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Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Foundation



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Online safety: Foundation

The following table identifies how the key aspects of online safety are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for online safety by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Foundation | | | |
| Key aspect 1: Students’ rights and responsibilities | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | practise personal and social skills to interact respectfully with others  (AC9HPFP02) | * explaining their reasons and actions in response to challenging situations in shared play experiences * identifying characters in texts who have been excluded from a group, exploring why they have been excluded and discussing how other characters could have been more inclusive |
| **Personal, social and community health**  Interacting with others | explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04) | * practising and refining how to ask for permission when sharing possessions or personal space * negotiating roles and demonstrating awareness of rights (such as body autonomy/ integrity) and respect for different perspectives through imaginative and shared play experiences * exploring the importance of asking for permission and giving permission when sharing or negotiating in play and respecting someone's right to say no |
| **Personal, social and community health**  Making healthy and safe choices | demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05) | * exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable * exploring and demonstrating assertive strategies to seek help when they or others feel unsafe * recognising online spaces and digital tools that are safe for them to use and recognising the importance of seeking help from a trusted adult if they feel unsafe while online * identifying a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared * recognising that all people have the right to bodily autonomy: the right to make choices about what others ask them to do with and to their bodies |

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| Foundation | | | |
| Key aspect 2: Wellbeing, resilience and risk | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04) | * practising and refining how to ask for permission when sharing possessions or personal space * negotiating roles and demonstrating awareness of rights (such as body autonomy/ integrity) and respect for different perspectives through imaginative and shared play experiences * exploring the importance of asking for permission and giving permission when sharing or negotiating in play and respecting someone's right to  say no |
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| Foundation | | | |
| Key aspect 3: Respectful relationships and consent | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | practise personal and social skills to interact respectfully with others (AC9HPFP02) | * explaining their reasons and actions in response to challenging situations in shared play experiences * identifying characters in texts who have been excluded from a group, exploring why they have been excluded and discussing how other characters could have been more inclusive |
| **Personal, social and community health**  Interacting with others | express and describe emotions they experience (AC9HPFP03) | * learning and using appropriate language and actions to communicate their feelings in different situations * recalling and sharing emotional responses to different situations and representing these in a variety of ways * talking about connections between feelings, body reactions and body language * expressing a variety of emotions, thoughts and views in a range of situations |
| **Personal, social and community health**  Interacting with others | explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04) | * practising and refining how to ask for permission when sharing possessions or personal space * negotiating roles and demonstrating awareness of rights (such as body autonomy/ integrity) and respect for different perspectives through imaginative and shared play experiences * exploring the importance of asking for permission and giving permission when sharing or negotiating in play and respecting someone's right to say no |
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| Foundation | | | |
| Key aspect 4: Digital citizenship and digital media literacy | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Digital Technologies** | **Processes and production skills**  Privacy and Security | identify some data that is personal and owned by them (AC9TDIFP01) | * listing things that contain personal and public data, for example photos of themselves with their family (private) and photos of local community sites (public) * identifying apps and websites they use where their personal data could be made visible, for example photos of themselves on parents' or carers’ social media, or their username being shown to others in online games |
| **The Arts – All subjects** | **Creating and making** | create arts works that communicate ideas (AC9ADAFC01; AC9ADRFC01; AC9AMAFC01; AC9AMUFC01; AC9AVAFC01) | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals |

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| Foundation | | | |
| Key aspect 5: Managing and operating digital tools | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Digital Technologies** | **Knowledge and understanding**  Digital systems | recognise and explore digital systems (hardware and software) for a purpose (AC9TDIFK01) | * recognising digital systems that they interact with at home and school, for example smartphone, laptop or programmable toy * playing with (with guidance) and using different digital systems to explore what they do for a purpose, for example the class speaking to an expert via videoconference * recording, with permission, audio or video of local community members' stories to share in class, for example sharing cultural stories of First Nations Australians * taking photos, with permission, to share with others, for example close-up photos of First Nations Australians' material culture, such as woven mats or baskets revealing intricate detail * making a model of a digital system, using it in a role-play scenario and describing its features, for example a cardboard box with a keyboard and screen with app icons |
| **The Arts – All subjects** | **Creating and making** | create arts works that communicate ideas (AC9ADAFC01; AC9ADRFC01; AC9AMAFC01; AC9AMUFC01; AC9AVAFC01) | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals |