

Inappropriate content: factsheet

Key points

- Many young people are exposed to content that they are not ready for developmentally.
- If the content is illegal or needs to have restricted access for people who are 18 or older, you can [report it to eSafety](#).
- [The eSafety Guide](#) includes information on features of apps that increase exposure to inappropriate content.
- [eSafety Education](#) has resources to help teachers explore this issue with their students.
- All students need to be taught specific technical, personal and social skills to help them minimise their exposure to inappropriate content.

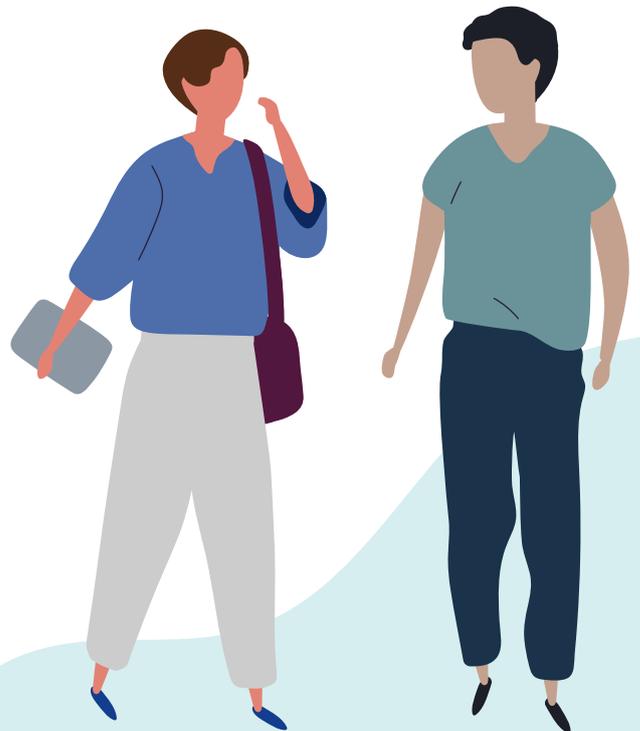
Facts and stats

Inappropriate content may be an image, video or written words that can be upsetting, disturbing or offensive. Young people may encounter inappropriate content accidentally or deliberately. It is normal to be curious, but young people may be faced with concepts they are not ready for developmentally.

Inappropriate content may include:

- sexually explicit material
- false or misleading information
- violence
- extremism or terrorism
- hateful or offensive material.

The exposure of young people to inappropriate content is difficult to measure because many instances go unreported. A child may come across inappropriate content and not tell anyone due to embarrassment, confusion or fear. Given this, the percentage of young people encountering inappropriate or hateful content online could be higher than stated.



According to eSafety research

A high proportion of young people aged 12 to 17 in Australia have encountered inappropriate or hateful content online.



have seen real violence that was disturbing



have seen images or videos promoting terrorism



nearly half of children between the ages of 9 to 16 experience regular exposure to sexual images¹

How to report and block

Reporting to eSafety

Australian residents can make a complaint to eSafety about [illegal and restricted online content](#).

This includes child sexual abuse material and abhorrent violent material showing terrorist acts, murder, attempted murder, rape, kidnapping or torture.

The eSafety Guide includes information to help teachers and students choose safer apps and to report and block inappropriate content.

App features that increase the risk

Content sharing

Content may be shared with an individual or limited group of users, or it may be publicly available for anyone to view, access, forward or download. Content includes text messages, emails, comments, images, videos or any file format containing data. Content sharing can be a great way to connect with people, share information and stay up to date, however it may also expose users to violent, sexualised or age-inappropriate content.

Apps used for content sharing include: [Instagram](#), [Google](#), [WhatsApp](#), [Facebook](#), [Tumblr](#), [Discord](#), [Snapchat](#)

Live streaming

Live streaming refers to online media that is simultaneously recorded and broadcast in real-time to the viewer. All you need to be able to live stream is an internet enabled device, like a smartphone or tablet, and a broadcast platform, such as a website or app.

Live streaming is different to video calling as it does not allow two-way audio and video communication. It can be difficult to moderate content that is live streamed, so users may be exposed to content not appropriate for their age.

Apps used for live streaming include: [Tik Tok](#), [Instagram](#), [Twitch](#), [LiveMe](#)

¹Source: [The effects of pornography on children and young people](#) Australian Institute of Family Studies.

eSafety resources — Inappropriate content

The eSafety website includes advice for [kids](#), [young people](#) or [adults](#) come across inappropriate content.

Primary classroom resources

[Hector's World](#) (animated series)

[Inappropriate Content](#) (video)

Middle Primary

[Young and eSafe](#) (videos and lesson plans)

[The YeS Project](#) (video and lesson plans)

Resources for parents

[Parental controls](#) (advice on safe searching and device filters)

[Online porn](#) (advice on what to do if a child finds pornography online)

Prevent and manage exposure to inappropriate content

Early Years to Year 2

From Early Years to Year 2 students should build skills in:

- identifying online behaviours that make them feel safe and unsafe
- identifying and describing emotional responses people may experience in different online situations
- removing themselves from unsafe online situations if they come across inappropriate content
- describing strategies to help them search for safe, reliable information on safe search engines and websites.

Years 3 to 6

Between Years 3 to 6, students should:

- develop an awareness of situations that might increase their exposure to inappropriate content online
- examine primary and secondary online sources to determine origin, purpose and reliability, and describe and apply strategies that can be used to reduce and manage exposure to harmful content
- question what they encounter online and begin to think critically about issues including body image, gender identity, racism, fake news and democracy
- investigate support services such as the [eSafety Commissioner](#) and [Kids Helpline](#)
- consider ways to setup their devices and apps to minimise accidental exposure to inappropriate content, for example, using screen time tools.

Years 7 to 10

From Years 7 to 10 students should:

- apply concepts of rights and responsibilities in making online decisions
- understand the psycho-social impacts of cyberbullying and the legislation that is used to protect young people from serious cyberbullying
- identify situations where an imbalance of power plays a role in cyberbullying incidents and practise strategies that can be put in
- place to deescalate or redress the power balance
- evaluate the most appropriate sources of support if they experience cyberbullying
- offer empathetic support to someone else who has experienced cyberbullying.

Appendix A: Curriculum links

K2	3-6	7-10
<ul style="list-style-type: none"> • Basic online safety practices • Emotional awareness and regulation • Critical thinking 	<ul style="list-style-type: none"> • Online privacy awareness • Using technology safety • Emotional awareness and regulation • Critical thinking 	<ul style="list-style-type: none"> • The law • Understanding sexual harassment • Understanding gendered violence • Critical thinking
HPE	HPE	HPE
<p>Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)</p> <p>Identify and practise emotional responses that account for own and others' feelings (ACPPS020)</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)</p>	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p>	<p>Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)</p> <p>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)</p>
Digital Technologies	Digital Technologies	Digital Technologies
<p>Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)</p> <p>Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)</p>	<p>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)</p>	<p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p>
HASS	HASS	HASS
<p>Collect data and information from observations and identify information and data from sources provided (ACHASSI019)</p>	<p>Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)</p>	<p>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)</p> <p>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)</p> <p>Examine primary sources and secondary sources to determine their origin, purpose and reliability (ACHASSI156)</p> <p>Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</p>
General capabilities – ICT Capability	General capabilities – ICT Capability	General capabilities – ICT Capability
<p>Apply personal security protocols follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate</p>	<p>Apply personal security protocols identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts</p>	<p>Apply personal security protocols independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities</p>

Visit the [Online Safety Curriculum Connection](#) to:

- identify more content in the Australian Curriculum that supports the teaching and learning of online safety
- access a range of interdisciplinary resources developed to support the teaching and learning of online safety.

Appendix B: Research and useful links

[Young people and social cohesion](#) – eSafety Commissioner

[The effects of pornography on children and young people](#) – Australian Institute of Family Studies

[Parenting and pornography](#) – eSafety Commissioner

[Gen Bet: Has gambling gone crashed our teens?](#) – Victorian Responsible Gambling Foundation

[State of play – youth, kids and digital dangers](#) – eSafety Commissioner

[#chatsafe: A young person's guide for communicating safely online about suicide](#) –
Orygen, The National Centre of Excellence in Youth Mental Health

[Mental health support for Australian students, teachers, and schools following large scale Incidents](#) – Headspace



Updated July 2023