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Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Years 3 and 4



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Online safety: Years 3 and 4

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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| Years 3 and 4 |
| 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 | select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04) | * discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships
* recognising that bullying behaviour can take many forms, including online, and proposing strategies to challenge bullying in and out of school
 |
| **Personal, social and community health**Interacting with others | rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07) | * practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared
* exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments
* exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them
 |
| **Personal, social and community health**Making healthy and safe choices | describe and apply protective behaviours and help-seekiing strategies in a range of online and offline situations (AC9HP4P08) | * describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe
* examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe
* identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults
* proposing strategies for managiong online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour
* discussing different protective behaviours and help-seeking strategies characters in texts use to keep themselves and others safe
 |
| **The Arts – Media Arts** | **Presenting and performing** | share media arts works in informal settings considering responsible media practice (AC9AMA4P01) | * seeking permission to take photos of class members; for example, documenting a school excursion for publication on the school intranet and acknowledging that this permission has been obtained when sharing the work
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| Years 3 and 4 |
| 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 | select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04) | * discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships
* recognising that bullying behaviour can take many forms, including online, and proposing strategies to challenge bullying in and out of school
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| **Personal, social and community health**Interacting with others | rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07) | * practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared
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| Years 3 and 4 |
| 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**Making healthy and safe choices | describe and apply protective behaviours and help-seekiing strategies in a range of online and offline situations (AC9HP4P08) | * describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe
* examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe
* identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults
* proposing strategies for managiong online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour
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* exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them
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| **Digital Technologies** | **Processes and production skills**Collaborating and managing | use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07) | * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher
* interacting cooperatively in a group in an online environment to plan and complete a task, for example writing and responding to others’ views on canteen products
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| **Processes and production skills**Privacy and security | identify what personal data is stored and shared in their online accounts and discuss any associated risks (AC9TDI4P09) | * identifying the personal data stored in accounts they use at school and at home and who has access to it, for example documents in their school cloud storage are accessible by the teacher, or their nickname in their online gaming accounts is visible to all players
* discussing how personal data stored in online accounts forms a person’s digital identity and can reveal detailed information about people for example looking at photographs of themselves, friends or fictional characters that reveal details about a person’s location, habits or home
 |
| **The Arts – Media Arts** | **Presenting and performing** | share media arts works in informal settings considering responsible media practice (AC9AMA4P01) | * seeking permission to take photos of class members; for example, documenting a school excursion for publication on the school intranet and acknowledging that this permission has been obtained when sharing the work
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| Years 3 and 4 |
| 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**Collaborating and managing | use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07) | * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher
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| Years 3 and 4 |
| 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 core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07) | * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher
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