

Online Safety

A high-quality online safety education which allows pupils to “evolve” with the online safety messages that they are being. The messages are appropriate, meaningful, encourage reflection and generate positive outcomes. Our scheme provides the right opportunity for discussion; prompted by appropriate questions accompanied by honest and useful information to shape thinking and challenge misconceptions. It is based on the UKCIS framework “Education for a Connected World” (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen.

These outcomes or competencies are mapped to age and progress. The statements guide educators to the areas that they should be discussing with children as they develop their use of online technology.

| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Self-Image and Identity | <p>Know 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</p> <p>Give different examples of how to say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’</p> <p>Explain how this could be better to do in real life or online</p> | <p>Recognise that there may be people online who could make me feel sad, embarrassed or upset. Know when I should ask an adult for help with things online that upset me.</p> <p>Give examples of different adults I can ask for help.</p> | <p>Know that people can choose different pictures online to what they actually look like in real life.</p> <p>Explain why someone might want to change their appearance online. Describe ways in which people might make themselves look different online.</p> <p>Recognise issues online that might make me feel sad, worried uncomfortable or frightened.</p> <p>I know who I can go to for help.</p> <p>I know how to ask for help.</p> | <p>Explain what is meant by the term ‘identity’.</p> <p>Explain how I can represent myself in different ways online.</p> <p>Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> | <p>Explain how my online identity can be different to the identity I present in ‘real life’.</p> <p>Explain the reasons for and against changing your identity online and explain how someone might do so.</p> <p>Describe the right decisions about how I interact with others online and how this will impact on how others perceive me</p> <p>Understand the issue of impersonation and how this can impact on my personal online reputation and relationships.</p> <p>Describe some of the motives behind online impersonation.</p> | <p>Explain someone’s online identity can be different to their identity in ‘real life’.</p> <p>Describe how someone might change their identity online.</p> <p>Explain the positive reasons for changing your online identity and the negative reasons for doing so.</p> <p>Understand that I can show my online identity in different ways.</p> <p>Know that my online identity can have an impact on others, both positively and negatively.</p> <p>Demonstrate responsible choices about my online identity, depending on context.</p> | <p>Describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.</p> <p>Identify messages about stereotyped roles and make judgements based on them.</p> <p>Challenge and explain why it is important to reject inappropriate representations online.</p> <p>Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>Know and can give examples of how I might get help, both on and offline.</p> <p>Explain why I should keep asking until I get the help I need.</p> |
| Online Relationships | <p>Name some ways that members of my family talk to each other and other people using the internet</p> <p>I can name an app, a piece of software or a technology that I use or</p> | <p>Understand how to ask permission to use technology/do something online.</p> <p>Understand how to ask permission to do something that affects someone else online.</p> | <p>Describe how you might send a message to someone you know using technology.</p> <p>I can list ways people might use technology to talk to:</p> <p>– a pen pal in another school</p> | <p>Understand that there are places online that are for sharing interests and can name at least an example.</p> <p>Understand what it means to communicate online</p> | <p>Describe what it feels like to be safe online.</p> <p>List a number of things I can do to make sure I have a positive and safe experience online.</p> | <p>Understand that communication online does not have to be text-based.</p> <p>Understand that a variety of communication methods have been developed specific to</p> | <p>Understand the concept of consequence online and give examples.</p> <p>Understand that reactions to events online can determine the consequences.</p> <p>Understand that sharing online can be positive as</p> |

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| could use to talk to people I know | <p>Give examples of situations where permission must always be sought. Name the people I know and how I know them, describing what they are like. Describe how I might use the internet to communicate with family or close friends Describe why I might need some help from an adult when doing this. Understand what being considerate/kind means Describe what someone might feel like if you were unkind to them</p> | <p>- someone in a game (suitable for their age) - an agreed adult (eg getting help with a game or interest) with adult help/supervision</p> <p>I can name some of the risks in doing this Understand the word consent and give examples when they might ask for permission. Give examples of when they might need to ask for help if something happens online without their consent. Give examples of where to find support and who they might ask if they are unsure.</p> <p>Understand the word permission and give examples when they might ask for permission Give examples of when they might need to ask for, give or deny permission when online or when using technology Understand the term permission and how it applies online, particularly when sharing. Empathise, understanding how someone might feel if permission is not sought or if content is shared against someone's wishes. Understand next steps and the importance of requesting and giving permission before sharing. Understand the feelings associated with being</p> | <p>Know that when communicating online some people use a different 'language' to when they are speaking face to face Explain what it means to 'know' someone. Give different examples of how well I know people eg friends, family, teachers. Explain the differences between 'knowing' someone online compared to offline Explain what is meant by trusting someone online Give examples of what 'liking' someone online means and how it can be done Understand and can explain the difference between trusting and liking someone online.</p> <p>Understand and can explain what trust means and why it is so important, including online. Understand that I should be careful when sharing some information about myself and about other people online. Understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online. Describe how it might feel if I/someone else has their feelings hurt by something someone says online Understand that when people talk online, it is different to</p> | <p>Give examples of when I have used or may have to use these in my online life. Understand and can explain what is meant by respect. Give examples of how online behaviour is either respectful or disrespectful. Describe how it is possible to be respectful online Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> | <p>online communication eg gifs, memes. Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context. Describe what is meant by harm. Understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart Explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. Give examples of the online (or offline) communities to which I belong. Describe some of the positive things I do in these communities and can explain how my behaviour impacts on others. Describe how online communities collaborate and the benefit of doing this. Understand some of the difficulties some people may have, including online Describe what I can do to support others online, both friends and people I know less well Understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else</p> | <p>well as negative and be able to give examples of both. Understand what 'boundaries' are, including online. Understand the concepts of respect and self-respect and give examples of how this can be shown online. Understand how to respect others' boundaries online, particularly regarding sharing information about them. Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people. Understand what an 'inappropriate' picture might be and give examples.</p> |
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| | | | asked to do something positive and something which concerns them. Identify when to say 'no' and that they have the right to say 'no' online and when to seek advice. Identify who they might ask if they are not sure or have concerns. | communicating face to face and that sometimes people act differently online Understand that sometimes people say or write things online which are not meant as it seems Explain the importance of giving permission before sharing things online; Explain the importance of gaining permission before sharing things online; Understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos. | | | |
| Online Reputation | <p>Know what the word 'information' means</p> <p>Know what 'online' means</p> <p>Understand that I can put information online for others to see</p> | <p>Understand that information that is shared online can stay there for a very long time</p> <p>Know that information can be copied off the internet</p> <p>Understand that information about me can be copied by others</p> <p>Know that I should not share my personal information online</p> <p>Name different types of personal information that can be shared (photos, text, video)</p> <p>Name 3 adults that can help me if I am unsure about information I want to share.</p> | <p>Know how to find information online</p> <p>Find information online that is older than I am</p> <p>Understand that my information can stay online for a very long time</p> <p>Describe how anyone's online information can be seen by others.</p> <p>Describe strategies to protect my online information.</p> <p>Know what is ok to share and what isn't</p> <p>Understand that if I have a worry about something someone else has put online I should talk to a trusted adult</p> <p>Name 3 different people that can help me if I am worried about something a friend has shared online</p> | <p>Use a search engine to find information about me and my family</p> <p>Use " " to narrow my search</p> <p>Understand that I should check the images, news and video results as well as the regular search results</p> <p>Understand what 'personal' information is</p> <p>Know that I must always ask before I share information about others online</p> <p>Name 3 different places or people that I can go to if I am unsure if information is safe to share</p> | <p>Understand that others may search my name online to find information about me</p> <p>Know that not all information about me online may have been posted online by me</p> <p>Understand that people may alter information or put untrue information about me online with or without my knowledge</p> | <p>Use a search engine to search for information about other people and present that information for others to read</p> <p>Understand that the information I find may not be accurate</p> <p>Understand that people may make judgements against others on the information that they find</p> | <p>Understand what an online reputation is</p> <p>Understand that people may do an online search to find out information about me</p> <p>Understand that the information that people find about me will allow them to form an opinion about me</p> <p>Explain what a digital personality is.</p> <p>Explain strategies anyone can use to protect their 'digital personality' and online reputation.</p> <p>Explain how online anonymity can protect online reputation.</p> |
| Online Bullying | <p>Say what being 'unkind online' means to them.</p> <p>Give specific examples/ways that people can be unkind</p> | <p>Recognise that certain behaviours online can upset others.</p> <p>Give examples of behaviours that are unlikely to upset others.</p> | <p>Identify some characteristics that are typical of bullying behaviour (online and offline)</p> | <p>Explain why I should be kind online vs. unkind</p> <p>Know how I should act online</p> <p>Explain how I make sure I am being kind online</p> | <p>Understand bullying behaviour can make someone feel upset, hurt or angry</p> <p>Aware of online behaviours that may</p> | <p>Explain some differences between online and offline bullying</p> <p>Know some of the different ways people can be hurtful to others online</p> | <p>Know there are different ways to gather evidence of bullying behaviour online.</p> <p>Know some different ways to use technology to</p> |

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| | <p>through technology and the internet. Recognise differences between kind and unkind behaviours. Give examples of unkind behaviours online. Name different emotions that someone may feel in their online experiences. Recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad).</p> | <p>Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</p> | <p>Consider the motives behind bullying behaviour. Show awareness of the range of emotions that people involved in a bullying situation may feel. Identify examples of bullying behaviour. Recognise the difference between accidental and intentional behaviours that may affect others. Explain reasons why the blame lies with those who display bullying behaviours, not the target. Identify who they can turn to for help and support. Recognise some sources of support in different contexts (e.g. school, home, online).</p> <p>Understand why people sometimes don't ask for help when being bullied.</p> | <p>Say what harmful online behaviour looks like Describe methods people may use to bully others including online and offline methods Provide simple examples of where online bullying can take place and what it might look like</p> | <p>show that someone is feeling upset, hurt or angry Understand that someone may try to pretend they are not upset, hurt or angry online Know what are different types of media online. Explain the different features of different media</p> <p>Describe what bullying online may look like on these different forms of media Know that what I do online can affect other people's feelings Understand that what I do online can influence how someone feels about me Understand I should not be mean online</p> | <p>Know how to be an 'upstander' online Describe what 'banter' is. Describe how I would know if something was banter. Know that bullying is different from banter. Know who to speak to if someone I know was being bullied online. Identify different support that is available to someone who is being bullied online. Understand if someone is at risk of harm I need to tell a responsible adult. Know how to block abusive users on the different platforms, apps and games that they use. Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use. Describe these processes to someone else.</p> | <p>protect myself from bullying behaviour. Know it's important to talk to a trusted adult about being bullied online. Identify routes for reporting bullying and harmful behaviours they witness or experience online. Make decisions about the suitability of different reporting routes based on context. Consider strategies for safely and positively intervening.</p> |
| <p>Managing Online Information</p> | <p>Talk about how I can use the internet to find things out. Identify devices I could use to access information on the internet.</p> | <p>Give simple examples of how to find information (e.g. search engine, voice activated searching). Use the internet to find things out. now that we can encounter a range of things online including things we like and don't like. Know that we can encounter things online which are real or make believe / a joke. Know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened. Know how to get help from a trusted adult.</p> | <p>Use keywords in search engines. Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened. Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> | <p>Use key phrases in search engines. Explain what autocomplete is. Explain how to choose the best suggestion. Aware that autocomplete suggestions may not be truthful. Explain how the internet can be used to sell and buy things. Describe different contexts for buying/selling online e.g. websites, auctions, social media, streaming services, app store, apps, in-app/game purchases, influencers.</p> | <p>Explain the difference between a 'belief', an 'opinion' and a 'fact'. Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Understand what criteria have to be met before something is a 'fact'. Explain how to evaluate evidence to determine its credibility. Identify how to get help from a trusted adult if needed. Describe how I can search for information within a wide group of technologies (e.g. social</p> | <p>Use different search technologies. Evaluate digital content and can explain how I make choices from search results. Explain what is meant by 'being sceptical'. Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). Evaluate flawed reasoning.</p> | <p>Use search technologies effectively. Explain how search engines work. Explain how results are selected and ranked. Describe how some online information can be opinion and can offer examples. Explain how and why some people may present 'opinions' as 'facts'. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> |

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| | | | <p>Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Explain why some information I find online may not be true.</p> | <p>Explain the difference between a 'belief', an 'opinion' and a 'fact'. Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Understand what criteria have to be met before something is a 'fact'. Explain how to evaluate evidence to determine its credibility. Identify how to get help from a trusted adult if needed.</p> | <p>media, image sites, video sites). 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. Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> | <p>Understand that some online content may be commercially promoted. Know what is meant by content that is sponsored or boosted. Understand that some influencers or vloggers are paid to promote items. Recognise that where content is sponsored, it is not always apparent. Know what the term 'stereotype' means. Understand how stereotypes may be reinforced online. Recognise how stereotypes can influence perceptions of others online.</p> <p>Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. Explain what is meant by a 'hoax'. Explain why someone would need to think carefully before they share.</p> | <p>Know what is meant by persuasive design. Understand that how it may be used to influence behaviour. Recognise some examples of persuasive design. Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. Identify, flag and report inappropriate content. Understand if something is popular online, it may still be inaccurate or untrue. Recognise how this may happen. Know the difference between Misinformation and Disinformation.</p> |
| <p>Health, Well-Being and Lifestyle</p> | <p>Tell you the things that they are allowed/not allowed to do when using technology/the internet.</p> <p>Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet</p> <p>Name at least one trusted adult who can help them stay safe when using technology/internet.</p> | <p>Tell you the rules around their own use of technology in and beyond the home. Explain why these rules help keep them safe. Identify rules that apply to safety and rules that apply to health/well-being</p> <p>Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)</p> | <p>Recount either rules, guidance or conversations around their own use of technology that they think are important. Identify a range of simple health/ well-being issues on which technology can impact</p> <p>Explain how they can reduce the impact of these issues when using technology</p> <p>Explain ways in which they can self-manage their use of technology or</p> | <p>Give examples of and explain the positive impact of using technology and the internet.</p> <p>Give examples of tech/online activities that they (could) engage with for extended periods of time.</p> <p>Give examples of and explain the negative impact of excessive technology use on health and bodies.</p> <p>Give examples of and explain the negative</p> | <p>Give examples of tech/online activities that effectively hold their attention and engagement. Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)</p> <p>Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my</p> | <p>Understand simple properties of healthy sleep</p> <p>Can recount simple benefits of sleep on body's health</p> <p>Can offer suggestions on how use of technology before sleep could affect quality of sleep</p> <p>Recount the concept of healthy sleep</p> <p>Can identify activities when using technology that could negatively impact on sleep</p> | <p>Recognise content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc). Show some understanding of the purpose and limitations of these systems (e.g. purpose is to inform about the themes present in the content, not all content is age regulated, not all content is covered</p> |

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| | <p>Give some examples of the rules they have about using technology.</p> <p>Attempt to say why they are allowed or not allowed to do these things.</p> <p>State what to do if they are worried or unsure about something online.</p> | | <p>with support from their parent/carer/mentor Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc Begin to recognise that rules and guidance can vary by context.</p> | <p>impact of excessive technology use on thoughts and feelings. Give examples of and explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.) Explain simple rules/strategies they use to reduce the impact of these issues. Explain why some online activities have age restrictions. Explain how children can be pressured into watching or doing something online. Know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable</p> | <p>friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.) Give examples of tech/online activities that they engage with for extended periods of time. Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work. Give examples of what happens when they have been online for too long. Identify times when someone might need to limit the amount of time they use technology. Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) Begin to evaluate the effectiveness of these strategies on their own use of technology.</p> | <p>Can offer simple strategies to manage technology before bedtime Differentiate between fact and fake information. Make a balanced judgement when researching information online. Know what a trusted source of online website/information looks like. Differentiate between fact and fake information. Make a balanced judgement when researching information online. Know what a trusted source of online website/information looks like. Explain what in-app purchasing is (including loot boxes). Identify the benefits but also the risks of in-app purchases. Know that I should always ask permission when making an online purchase.</p> | <p>under the same rating system.) Demonstrate an awareness of why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?) Recognise the features of a healthy media balance. Understand how technology can place pressure on someone Know how to positively address peer pressure and can apply this in online situations. Identify examples of persuasive design. Explain the purpose of features that persuade or nudge users into certain behaviours. Consider strategies for mitigating the effects of persuasive design on technology use. Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health. Select suitable strategies based on their own personal needs, use and experience of tech and the internet. Describe positive outcomes that would show a strategy is successful.</p> |
| Privacy And Security | <p>Identify and name examples of their own personal information.</p> <p>Name people they trust and why.</p> | <p>Understand how passwords and PINs keep devices and information secure. Recognise some examples of strong and poor password practice.</p> | <p>Identify the features of effective passwords. Identify why we need passwords for accounts/devices. Describe the difference between information shared on public platforms (YouTube) and</p> | <p>Recognise that passwords protect my reputation and the information that I consider important. Be able to suggest methods for keeping password safe and secure.</p> | <p>Identify the risks posed by over-sharing information online. Suggest appropriate strategies for keeping personal information private in different contexts.</p> | <p>Identify the risks posed by not protecting accounts and information online. Suggest appropriate strategies for creating strong passwords and explain why these are effective.</p> | <p>Recognise and select effective strategies for managing passwords. Suggest methods for managing situations where passwords are lost or stolen. Describe why people should keep their</p> |

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| | | <p>Demonstrate the types of data that may be personal to you.</p> <p>Able to articulate under what conditions I would ask an adult for help.</p> | <p>privately (WhatsApp/Direct message).</p> <p>Identify the appropriate types of content that can be shared online and suggest ways to protect this.</p> <p>Recognise the wide range of internet connected devices at home.</p> <p>Name some of the features of a connected device.</p> | <p>Demonstrate an awareness of the people I trust.</p> <p>Make decisions about what information they share and with whom.</p> <p>Recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage).</p> | <p>Explain the reasons why internet use may be monitored.</p> <p>Understand how monitoring services are used to keep children and users safe online.</p> <p>Structure an argument from one perspective and convey this with effective and clear contributions.</p> <p>Describe how some online services may seek consent to store information about me;</p> <p>Know what the digital age of consent is;</p> <p>Know how to get help if I am unsure about consenting to an online service.</p> | <p>Understand how apps request permission to access data and functions on a device.</p> <p>Suggest some reasons as to why apps/companies request access to personal data</p> <p>Recognise that app permissions allow access to our personal information.</p> <p>Understand the relationship between the value of data and the ethics of collecting that data.</p> <p>Be aware that the data we share is valuable to app developers.</p> | <p>software and apps up to date.</p> <p>Describe how people can keep their software and apps up to date e.g. auto updates.</p> <p>Recognise that app permissions allow access to our personal information.</p> <p>Understand the relationship between the value of data and the ethics of collecting that data.</p> <p>Be aware that the data we share is valuable to app developers.</p> <p>Distinguish between genuine and fake content/sites</p> <p>Understand some tactics employed by scammers</p> <p>Identify the features of scam communications</p> <p>Know that online services have terms and conditions that govern their use.</p> <p>Know that terms and conditions say what the company is allowed to do and what a user is allowed to do.</p> <p>Know that terms and conditions may include information about how an online service makes money.</p> |
| <p>Copyright And Ownership</p> | <p>Recognise that objects and work can belong to them.</p> <p>Demonstrate how and why they own digital work they have created.</p> <p>Explain why digital work belongs to them.</p> | <p>Recognise that objects and work can belong to them.</p> <p>Demonstrate how and why they own digital work they have created.</p> <p>Explain why digital work belongs to them.</p> <p>Understand the benefits of naming my electronic work.</p> | <p>Identify digital content that belongs to them.</p> <p>Describe why content on the internet may belong to others.</p> | <p>Understand that we all have rights over the content we create</p> <p>Know that whilst the internet may be 'Free' not all content is 'Free to use'</p> | <p>Demonstrate ways of recognising who might own online content.</p> <p>Explain what reuse is.</p> <p>Give examples of when they are/are not permitted to reuse online content.</p> | <p>Recognise fair dealing situations</p> <p>Understand that some work is in the public domain</p> <p>Know that even copyrighted work can be used, if this use is fair.</p> | <p>Demonstrate ways of searching for reusable content.</p> <p>Select content that is appropriate for reuse in my own work.</p> <p>Understand how to reference online sources in my own work.</p> |

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| | <p><i>Understand the benefits of naming my electronic work.</i></p> <p><i>Demonstrate ways of naming files to help me find them later.</i></p> | <p><i>Demonstrate ways of naming files to help me find them later.</i></p> | | | | | |
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