











Western Australian Curriculum Outcomes

LEVEL 1-2

SYLLABUS YEAR 1				ELEMENTS		DISCIPLINE/CAPABILITY		CONTENT DESCRIPTION		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	
 Health and Physical Education	Personal, social and community health	Being healthy, safe and active	Personal strengths and how these change over time			★		★	★	★	★	★	★	★	★		★	★		★	★					
			The strengths of others and how they contribute to positive outcomes	★			★	★							★	★	★									
			Strategies to use when help is needed	★			★	★	★	★		★		★	★	★		★		★						
			The benefits of healthy eating and regular physical activity on health and wellbeing				★	★	★		★	★		★					★							
		Communicating and interacting for health and wellbeing	Appreciation and encouragement of others through the use of manners, positive language, and praise				★	★	★	★					★	★	★	★	★							
			Positive ways to react to their own emotions in different situations				★	★					★			★	★	★	★							
			Contributing to healthy and active communities		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★							
 Digital Technologies	Digital Implementation		Share and publish information with known people in an online environment, modelling strategies to stay safe online		★	★	★	★	★	★	★	★		★				★								

				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		
<div>SYLLABUS YEAR 2</div> <div>ELEMENTS</div> <div>DISCIPLINE/CAPABILITY</div> <div>CONTENT DESCRIPTION</div>		Health and Physical Education	Personal, social and community health	Being healthy, safe and active	Personal strengths and achievements and how they contribute to personal identities			★		★	★	★	★	★	★	★	★	★	★	★			
					Changes in relationships and responsibilities as individuals grow older	★			★	★						★	★	★	★	★			
					Strategies to use when help is needed	★			★	★	★	★		★		★	★	★		★		★	
					Strategies and behaviours that promote health and wellbeing			★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	
				Communicating and interacting for health and wellbeing	Strategies to include others in activities and games				★	★								★	★	★	★		
					Ways to interpret the feelings of others in different situations				★	★										★	★	★	
				Contributing to healthy and active communities	Actions that keep people safe and healthy in and outside the classroom		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
					Digital Technologies	Digital Implementation		Share and publish information in a safe online environment, with known people		★	★	★	★	★	★	★	★			★			

GENERAL CAPABILITIES				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	
 Critical and Creative Thinking	Inquiring - identifying, exploring and organising information and ideas	Pose questions	Pose questions to identify and clarify issues, and compare information in their world		★	★		★		★	★	★			★	★				
		Identify and clarify information and ideas	Identify and explore information and ideas from source materials			★				★	★									
		Organise and process information	Organise information based on similar or relevant ideas from several sources			★				★	★							★		
	Generating ideas, possibilities and actions	Imagine possibilities and connect ideas	Build on what they know to create ideas and possibilities in ways that are new to them	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★		
		Consider alternatives	Identify and compare creative ideas to think broadly about a given situation or problem			★	★	★	★	★	★	★	★	★	★	★	★	★		
		Seek solutions and put ideas into action	Investigate options and predict possible outcomes when putting ideas into action			★	★	★		★		★	★					★		
	Reflecting on thinking and processes	Thinking about thinking (Metacognition)	Describe the thinking strategies used in given situations and tasks	★	★		★	★			★	★			★	★				
		Transfer knowledge into new contexts	Use information from a previous experience to inform a new idea	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	
	Analysing, synthesising and evaluating reasoning and procedures	Apply logic and reasoning	Identify reasoning used in choices or actions in specific situations			★	★	★		★			★	★						
Draw conclusions and design a course of action		Identify alternative courses of action or possible conclusions when presented with new information			★		★			★	★	★	★			★		★		
Evaluate procedures and outcomes		Evaluate whether they have accomplished what they set out to achieve		★	★				★		★		★	★	★			★		
 Ethical Understanding	Understanding ethical concepts and issues	Recognise ethical concepts	Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	★		★	★	★	★			★	★	★	★	★	★			
		Explore ethical concepts in context	Discuss ethical concepts within a range of familiar contexts			★		★	★		★	★	★	★		★	★	★		
		Reason and make ethical decisions	Discuss how people make decisions about their actions and offer reasons why people's decisions differ			★	★	★			★	★	★	★		★	★	★		
	Reasoning in decision making and actions	Consider consequences	Describe the effects that personal feelings and dispositions have on how people behave					★				★			★	★		★		
		Reflect on ethical action	Give examples of how understanding situations can influence the way people act			★		★				★	★	★		★	★			
		Examine values	Discuss some agreed values in familiar contexts					★	★	★		★	★			★	★	★		
	Exploring values, rights and responsibilities	Explore rights and responsibilities	Identify their rights and associated responsibilities and those of their classmates			★		★	★	★	★		★	★	★	★	★	★		
		Consider points of view	Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views					★					★		★		★			
  Personal and Social	Self awareness	Recognise emotions	Compare their emotional responses with those of their peers					★				★			★	★				
		Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life			★		★	★	★	★		★	★	★	★	★	★		
	Self management	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others					★				★			★	★				
		Work independently and show initiative	Work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	★			★		★	★	★		★					★		
	Social awareness	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities			★		★			★				★	★	★			
		Contribute to civil society	Describe how they can contribute to their homes, classrooms and local communities, and how others care for and assist them					★	★		★	★			★	★	★	★		
		Understand relationships	Identify ways to care for others, including ways of making and keeping friends	★		★	★	★							★	★	★	★		
	Social management	Work collaboratively	Identify cooperative behaviours in a range of group activities			★	★	★						★	★	★				
		Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	★		★	★	★				★	★	★	★	★	★	★		
Negotiate and resolve conflict		Practise solving simple interpersonal problems, recognising there are many ways to solve conflict					★						★	★	★	★				
Develop leadership skills		Discuss ways in which they can take responsibility for their own actions			★	★	★	★		★	★	★	★		★	★	★			
 Intercultural Understanding	Recognising culture and developing respect	Investigate culture and cultural identity	Identify and describe the various groups to which they belong and the ways people act and communicate within them	★		★	★													
		Explore and compare cultural knowledge, beliefs and practices	Describe and compare the way they live with people in other places or times	★						★		★								
	Interacting and empathising with others	Consider and develop multiple perspectives	Express their own perspectives on familiar topics and texts, and identify the perspectives of others					★	★		★									
		Empathise with others	Imagine and describe the feelings of others in familiar situations					★												
	Reflecting on intercultural experiences and taking responsibility	Challenge stereotypes and prejudices	Discuss the effects of acceptance and inclusion in familiar situations	★				★												
 Information and Communication Technology	Applying social and ethical protocols and practices when using ICT	Recognise intellectual property	Recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others					★	★	★	★			★				★		
		Apply digital information security practices	Follow class rules about applying selected standard guidelines and techniques to secure digital information		★	★		★	★	★	★			★				★		
		Apply personal security protocols	Follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences		★	★		★	★	★	★			★		★		★		
		Identify the impacts of ICT in society	Identify how ICT is used at home and at school			★		★	★	★	★	★		★		★		★		
	Communicating with ICT	Collaborate, share and exchange	Use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	★							★	★			★	★				
		Understand computer mediated communications	Understand that computer mediated communications may be received later by the receiver		★		★				★	★			★	★				