networks Discuss why a network needs protecting Explain that there are rules to protect content Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content	Safe Relationships Know some strategies for dealing with requests for personal information or images of themselves Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others Know how to report the misuse of personal information or sharing of upsetting content/ images online	Safe Relationships Know how to protect personal information online and identify the potential risks of this information being misused Know how to get advice and report concerns about personal safety, including online Safe Relationships Know how to report misuse of personal information or sharing of upsetting images online Know some strategies for dealing with requests for personal information or images of themselves Know what to do if they take, share or come across an image which may upset, hurt or

		rules Give examples of some of these rules			embarrass them or others <u>Safe Relationships</u>
		Identify rules to keep us safe and healthy when we are using technology in and beyond the home			Identify types of images that are appropriate to share with others and those which might not be appropriate
					Safe Relationships Know that images or text can be quickly shared with others, even when sent to one person, and what the impact might be
					Computing systems and networks - Communication and collaboration
					Decide when I should and should not share information online
					Explain that communication on the internet may not be private
					Creating media – Web page creation Explain the implication of linking to content owned by others
Copyright & Ownerships	Know that work I create belongs to me		Creating media – Digital photography Identify which photos are real and	Computing systems and networks – The Internet Demonstrate how	Computing systems and networks - Communication and collaboration
			which have been changed Recognise which photos have been	information is shared across the internet Describe where	Explain that the internet allows different media to be shared
			changed	websites are stored	Recognise how to

when uploaded to the WWW Explain the types of media that can be shared on the WWW Explain that internet services can be shared on the WWW Explain that internet services can be used to create content online Recognise that I can add content to the WWW Explain that there are used to create on the work of the work o				
media that can be shared on the WWW different ways Explain that internet services can be used to create content online Recognise that I can add content to the WWW to the internet may not be private are rules to protect content online Explain that there are rules to protect content on the websites and their content or expension and use of images (copyright) Explain that websites and their content are created by people (copyright) Suggest who owns the content on the incompletion and by the term websites to think content on websites Explain why I need to think correllly before I share or reshare content Creating media - websites are restant to the content on websites Explain why I need to think correllly before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to worked by owned by others			when uploaded to the WWW	
Shared on the WWW Explain that internet services can be used to create content online Recognise that I can add content to the WWW the services on the work the WWW the services on the information online Explain that there are rules to protect content to websites and their content are created by people Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshore content Creating media - Web progression which is the content on websites Explain why I need to think carefully before I share or reshore content Creating media - Audio production Explain that the implication of Explain the implication of Explain the implication of Explain the implication of Initiation to owned by others who is implication of Initiation to owned by others who is implication of Initiation to owned by others who is implication of Initiation to owned by others who is subject to owned by others			Explain the types of	
Explain that internet services can be used to create content online Recognise that I can add content to the WWW the internet may not be private Explain that there are rules to protect content are content are created by people Explain that websites and their content are created by people Suggest who owns the content on websites Suggest who owns the content on websites Explain why I need Explain why I should use copyright-free images Creating media - websites Explain why I need Explain that the implication of linking to content Sussed who is allowed to				
services can be used to create content online Recognise that I can add content to the WWW Explain that there are rules to protect content Explain that there are rules to protect content Explain that websites and their websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshore content Explain why I need to think carefully before I share or reshore content Creating media - Web source was all the content on websites Explain why I need to think carefully before I share or reshore content Creating media - Web source was all the content on websites Explain why I need to think carefully before I share or reshore content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			shared on the WWW	different ways
used to create content online Recognise that I can add content to the WWW Explain that there are rules to protect content Content Content Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Explain who I need to think carefully before I share or reshare content Explain that the person who records linking to content on who is allowed to			Explain that internet	Decide when I
Recognise that I can add content to the WWW be private are rules to protect content. Explain that there are rules to an add content to the websites and their content or ereated by people Suggest who owns the content on websites Explain why I need to think content on websites Explain why I need to think conferlly before I share or reshare content Creating media - who was the content on websites Explain why I need to think carefully before I share or reshare content Creating media - who was the content on websites Explain that the person who records the sound can say who is allowed to				
Recognise that I can add content to the WWW Explain that there are rules to protect content Explain that there are rules to protect content Explain that websites and their consider the ownership and use of images by people Suggest who owns the content on websites Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that Consider the ownership and use copyright-free images Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain the the person who records the sound can say who is allowed to word on say who is allowed to word owned by others who is allowed to word owned by others who is allowed to word owned by others who is allowed to word on say who word word on say who is allowed to word on say who word word word on say who word word word on say who word word word word word word word wor				
can add content to the WWW Explain that there are rules to protect content Explain that websites and their content are created by people (copyright) Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Creating media - Web page creation Consider the ownership and use of images (copyright) Suggest who owns the content on meant by the term 'fair use' Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			content online	information online
can add content to the WWW Explain that there are rules to protect content Explain that websites and their content are created by people (copyright) Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Explain why I need to think carefully before I share or reshare content Creating media - Web page creation Consider the ownership and use of images (copyright) Suggest who owns the content on meant by the term 'fair use' Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			Recognise that I	Explain that
Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media — Web page creation Consider the ownership and use of images (copyright) Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media — Audio production Explain that the person who records the sound can say who is allowed to			can add content to	communication on
Explain that there are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Explain wy I need to think carefully before I share or reshare content Audio production Explain that Explain that Suggest who owns the content on websites Explain media — Audio production Explain that the person who records the sound can say who is allowed to to who sallowed to who sallowed to who sallowed to owned by others			the WWW	
are rules to protect content Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media — Audio production Explain that the person who records the sound can say who is allowed to owned by others Creating media — Web page creation Consider the ownership and use of images of images (copyright) Describe what is meant by the term 'fair use' Find copyright-free images Say why I should use copyright-free images			Explain that there	be private
Explain that websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			are rules to protect	<u>Creating media –</u>
websites and their content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			content	Web page creation
content are created by people Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			Explain that	
by people (copyright) Suggest who owns the content on websites Describe what is meant by the term 'fair use' Explain why I need to think carefully before I share or reshare content Say why I should use copyright-free images Creating media - Audio production Explain that the person who records the sound can say who is allowed to				ownership and use
Suggest who owns the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to				
the content on websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to			by people	(copyright)
websites Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to Websites Find copyright-free images Find copyright-free images Find copyright-free images Explain the the implication of linking to content owned by others			Suggest who owns	
Explain why I need to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to				meant by the term
to think carefully before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to images Say why I should use copyright-free images Explain the implication of linking to content owned by others			websites	'fair use'
before I share or reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to before I share or reshare or say who I should use copyright-free images Explain the implication of linking to content owned by others			Explain why I need	
reshare content Creating media - Audio production Explain that the person who records the sound can say who is allowed to Say why I should use copyright-free images Explain the implication of linking to content owned by others				images
Creating media - Audio production Explain that the person who records the sound can say who is allowed to use copyright-free images Explain the implication of linking to content owned by others				
Creating media - Audio production Explain that the implication of linking to content owned by others Who is allowed to			resnare content	
Audio production Explain that the person who records the sound can say who is allowed to Explain the implication of linking to content owned by others			Creating media -	
Explain the implication of linking to content owned by others Explain the implication of linking to content owned by others			Audio production	ages
person who records the sound can say who is allowed to				
the sound can say who is allowed to owned by others				implication of
who is allowed to			person who records	linking to content
			the sound can say	owned by others
use II				
			use II	