

ONLINE SAFETY – Years 5 and 6

Introduction

The Australian Curriculum Years 5 and 6 addresses learning about online safety in two ways:

- in content descriptions in Health and Physical Education, Digital Technologies, English, F–6/7 HASS and Media Arts
- where it is also identified in content elaborations in these learning areas/subjects.

The scope of learning in online safety reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Online safety provides a framework for all young Australians to develop the skills needed to flourish as healthy, safe, confident and digitally literate citizens. The online safety connection has been presented in bands of schooling.



The following table identifies how the scope of online safety is evident in content descriptions from across the Australian Curriculum. From this information, teachers could develop a sequential program for online safety.

Year 5

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Dimension	Year 5 content elaborations
Health and Physical Education (Years 5–6)	Personal, social and community health <i>Being healthy, safe and active</i>	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	<ul style="list-style-type: none"> • Values, rights and responsibilities • Respectful relationships 	<ul style="list-style-type: none"> • analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations • discussing how inappropriate emotional responses impact relationships • exploring why emotional responses can be unpredictable • exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations
		Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<ul style="list-style-type: none"> • Digital media literacy 	<ul style="list-style-type: none"> • examining how media and public identities influence the way people act and the choices they make • sharing how important people in their life influence them to act or behave in a healthy or safe way • analysing health messages in the media and comparing their interpretations with those of other members of the class • exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact community values
Digital Technologies (Years 5–6)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)	<ul style="list-style-type: none"> • Informed and safe use of information and devices 	<ul style="list-style-type: none"> • exploring the ethics and impact of management practices on the use of communication networks, for example internet censorship from a local, national and global perspective and the impact on freedom of access and expression

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Dimension	Year 5 content elaborations
		Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> • Values, rights and responsibilities • Digital media literacy • Respectful relationships 	<ul style="list-style-type: none"> • applying practices that support the organisation of collaborative problem-solving, for example finding online meeting times that suit all members, and agreeing on ways of protecting files and sharing information digitally with members • applying safe practices while participating in online environments, for example checking the default privacy settings to ensure maximum protection of personal details, being aware of online filtering techniques and policies used at schools and at home • considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses and names • developing a set of 'rules' about appropriate conduct, language and content when communicating online, and using these rules as a basis for resolving ethical dilemmas • using digital systems to create web-based information taking into consideration referencing conventions, for example creating a blog, website or online learning space for sharing ideas • using a range of communication tools to share ideas and information, for example participating in collaborative online environments
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect relevant information and data from Primary sources and secondary sources (ACHASSI095)	<ul style="list-style-type: none"> • Digital media literacy 	<ul style="list-style-type: none"> • finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people
	Inquiry skills <i>Analysing</i>	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)	<ul style="list-style-type: none"> • Digital media literacy 	<ul style="list-style-type: none"> • identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era)

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				<p>Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)</p> <ul style="list-style-type: none"> identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details) analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how to vote cards, result records) to determine who created them and their purpose
	Inquiry skills <i>Evaluating and reflecting</i>	Work in groups to generate responses to issues and challenges (ACHASSI102)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> using communication technologies to exchange information and to facilitate the development of a collaborative response applying enterprising and collaborative behaviours in a group activity (for example, working with others to make decisions about the best way to compare prices of products)
	Inquiry skills <i>Communicating</i>	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and discipline-specific terms and conventions (ACHASSI105)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
	Knowledge and understanding <i>Civics and Citizenship</i>	How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)

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English	Literacy <i>Creating texts</i>	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear
Media Arts (Years 5–6)		Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	<ul style="list-style-type: none"> Digital media literacy Informed and safe use of information and devices 	<ul style="list-style-type: none"> presenting their media artworks using internet-based technologies, including social media considering viewpoints –evaluations: For example– What cultural images can or cannot be used when making and publishing my artwork?

Year 6

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Health and Physical Education (Years 5–6)	Personal, social and community health <i>Being healthy, safe and active</i>	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	<ul style="list-style-type: none"> Values, rights and responsibilities Respectful relationships 	<ul style="list-style-type: none"> analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations discussing how inappropriate emotional responses impact relationships exploring why emotional responses can be unpredictable exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations
		Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> examining how media and public identities influence the way people act and the choices they make sharing how important people in their life influence them to act or behave in a healthy or safe way analysing health messages in the media and comparing their interpretations with those of other members of the class exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact community values
Digital Technologies (Years 5–6)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> exploring the ethics and impact of management practices on the use of communication networks, for example internet censorship from a local, national and global perspective and the impact on freedom of access and expression

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Dimension	Year 6 content elaborations
		Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> • Values, rights and responsibilities • Digital media literacy • Respectful relationships 	<ul style="list-style-type: none"> • applying practices that support the organisation of collaborative problem-solving, for example finding online meeting times that suit all members, and agreeing on ways of protecting files and sharing information digitally with members • applying safe practices while participating in online environments, for example checking the default privacy settings to ensure maximum protection of personal details, being aware of online filtering techniques and policies used at schools and at home • considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses and names. • developing a set of 'rules' about appropriate conduct, language and content when communicating online, and using these rules as a basis for resolving ethical dilemmas • using digital systems to create web-based information taking into consideration referencing conventions, for example creating a blog, website or online learning space for sharing ideas. • using a range of communication tools to share ideas and information, for example participating in collaborative online environments
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect relevant information and data from Primary sources and secondary sources (ACHASSI123)	<ul style="list-style-type: none"> • Digital media literacy 	<ul style="list-style-type: none"> • determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources) including using excursions and field trips (for example, a study trip to a wetlands, a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise, a bank)

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				<ul style="list-style-type: none"> • using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys) • identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes and recognising that internet domain names 'com', 'edu', 'gov' are indicators of the provenance of a source • applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local Aboriginal/Torres Strait Islander communities, and conforming with respectful behaviours in sacred or significant sites
	Inquiry skills <i>Analysing</i>	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)	<ul style="list-style-type: none"> • Digital media literacy 	<ul style="list-style-type: none"> • identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of Aboriginal and Torres Strait Islander Peoples, the work of politicians, the beliefs of religious groups). • proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time
	Inquiry skills <i>Evaluating and reflecting</i>	Work in groups to generate responses to issues and challenges (ACHASSI130)	<ul style="list-style-type: none"> • Respectful relationships 	<ul style="list-style-type: none"> • participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Dimension	Year 6 content elaborations
	Inquiry skills <i>Communicating</i>	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
English	Literacy <i>Interpreting, analysing, evaluating</i>	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> making connections between the text and students' own experience or other texts. making connections between information in print and images finding specific literal information using prior knowledge and textual information to make inferences and predictions. asking and answering questions.
	Literacy <i>Creating texts</i>	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> selecting and combining software functions as needed to create texts
Media Arts (Years 5–6)		Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	<ul style="list-style-type: none"> Digital media literacy Informed and safe use of information and devices 	<ul style="list-style-type: none"> presenting their media artworks using internet-based technologies, including social media considering viewpoints – evaluations: For example– What cultural images can or cannot be used when making and publishing my artwork?