




New South Wales Curriculum Outcomes

LEVEL 5-6

				RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON	
				LESSON				LESSON				LESSON				LESSON					
				01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	
CURRICULUM CAPABILITY	RESPONSIBLE USE OF ICT																				
	 Integrating ICT Capability	Respect for and appreciation of the transferability of the knowledge, understanding and skills from one ICT environment to another			★		★	★	★	★	★	★			★		★			★	
		Balance in the use of ICT to support contemporary learning and living									★	★			★					★	
		Appreciation of the rapidly expanding and dynamic nature of ICT			★	★	★	★	★	★	★	★			★		★	★			★
		Appreciation of the importance and value of individual responsibility and actions			★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
		Respect for, and appreciation of, social and ethical protocols and practices					★				★	★	★	★		★		★	★	★	
		Appreciation of the public nature of most online activities and the potential impact on others, including limiting the risks to one's self and others in a digital environment				★			★	★	★									★	
The effect ICT use has on their digital footprint				★			★	★	★				★	★	★		★		★		
				RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON	
				LESSON				LESSON				LESSON				LESSON					
				01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	
LEARNING AREAS	 Personal Development, Health & Physical Education	Knowledge & Understanding								★		★	★	★	★	★				★	
			Students demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	A student identifies and applies strengths and strategies to manage life changes and transitions (PD3-1)							★		★	★	★	★	★				★
				A student investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others (PD3-2)							★		★		★	★	★	★		★	
			A student evaluates the impact of empathy, inclusion and respect on themselves and others (PD3-3)							★		★	★	★		★		★	★		★
	Students enact and strengthen health, safety, wellbeing and participation in physical activity	A student proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces (PD3-7)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★		
	Skills	Students develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	A student applies and adapts self-management skills to respond to personal and group situations (PD3-9)					★	★	★		★	★	★	★			★	★	★	
		Students develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	A student selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections (PD3-10)							★		★	★	★		★	★	★	★	★	
	Values & Attitudes	Students value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities	A student values and appreciates influences on personal health practices and demonstrates a commitment to lead and promote healthy, safe and active lives for themselves, others and communities	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	
					RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
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GENERAL CAPABILITIES	 Critical and Creative Thinking	Inquiring	Develop questions		★		★				★						★				
				Questions developed focus on improving understanding about a topic and clarifying information about processes or procedures			★			★							★				
			Identify, process and evaluate information	Identify and examine relevant information and opinion from a range of sources, including visual information and digital sources			★	★	★	★		★					★				
		Generating	Create possibilities	Create possibilities by changing, combining or elaborating on new and known ideas in a variety of creative ways	★		★	★	★	★	★		★	★	★	★	★	★	★	★	★
			Consider alternatives	Consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option	★	★	★	★	★	★	★		★	★	★	★	★	★		★	
			Put ideas into action	Put ideas into action by predicting potential or future outcomes and systematically testing a range of options	★	★	★	★		★	★				★		★	★	★	★	★
		Analysing	Interpret concepts and problems	Identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area			★	★	★	★	★	★	★	★	★	★	★	★		★	★
			Draw conclusions and provide reasons	Draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made			★		★	★	★	★		★	★	★	★		★		★
			Evaluate actions and outcomes	Evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions	★	★				★				★	★		★	★			★
	Reflecting	Thinking about thinking (metacognition)	Identify and reflect on thinking and assumptions when completing activities or drawing conclusions			★	★	★		★			★	★	★	★				★	
			Invite alternative perspectives or feedback in order to improve future outcomes	★	★		★		★	★	★	★	★	★	★			★	★		
		Transfer knowledge	Apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose	★	★	★	★	★	★	★			★		★	★	★	★	★	★	
		Digital Literacy	Practising Digital Safety and Wellbeing	Manage online safety	Report negative or harmful online behaviour to trusted adults, know how to report it in online tools				★							★		★			★
				Recognise when to step away from negative online social interactions				★		★		★		★	★	★				★	★
	Manage digital privacy and identity			Recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation			★	★		★	★	★							★	★	★
				Give and seek consent before sharing online in trusted groups			★	★		★	★	★		★					★	★	
	Manage digital wellbeing		Follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	
Investigating	Locate information		Locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources									★									
	Acquire and collate data		Collect and access data using a range of digital tools and methods in response to a defined question or problem										★								
Creating and exchanging	Create, communicate and collaborate		Select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups															★		★	
	Respect intellectual property	Respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions				★		★	★			★		★				★	★		
Managing and operating	Protect content	Protect content when sharing with peers and trusted adults by setting appropriate access controls	★			★		★	★					★	★	★			★		
	Select and operate tools	Select and use the core features of digital tools to efficiently complete tasks															★				
Ethical Understanding	Understanding Ethical Concepts and Perspectives	Explore ethical concepts	Identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context				★			★	★	★		★		★			★		
		Examine values, rights and responsibilities	Describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues					★	★	★	★		★		★				★		
		Recognise influences on ethical behaviour and perspectives	Explain how habits and behaviour shape character and examine how they inform ethical perspectives					★	★	★	★		★		★						
	Responding to Ethical Issues	Explore ethical perspectives and frameworks	Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making						★	★	★		★		★						
		Explore ethical issues	Describe how ethical perspectives or approaches to ethical issues may vary in different situations				★		★	★	★		★		★						
		Making and reflecting on ethical decisions	Consider alternative ethical responses to an issue when making and reflecting on ethical decisions						★		★		★		★						
		Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities	Examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging						★											
Intercultural Understanding	Engaging with Cultural and Linguistic Diversity	Communicate responsibly	Select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding						★						★				★		
		Develop multiple perspectives	Examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics						★						★				★		
	Navigating in Intercultural Contexts	Develop empathy	Examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions						★						★	★	★	★	★		
		Respond to biases, stereotypes, prejudices and discrimination	Examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect												★				★		
Personal and Social	Self-awareness	Personal awareness	Analyse the influence that choices have on developing personal qualities and identify areas for growth				★		★	★	★		★	★	★				★		
			Emotional awareness	Analyse the influence of different factors and situations on their emotional responses						★	★	★	★	★	★			★	★		
		Reflective practice	Analyse personal abilities and achievements by seeking feedback	★	★				★				★							★	
	Self-management	Emotional regulation	Manage personal factors influencing emotions in a range of contexts including learning						★	★	★	★	★					★			
		Perseverance and adaptability	Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks	★	★					★	★			★	★	★				★	
		Empathy	Explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness							★	★	★	★	★		★	★	★	★	★	
	Social Awareness	Relational awareness	Identify and describe a variety of relationships and the roles and responsibilities of people within them				★		★	★	★	★	★		★	★	★	★	★		
		Community awareness	Explain the way their actions and the actions of others influence communities			★	★	★	★	★	★			★	★			★	★		
		Communication	Apply skills to address factors that influence verbal and non-verbal communication					★	★	★	★	★	★		★	★	★	★	★		
	Social Management	Collaboration	Coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs			★			★	★			★	★		★	★		★	★	
Leadership			Select and use different leadership approaches when acting as a sole leader or leading with others			★				★	★	★	★	★		★	★		★	★	
Decision-making		Explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions	★				★	★	★	★	★	★	★	★				★	★		
		Conflict resolution	Practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict							★		★	★	★		★			★	★	