

ONLINE SAFETY Years 3 and 4 (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
Values, rights and responsibilities	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.
Wellbeing	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.
Respectful relationships	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.
Digital media literacy	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.
Informed and safe use of information and devices	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 3

Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Digital Technologies (Years 3–4)	Digital Technologies processes and production skills	Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none"> 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 and recognising that all digital interactions are difficult to erase (digital footprints) using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or online chat with an author, or participating in a forum on a specific topic organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI053)	<ul style="list-style-type: none"> locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community) acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries
	Knowledge and understanding <i>Civics and citizenship</i>	Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK070)	<ul style="list-style-type: none"> making a decision as a class by allowing everyone to have a say and a vote building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents) identifying places and situations in communities where decisions are made democratically
English	Inquiry skills <i>Communicating</i>	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	<ul style="list-style-type: none"> arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I disagree that' to gain the support of others

Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe

Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
HASS	Inquiry skills <i>Evaluating and reflecting</i>	Interact with others with respect to share points of view (ACHASSI059)	<ul style="list-style-type: none"> respecting ways to ensure others' points of view are shared in group situations (for example, adhering to and defending strategies that enable turn-taking and eliminate talking over others) valuing for and against arguments when making personal and group decisions

English	Language <i>Language variation and change</i>	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	<ul style="list-style-type: none"> learning that a word or sign can have different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately
	Language <i>Language for interaction</i>	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	<ul style="list-style-type: none"> identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing usual feedback, promoting and checking individual and group understanding)

Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI053)	<ul style="list-style-type: none"> locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
			<ul style="list-style-type: none"> interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community) acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries
		Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline appropriate conventions (ACHASSI054)	<ul style="list-style-type: none"> using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment) creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions, participation in community activities, number of local monuments) placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point
	Inquiry skills <i>Analysing</i>	Interpret data and information displayed in different formats, to	<ul style="list-style-type: none"> interpreting data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from

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		identify and describe distributions and simple patterns (ACHASSI057)	<p>different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy)</p> <ul style="list-style-type: none"> identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns. interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude. using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia)
	Inquiry skills <i>Communicating</i>	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	<ul style="list-style-type: none"> arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet

Dimension 5: Informed and safe use of information and devices

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Digital Technologies (Years 3–4)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)	<ul style="list-style-type: none"> investigating how information systems are used in communities and explaining what needs are being met, for example students jointly creating a short survey and collecting data about how many community residents use the online library borrowing system to download e-books and why they do or do not
		Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none"> 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 and recognising that all digital interactions are difficult to erase (digital footprints) using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or online chat with an author, or participating in a forum on a specific topic organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
			digital products created by others, for example making a decision based on how individuals would like to be treated
English	Literacy <i>Creating texts</i>	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	<ul style="list-style-type: none"> • using features of relevant technologies to plan, sequence, compose and edit multimodal texts
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> • seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet

Year 4

Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
<p>Digital Technologies (Years 3–4)</p>	<p>Inquiry skills <i>Researching</i></p>	<p>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)</p>	<ul style="list-style-type: none"> • 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 and recognising that all digital interactions are difficult to erase (digital footprints) • using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or online chat with an author, or participating in a forum on a specific topic • organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school • discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity • making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI074)	<ul style="list-style-type: none"> identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection)

Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe

Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
HASS F–6/7	Inquiry skills <i>Evaluating and reflecting</i>	Interact with others with respect to share points of view (ACHASSI080)	<ul style="list-style-type: none"> participating in role-plays and simple debates which allow for equal presentation of viewpoints exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat) participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bono’s hats)
English	Language <i>Language for interaction</i>	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and	<ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
		reporting them to a larger group (ACELA1488)	<ul style="list-style-type: none"> moving between group discussions and presenting a group report understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures recognising the importance of using inclusive language
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	<ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'

Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI074)	<ul style="list-style-type: none"> identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different identifying sources for a historical study, such as sites, paintings (or their representations), maps,

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
			<p>written records/accounts, database information, traditional ballads and stories</p> <ul style="list-style-type: none"> brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection) using Google Earth or similar applications to collect geographical information (for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea)
		<p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline appropriate conventions (ACHASSI075)</p>	<ul style="list-style-type: none"> constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation; the loss of native species; the movement of peoples over time; the population of places over time; resource distribution in places that have been colonised; social, cultural and religious groups in Australia's society) using digital applications as appropriate recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets
		<p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)</p>	<ul style="list-style-type: none"> exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue) exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
			<p>and Torres Strait Islander people in the early colonial era)</p> <ul style="list-style-type: none"> identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting) exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and Aboriginal and Torres Strait Islander Peoples' practices) sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others the law such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character such as convicts who stole food were sinful) identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged
English	Language <i>Language for interaction</i>	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	<ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'
	Language <i>Text structure and organisation</i>	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	<ul style="list-style-type: none"> participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet

Dimension 5: Informed and safe use of information and devices

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
Digital Technologies (Years 3–4)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)	<ul style="list-style-type: none"> investigating how information systems are used in communities and explaining what needs are being met, for example students jointly creating a short survey and collecting data about how many community residents use the online library borrowing system to download e-books and why they do or do not
		Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none"> 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 and recognising that all digital interactions are difficult to erase (digital footprints) using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or online chat with an author, or participating in a forum on a specific topic organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity making ethical decisions when faced with reporting inappropriate online behaviour or

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
			acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated
HASS F–6/7	Inquiry skills <i>Communicating</i>	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	<ul style="list-style-type: none"> composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports) selecting appropriate representations to suit and enhance their communication, including graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
English	Literacy <i>Creating texts</i>	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	<ul style="list-style-type: none"> identifying and selecting appropriate software programs for constructing text
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet