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Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Years 5 and 6



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Online safety: Years 5 and 6

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 5 and 6 | | | |
| 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 | describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) | * recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships * examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence |
| **Personal, social and community health**  Interacting with others | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07) | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentiions effectively at each step * practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations |
| **Personal, social and community health**  Making healthy and safe choices | analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08) | * researching sources of health information and places where they can help, and prioritising those that are reliable and trustworthy * examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed * discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour * exploring actions they can take when they feel unsafe whrn online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions * proposing strategies they can use if they wirness others in unsafe situations, such as accessing support networks or telling an adult they trust |
| **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10) | * proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of “character” behaviour when gaming with peers |
| **The Arts – Media Arts** | **Presenting and performing** | applying responsible media practices relating to the media arts works they are creating, such as legal, ethical and moral consideratiions (AC9AMA6P01) | * develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies * creating a script for a radio production and documenting the appropriate permissions that may be required for music and voice talents in a real-world community radio setting |

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| Years 5 and 6 | | | |
| 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 | describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) | * recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships * examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence |
| **Personal, social and community health**  Interacting with others | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07) | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentiions effectively at each step * practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations |
| **Personal, social and community health**  Making healthy and safe choices | analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08) | * researching sources of health information and places where they can help, and prioritising those that are reliable and trustworthy * examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed * discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour * exploring actions they can take when they feel unsafe whrn online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions * proposing strategies they can use if they wirness others in unsafe situations, such as accessing support networks or telling an adult they trust |
|  | **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10) | * proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of “character” behaviour when gaming with peers |

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| Years 5 and 6 | | | |
| 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 | describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) | * recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships * examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence |
| **Personal, social and community health**  Interacting with others | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07) | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentiions effectively at each step * practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations |
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|  | **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10) | * proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of “character” behaviour when gaming with peers |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08) | * defining and acting collectively using online community standards and valuing the work of others, for example moderating language and behaviour in an online class forum, not deleting the work of collaborators, and respecting others’ intellectual property |
| **Processes and production skills**  Privacy and security | explain the creation and permanence of their digital footprint and consider privacy when collecting user data (AC9TDI6P10) | * describing scenarios where data, iimages or both that have been posted online can lead to information being resurfaced at a later date, for example how a comment made on a social media post or video associates a person with both their comment and the content * explaining why collecting the smallest amount of data needed for a purpose is important to protect soemone’s privacy, for example how choosing not to collect information about someone’s birthdate when it is not necessary ensures that private data cannot be stolen in a cyber attack * understanding the implications of how personal data can be used to train generative AI models; for example, sharing personal information increases the likelihood that private information is revealed through AI outputs now and in the future |

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| Years 5 and 6 | | | |
| 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 | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08) | * defining and acting collectively using online community standards and valuing the work of others, for example moderating language and behaviour in an online class forum, not deleting the work of collaborators, and respecting others’ intellectual property |
| **Processes and production skills**  Privacy and security | explain the creation and permanence of their digital footprint and consider privacy when collecting user data (AC9TDI6P10) | * describing scenarios where data, iimages or both that have been posted online can lead to information being resurfaced at a later date, for example how a comment made on a social media post or video associates a person with both their comment and the content * explaining why collecting the smallest amount of data needed for a purpose is important to protect soemone’s privacy, for example how choosing not to collect information about someone’s birthdate when it is not necessary ensures that private data cannot be stolen in a cyber attack * understanding the implications of how personal data can be used to train generative AI models; for example, sharing personal information increases the likelihood that private information is revealed through AI outputs now and in the future |
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| Years 5 and 6 | | | |
| 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 | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08) | * defining and acting collectively using online community standards and valuing the work of others, for example moderating language and behaviour in an online class forum, not deleting the work of collaborators, and respecting others’ intellectual property |
| **Processes and production skills**  Privacy and security | explain the creation and permanence of their digital footprint and consider privacy when collecting user data (AC9TDI6P10) | * describing scenarios where data, iimages or both that have been posted online can lead to information being resurfaced at a later date, for example how a comment made on a social media post or video associates a person with both their comment and the content * explaining why collecting the smallest amount of data needed for a purpose is important to protect soemone’s privacy, for example how choosing not to collect information about someone’s birthdate when it is not necessary ensures that private data cannot be stolen in a cyber attack * understanding the implications of how personal data can be used to train generative AI models; for example, sharing personal information increases the likelihood that private information is revealed through AI outputs now and in the future |
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