

## ONLINE SAFETY Years 5 and 6 (Dimensions)

### Introduction

The Australian Curriculum addresses learning about online safety in two ways:

- in content descriptions such as in Health and Physical Education, Digital Technologies, English, F–6/7 HASS /Civics and Citizenship, 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 presents five interrelated dimensions of learning, which have been developed in consultation with the eSafety Commissioner. The following pages show how online safety can be delivered through learning areas and subjects by connecting the dimensions of learning to content descriptions.

Dimension	Description
<b>Values, rights and responsibilities</b>	As students spend time in both digital environments and by using digital tools, they develop a broad range of skills and knowledge that contribute to a deep understanding of both their rights and other’s rights in a range of online spaces. They learn that they have a responsibility in the way they behave and at times there are legal implications that may arise in online contexts. In this way, students are able to effectively use digital technologies with an understanding of equity, ethics and personal and social values.
<b>Wellbeing</b>	As students spend time in a world where technology is always present, they learn the importance of help-seeking behaviours and healthy online practices. With support from adults and peers, they learn the importance of balancing their time online with offline experiences. Through a supported online environment, they begin to recognise safe and unsafe online situations and develop appropriate strategies to handle these situations.
<b>Respectful relationships</b>	As students spend time with others, they begin to develop broad knowledge about the nature of relationships, both face-to-face and online. They are able to practice their communication and conflict resolution skills, build resilience and empathy and take into consideration, differences across cultures, places and times. Students build an understanding of self-image and their online identity. They learn the importance of respecting themselves, others and the wider community.
<b>Digital media literacy</b>	As students spend time using the internet, smartphones, video games, and other non-traditional forms of media, they learn the importance of making informed and safe choices. Students learn to recognise trusted content and sources and recognise the influence of context, bias, norms and stereotypes. They develop an understanding of copyright and ownership of online content and the importance of credibility and validity.
<b>Informed and safe use of information and devices</b>	As students engage more with online environments, they learn the importance of protecting and managing their own safety, privacy and the security of their data. They gain an understanding of why our data is wanted by organisations, what they do with it and any implications that can occur as a result. Students develop strategies for determining a safe and unsafe device, app, game or website. They learn how to critique e-commerce sites including, site reviews, purchasing risks and identity theft.

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

### Year 5

#### Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
<b>Digital Technologies (Years 5–6)</b>	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>

<b>Health and Physical Education</b> <b>(Years 5–6)</b>	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"> <li>• analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>• discussing how inappropriate emotional responses impact relationships</li> <li>• exploring why emotional responses can be unpredictable</li> <li>• exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>
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**Dimension 2: Wellbeing**

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
<b>Health and Physical Education</b> <b>(Years 5–6)</b>	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"> <li>• analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>• discussing how inappropriate emotional responses impact relationships</li> <li>• exploring why emotional responses can be unpredictable</li> <li>• exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>

**Dimension 3: Respectful relationships**

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
<b>Digital Technologies</b> (Years 5–6)	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>
<b>Health and Physical Education</b> (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"> <li>analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>discussing how inappropriate emotional responses impact relationships</li> </ul>

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
			<ul style="list-style-type: none"> <li>exploring why emotional responses can be unpredictable</li> <li>exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>
<b>HASS F–6/7</b>	Inquiry skills <i>Evaluating and reflecting</i>	Work in groups to generate responses to issues and challenges (ACHASSI102)	<ul style="list-style-type: none"> <li>using communication technologies to exchange information and to facilitate the development of a collaborative response</li> <li>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)</li> </ul>
	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"> <li>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)</li> </ul>

#### Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
<b>Digital Technologies (Years 5–6)</b>	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
			<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>
<b>Health and Physical Education</b> (Years 5–6)	Personal, social and community health <i>Being healthy, safe and active</i>	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<ul style="list-style-type: none"> <li>examining how media and public identities influence the way people act and the choices they make</li> <li>sharing how important people in their life influence them to act or behave in a healthy or safe way</li> <li>analysing health messages in the media and comparing their interpretations with those of other members of the class</li> <li>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</li> </ul>
<b>HASS F–6/7</b>	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"> <li>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</li> </ul>

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
	Inquiry skills <i>Analysing</i>	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)	<ul style="list-style-type: none"> <li>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 Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)</li> <li>identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details)</li> <li>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</li> </ul>
	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"> <li>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</li> </ul>
<b>Media Arts (Years 5–6)</b>		Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	<ul style="list-style-type: none"> <li>presenting their media artworks using internet-based technologies, including social media</li> <li>considering viewpoints –evaluations: For example –What cultural images can or cannot be used when making and publishing my artwork?</li> </ul>

**Dimension 5: Informed and safe use of information and devices**

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
<b>Digital Technologies</b> (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"> <li>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</li> </ul>
<b>English</b>	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"> <li>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</li> </ul>
<b>Media Arts</b> (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"> <li>presenting their media artworks using internet-based technologies, including social media</li> <li>considering viewpoints –evaluations: For example –What cultural images can or cannot be used when making and publishing my artwork?</li> </ul>



**Year 6**
**Dimension 1: Values, rights and responsibilities**

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Digital Technologies (Years 5–6)</b>	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> <li>• using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Health and Physical Education</b> (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"> <li>analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>discussing how inappropriate emotional responses impact relationships</li> <li>exploring why emotional responses can be unpredictable</li> <li>exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>

### Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Health and Physical Education</b> (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"> <li>analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>discussing how inappropriate emotional responses impact relationships</li> <li>exploring why emotional responses can be unpredictable</li> <li>exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>

**Dimension 3: Respectful relationships**

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Digital Technologies (Years 5–6)</b>	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>
<b>Health and Physical Education (Years 5–6)</b>	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"> <li>analysing situations in which emotions can influence decision-making, including peer-group, family and movement situations</li> <li>discussing how inappropriate emotional responses impact relationships</li> </ul>

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
			<ul style="list-style-type: none"> <li>exploring why emotional responses can be unpredictable</li> <li>exploring the emotions associated with being unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>
<b>HASS F-6/7</b>	Inquiry skills <i>Evaluating and reflecting</i>	Work in groups to generate responses to issues and challenges (ACHASSI130)	<ul style="list-style-type: none"> <li>participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others</li> </ul>

#### Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Digital Technologies (Years 5–6)</b>	Digital Technologies processes and production skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
			<ul style="list-style-type: none"> <li>• 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</li> <li>• using a range of communication tools to share ideas and information, for example participating in collaborative online environments</li> </ul>
<b>Health and Physical Education</b> (Years 5–6)	Personal, social and community health <i>Being healthy, safe and active</i>	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<ul style="list-style-type: none"> <li>• examining how media and public identities influence the way people act and the choices they make</li> <li>• sharing how important people in their life influence them to act or behave in a healthy or safe way</li> <li>• analysing health messages in the media and comparing their interpretations with those of other members of the class</li> <li>• 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</li> </ul>
<b>HASS F–6/7</b>	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"> <li>• 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)</li> <li>• 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)</li> </ul>

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
			<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
	Inquiry skills <i>Analysing</i>	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)	<ul style="list-style-type: none"> <li>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).</li> <li>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</li> </ul>
	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 (ACHASSI133)	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>English</b>	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"> <li>making connections between the text and students' own experience or other texts.</li> <li>making connections between information in print and images</li> <li>finding specific literal information</li> </ul>

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
			<ul style="list-style-type: none"> <li>using prior knowledge and textual information to make inferences and predictions.</li> <li>asking and answering questions.</li> </ul>
<b>Media Arts (Years 5–6)</b>		Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	<ul style="list-style-type: none"> <li>presenting their media artworks using internet-based technologies, including social media</li> <li>considering viewpoints –evaluations: For example –What cultural images can or cannot be used when making and publishing my artwork?</li> </ul>

### Dimension 5: Informed and safe use of information and devices

Learning area/subject	Strand/sub-strand	Year 6 content descriptions	Year 6 content elaborations
<b>Digital Technologies (Years 5–6)</b>	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"> <li>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</li> </ul>
<b>English</b>	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"> <li>selecting and combining software functions as needed to create texts</li> </ul>
<b>Media Arts (Years 5–6)</b>		Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	<ul style="list-style-type: none"> <li>presenting their media artworks using internet-based technologies, including social media</li> <li>considering viewpoints - evaluations: For example - What cultural images can or cannot be used when making and publishing my artwork?</li> </ul>