Text

Description automatically generated with medium confidence

v

Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Years 1 and 2



**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2023**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

Online safety: Years 1 and 2

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.

|  |  |  |  |
| --- | --- | --- | --- |
| Years 1 and 2 | | | |
| 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 | identify how different situations influence emotional responses (AC9HP2P03) | * recognising how self and others are feeling in a range of situation * identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others * exploring self-regulation strategies to manage emotional responses |
| **Personal, social and community health**  Interacting with others | practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04) | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures * practising ways to interact with others in a fair and respectful way in play an other activities, regardless of differences in gender, abilities, race and personality |
| **Personal, social and community health**  Making healthy and safe choices | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) | * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves |
| **The Arts – Media Arts** | **Presenting and performing** | share media arts works with audiences in informal settings (AC9AMA2P01) | * exploring what permission means; for example, consulting relevant people such as cultural knowledge holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works |

|  |  |  |  |
| --- | --- | --- | --- |
| Years 1 and 2 | | | |
| 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 | practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04) | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures * practising ways to interact with others in a fair and respectful way in play an other activities, regardless of differences in gender, abilities, race and personality |
| **Personal, social and community health**  Making healthy and safe choices | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) | * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves |

|  |  |  |  |
| --- | --- | --- | --- |
| Years 1 and 2 | | | |
| 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 | identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) | * discussing strategies we can use to show respect to First Nations Australians and acknowledging difference using appropriate language |
| **Personal, social and community health**  Interacting with others | identify how different siituations influence emotional responses (AC9HP2P03) | * recognising how self and others are feeling in a range of situation * identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others * exploring self-regulation strategies to manage emotional responses |
| **Personal, social and community health**  Interacting with others | practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04) | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures * practising ways to interact with others in a fair and respectful way in play an other activities, regardless of differences in gender, abilities, race and personality |
| **Personal, social and community health**  Making healthy and safe choices | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) | * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults (AC9TDI2P05) | * applying agreed standards of behaviour when sharing content with classmates, for examples using language that is considered by all students and the teacher to be appropriate when they are writing messages to  each other * considering the need for online safety when sharing information, for example recognising that personal information such as a photo can be used inappropriately |
| **Processes and production skills**  Privacy and Security | discuss that some websites and apps store their personal data online (AC9TDI2P07) | * sharing examples of the data collected by apps and websites they commonly use, for example usernames and email addresses used by school websites and games to log in * discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth |
| **The Arts – Media Arts** | **Presenting and performing** | share media arts works with audiences in informal settings (AC9AMA2P01) | * exploring what permission meand; for example, consulting relevant people such as cultural knowledge holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works |

|  |  |  |  |
| --- | --- | --- | --- |
| Years 1 and 2 | | | |
| 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 | discuss that some websites and apps store their personal data online (AC9TDI2P07) | * sharing examples of the data collected by apps and websites they commonly use, for example usernames and email addresses used by school websites and games to log in * discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth |

|  |  |  |  |
| --- | --- | --- | --- |
| Years 1 and 2 | | | |
| Key aspect 5: Managing and operating digital tools | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults (AC9TDI2P05) | * applying agreed standards of behaviour when sharing content with classmates, for examples using language that is considered by all students and the teacher to be appropriate when they are writing messages to each other * considering the need for online safety when sharing information, for example recognising that personal information such as a photo can be used inappropriately |
| **Processes and production skills**  Privacy and Security | discuss that some websites and apps store their personal data online (AC9TDI2P07) | * sharing examples of the data collected by apps and websites they commonly use, for example usernames and email addresses used by school websites and games to log in * discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth |