New South Wales Curriculum Outcomes

LEVEL 7

Learning Areas

				SECURITY				SAFETY				WELLBEING			
LEARNING AREAS	CURRICULUM	OBJECTIVES	OUTCOMES	01	02	03	04	05	06	07	08	09	10	11	12
Technology (Mandatory)	Technology Mandatory	Researching and planning	Explore how data is transmitted and secured in wired, wireless and mobile networks. (ACTDIK023)			⭐									
		Testing and evaluating	Identify social, ethical and cyber security considerations of digital solutions, for example copyright and intellectual property, accessibility, privacy issues and digital footprints.	⭐	⭐	⭐	⭐	⭐							⭐
	Learning across the curriculum in Technology	Critical and Creative Thinking	Critical thinking is at the core of most activities where students recognise or develop an argument, use evidence in support of an argument, draw reasoned conclusions, and use information to solve problems. Students are provided with opportunities to generate and apply new ideas in specific contexts, view existing situations in a new way, identify alternative explanations, and make links that generate a positive outcome. The skills and processes of Design and Production provide critical and creative thinking opportunities as students pose questions, make predictions, engage in first-hand investigations, design projects, solve problems and make evidence-based decisions.	⭐	⭐	⭐	⭐	⭐							
		Ethical Understanding	Students develop capacity to behave ethically as they identify and investigate ethical concepts, values and principles, and understand how reasoning can assist ethical judgement. The syllabus provides opportunities for students to form and make ethical judgements in relation to design solutions, codes of practice, use of digital technologies and online collaborative environments. They apply ethical guidelines as they design projects, particularly when considering the implications for others and the environment. Students are encouraged to demonstrate ethical practice of digital citizenship, follow social and ethical protocols and understand the need to protect data and intellectual property.						⭐	⭐					
	Capability	Information and communication technology capability	Students engage with information and communication technology (ICT) when they develop design ideas and solutions, solve problems, collaborate online and communicate information and ideas. ICT, through animations and simulations, provides opportunities to view phenomena, test predictions and visualise designs that cannot be investigated or produced through practical experiences in the classroom, and may enhance students' understanding and engagement with technology. The ICT capability enables students to become effective users of information and communication technologies. The Digital Technologies context is distinguished by providing students with the skills to become confident developers of digital solutions.	⭐	⭐	⭐			⭐						
		Personal and social capability	Students develop personal and social capability as they learn to understand and manage themselves, their relationships and their lives more effectively. This provides students with opportunities to establish positive relationships, work effectively both individually and collaboratively, and resolve difficult situations. The syllabus encourages students to explore, question, solve problems and develop skills in communication, display initiative, set goals and make responsible decisions.	⭐					⭐						
Information and Software Technology	Information and software technology	Responsible and ethical attitude related to the use of information and software technology	Describes ethical practices used when dealing with data and information.	⭐	⭐	⭐	⭐	⭐	⭐						
PDHPE	Health, Wellbeing and Relationships	What skills and strategies can be used to manage change, challenges and seek help? / Practise and apply skills and strategies to seek help for themselves and others	Identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation. (ACPPS072)	⭐					⭐			⭐			
			Recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation. (ACPPS072)						⭐	⭐			⭐		
		What skills and strategies can be used to promote inclusivity, equality and respectful relationships? / Describe how rights and responsibilities contribute to respectful relationships	Describe rights and responsibilities required in different relationships.						⭐						
			Discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences.						⭐		⭐				⭐
			Explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support.						⭐						
			Discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent.							⭐					
		Explore skills and strategies needed to communicate and engage in relationships in respectful ways	Understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing, eg recognising and responding to offensive online material						⭐	⭐					⭐
			Practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour												⭐
		Discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power	Describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability.						⭐	⭐			⭐		
			Devise help-seeking strategies that address imbalance of power in relationships, eg contacting the police and other external organisations, staying with a family or at a friend's place.										⭐		
	Healthy, Safe and Active Lifestyles	What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? / Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.	Propose strategies individuals and others can use to make safe and informed decisions.	⭐	⭐		⭐		⭐		⭐	⭐	⭐	⭐	
			Discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing.	⭐	⭐		⭐		⭐		⭐	⭐	⭐	⭐	
			Recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others.											⭐	
		How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity? / Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing	Examine privacy in online and offline environments and discuss its relationship to responsible and ethical use of social media and technology. (ACPPS073)	⭐		⭐			⭐		⭐				
		Plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities	Investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, eg mindfulness, relaxation, healthy eating. (ACPPS077)									⭐	⭐	⭐	
			Design and implement health promotion activities, using ICT tools as appropriate, targeting preventive health practices relevant to young people. (ACPPS077)											⭐	
	Learning across the curriculum in PDHPE	Critical and Creative Thinking	In PDHPE, students develop critical and creative thinking as they investigate the interrelationship between health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to think critically about the qualities and attributes that build resilience and enhance and maintain caring and respectful relationships. They develop and practise strategies to assess the credibility and accuracy of available health information and resources and use critical and creative thinking to take action to promote the health, safety and wellbeing of various groups in relation to a range of health issues. Students think critically and creatively to propose actions and strategies that build inclusivity, promote a sense of belonging and create connectedness within the communities in which they study, work and live. They are provided with the opportunity to reflect on and challenge norms and stereotypes. Through movement, students develop and refine movement concepts and strategies that enable them to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals.					⭐	⭐	⭐	⭐	⭐	⭐	⭐	
		Ethical Understanding	Ethical understanding relates to students building a strong personal and social perspective and an awareness of the influence that their values and behaviour have on others. The study of PDHPE is ideal for providing students with the opportunity to compare and strengthen their own ethical understanding. At the core of PDHPE is the development and refinement of self-management and interpersonal skills, a key focus being on the awareness of rights, actions and attitudes and the importance of treating others with respect, integrity, compassion and appreciating diversity and equality. Through investigation of current health issues affecting children and young people, students develop an understanding of ethical judgements in relation to codes of practice and ethical principles within various health and physical education contexts. In PDHPE, students develop a perspective and stance on ethical behaviour with regards to respectful relationships, addressing discrimination and safe internet use. PDHPE supports students to understand the consequences of their actions and how to make ethical decisions at home, school, in the community, in relationships and when using digital technologies. Through practical learning experiences, students explore concepts of fair play, equitable participation, empathy and inclusion and develop the capacity to apply these concepts through movement.						⭐	⭐	⭐	⭐			
		Information and communication technology	PDHPE is well placed to develop ICT capabilities as students learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, home and in their communities. In PDHPE, students use ICT tools to access and evaluate online health and physical activity information, products and services, create content, interact and seek help to manage and promote their own health, safety, wellbeing and participation in physical activity. They explore ways to maximise their own and others' safety in a digital environment and examine the implications of ICT in establishing and maintaining respectful relationships. Through the study of PDHPE, students are provided with opportunities to use a range of ICT tools to measure, analyse and enhance physical activity and performance.	⭐	⭐		⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐
		Numeracy	PDHPE helps students to become confident, willing and able to apply mathematics in their lives in meaningful and constructive ways in relation to health and physical activity concepts. PDHPE provides students with opportunities to use calculation, estimation and measurement to collect, interpret and present data related to nutrition, fitness and physical activity. Students identify how their bodies move in relation to effort, space and time and are provided with opportunities to apply analytical skills to show relationships when composing and performing movement sequences. They have opportunities to apply data-analysis skills to identify trends and patterns in health and physical activity behaviours to monitor and provide feedback on the body's reaction to a range of physical activities. Students interpret and analyse health and physical activity information to recognise risks, make predictions and inform health decisions and choices.								⭐				
		Personal and Social capability	In PDHPE, students are provided with opportunities to develop self-management and interpersonal skills to build and maintain personal and social capabilities. Through a variety of experiences, students are enabled to build a strong sense of personal identity, recognising their personal strengths and those of others. They have opportunities to develop a capacity to empathise with others. Students develop skills and competency to navigate through changes and challenges in life. They are provided with opportunities to learn to appreciate diversity and understand the importance of building caring and respectful relationships. In PDHPE, students are provided with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply the knowledge and skills of health and physical activity concepts to choices they make both now and in the future. Through opportunities to work collaboratively, students develop their personal and social skills and an appreciation for the different insights and perspectives of their peers and community. Using movement concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges.	⭐	⭐		⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐
		Civics and citizenship	Learning in PDHPE provides opportunities for students to develop the knowledge, understanding, skills, values and attitudes for being responsible, informed and active participants in their local, national and global communities. Through the study of PDHPE students have opportunities to explore ways they can positively contribute to their communities and have opportunities to practise, plan and implement strategies that enhance and promote the health, safety, wellbeing and participation in physical activity for themselves and others. Students are encouraged to question and be critical consumers of health products, information and services which are designed to address the health needs of children and young people. In PDHPE, students explore safe upstander and pro-social behaviours in relation to addressing bullying and forms of discrimination in various social and online environments. Through a range of movement contexts students can negotiate and perform a variety of roles and responsibilities and are provided with opportunities to evaluate the contribution of themselves and others when working in groups or teams.							⭐					

General Capabilities

				SECURITY				SAFETY				WELLBEING			
GENERAL CAPABILITIES	ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12
Digital Literacy	Practicing Digital Safety and Wellbeing	Manage Online Safety	Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools						⭐	⭐	⭐				
			Stop engaging in negative online social interactions						⭐	⭐					
		Manage Digital Wellbeing	Recognise that their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control			⭐	⭐	⭐							
			Consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online	⭐	⭐	⭐	⭐	⭐							
			Develop routines to support their balanced and constructive use of digital tools										⭐	⭐	⭐
			Identify indicators of unhealthy usage									⭐	⭐	⭐	⭐
Critical and Creative Thinking	Inquiring	Develop Questions	Develop questions to investigate complex issues and topics				⭐								
		Identify, process and evaluate information	Identify and clarify significant information and opinion from a range of sources, including visual information and digital sources		⭐			⭐							
			Evaluate the accuracy, validity and relevance of the information and opinion to the topic of study	⭐											
	Generating	Create Possibilities	Create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations			⭐								⭐	⭐
		Consider Alternatives	Consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option											⭐	⭐
	Analysing	Interpret concepts and problems	Identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context					⭐	⭐	⭐	⭐				
		Draw conclusions and provide reasons	Draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas 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 and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions					⭐	⭐	⭐	⭐				
	Reflecting	Think about thinking (metacognition)	Reflect on the thinking and processes used when completing activities or drawing conclusions										⭐		
		Transfer knowledge	Transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made						⭐	⭐					⭐
Personal and Social	Self Awareness	Personal awareness	Evaluate strategies for developing personal qualities and describe how they assist achieving growth												⭐
		Emotional awareness	Evaluate how emotional responses influence behaviour and consider the consequences of these responses						⭐						
		Reflective practice	Plan a personal response to a range of contexts using feedback from previous experiences						⭐						
	Self Management	Goal Setting	Use and refine strategies that contribute to regulating behaviour and achieving learning goals										⭐	⭐	
		Perseverance and adaptability	Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐	⭐
		Relational awareness	Analyse indicators of healthy and challenging relationships, and how to manage the differences						⭐	⭐					⭐
	Social Awareness	Community awareness	Analyse roles and responsibilities of citizens within communities												⭐
		Contribute to civil society	Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities						⭐	⭐	⭐				
		Understand relationships	Analyse indicators of possible problems in relationships in a range of social and work-related situations							⭐					⭐
	Social Management	Communicate effectively	Analyse enablers of, and barriers to, effective verbal, non-verbal and digital communication						⭐	⭐					⭐
Ethical Understanding	Understanding ethical concepts and perspectives	Explore ethical concepts	Analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts						⭐						
		Examine values, rights and responsibilities and ethical norms	Describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues						⭐						
		Recognise influences on ethical behaviour and perspectives	Explain how different traits such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses							⭐					
Numeracy	Interpreting and representing data	Collecting, displaying, interpreting and analysing numerical data	Calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing, describes central tendency when analysing road safety statistics).										⭐		