










Australian Curriculum Outcomes v9

LEVEL 1-2

| CURRICULUM CONNECTION | | DIMENSIONS | 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 | |
|  Online Safety | Students' rights and responsibilities | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | |
| | Wellbeing, resilience and risk | ★ | ★ | | | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | |
| | Respectful relationships and consent | ★ | | | | ★ | ★ | | ★ | ★ | ★ | | | ★ | | ★ | ★ | ★ | |
| | Digital citizenship and digital media literacy | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | | | ★ | ★ | | ★ | | ★ | ★ | |
| | Managing and operating digital tools | | | ★ | ★ | | ★ | ★ | ★ | | | | | | ★ | | ★ | ★ | |

| Learning Area Outcomes | Element | Sub-Element | 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 | Identities and change | Describe their personal qualities and those of others, and explain how they contribute to developing identities (AC9HP2P01) | | | | | | | | | | | | | | | | ★ | |
| | | Interacting with others | Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) | | | | | | | | | | | | | | | | ★ | |
| | | | Identify how different situations influence emotional responses (AC9HP2P03) | | | | | | | | | | | | | | | | ★ | |
| | | | Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04) | | | | | | | | | | | | | | | | ★ | |
| | | | Making healthy and safe choices | Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) | | | | | | | | | | | | | | | | ★ |
| | | Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06) | | | | | | | | | | | | | | | | ★ | | |
| | Movement and physical activity | Making active choices | Participate in a range of activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable (AC9HP2M03) | | | | | | | | | | | | | | | | ★ | |
|  Digital Technologies | Processes and Production Skills | Privacy and security | Discuss that some websites and apps store their personal data online (AC9TDI2P07) | | | | | | | | | | | | | | | | ★ | |

| 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 | | 17 |
| <div></div> <div>Critical and Creative Thinking</div> | Inquiring | Develop questions | Develop questions to explore a familiar idea or topic | ★ | ★ | ★ | | | | | | | ★ | | ★ | | | ★ | | ★ | |
| | | | Questions developed are fit for the purpose of the investigation | ★ | ★ | ★ | | | | | | | ★ | | | | | ★ | | ★ | |
| | | Identify, process and evaluate information | Identify and explore relevant information from a range of sources, including visual information and digital sources | | ★ | | | | | | | | | ★ | | | | ★ | | ★ | |
| | | | Identify and explain similarities and differences in selected information | ★ | ★ | | ★ | | | ★ | | | ★ | ★ | | | | ★ | | ★ | |
| | Generating | Create possibilities | Create possibilities by connecting or creatively expanding on ideas in ways that are new to them | ★ | | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ | ★ | |
| | | Consider alternatives | Consider alternatives and explore different or creative ways to approach a task or problem | ★ | | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ | ★ | |
| | | Put ideas into action | Put ideas into action by experimenting with options and predicting possible results | ★ | | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | |
| | Analysing | Interpret concepts and problems | Identify the main parts of a concept or problem and describe how these relate to each other | ★ | | | | | | | ★ | | ★ | ★ | | ★ | | ★ | | ★ | |
| | | Draw conclusions and provide reasons | Draw conclusions and make choices when completing tasks and identify the reasons for choices made | ★ | | | | ★ | ★ | ★ | ★ | | ★ | | | ★ | | ★ | | ★ | |
| | | Evaluate actions and outcomes | Evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions | | | | ★ | ★ | | ★ | | | ★ | | ★ | | ★ | | | | |
| | Reflecting | Thinking about thinking (metacognition) | Identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions | | | ★ | | ★ | | ★ | ★ | | ★ | ★ | | | | | | | |
| | | Transfer knowledge | Use ideas and information from a previous experience to inform similar learning experiences | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | |
| | <div></div> <div>Ethical Understanding</div> | Understanding Ethical Concepts and Perspectives | Explore ethical concepts | Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these | | | | | | ★ | ★ | ★ | | | | ★ | ★ | ★ | ★ | ★ | |
| | | | Examine values, rights and responsibilities | Identify values, rights and responsibilities, and shared expectations, and explain why they are important | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| | | | Recognise influences on ethical behaviour and perspectives | Identify how emotions and behaviour interact, and share examples of when they match and when they do not | | | | | | ★ | | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | | |
| | | Responding to Ethical Issues | Explore ethical perspectives and frameworks | Identify the similarities and differences between values such as caring, compassion and empathy | | | | | | ★ | | ★ | | | | | ★ | ★ | ★ | ★ | |
| | | | Explore ethical issues | Identify different perspectives and approaches when discussing ethical issues from a given example | | | | | | | | ★ | | | | | ★ | | ★ | | |
| Making and reflecting on ethical decisions | | | Identify examples of how perspectives and values influence decision-making | | | ★ | | | | ★ | ★ | ★ | ★ | | | ★ | | ★ | | ★ | |
| <div> </div> <div>Personal and Social</div> | Self-awareness | Personal awareness | Describe personal qualities and how these contribute to growth | | | ★ | | | ★ | | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | | |
| | | Emotional awareness | Describe the emotional responses of themselves and others | ★ | ★ | | | ★ | ★ | | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | | ★ | |
| | | Reflective practice | Describe what they have discovered about themselves by engaging with feedback | | | | | | ★ | ★ | ★ | ★ | ★ | ★ | | ★ | | | ★ | | |
| | Self-management | Emotional regulation | Describe ways to moderate emotions in familiar contexts | | | | | | ★ | | ★ | ★ | ★ | | ★ | ★ | | ★ | | | |
| | | Perseverance and adaptability | Demonstrate perseverance and adaptability with unfamiliar tasks | | | | ★ | | | | | ★ | ★ | | ★ | | | ★ | | | |
| | Social Awareness | Empathy | Describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others | | | | | ★ | ★ | | ★ | ★ | ★ | | | ★ | ★ | ★ | ★ | ★ | |
| | | Relational awareness | Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts | ★ | | | | | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ | ★ | ★ | | |
| | | Community awareness | Describe how they contribute to their communities and how others care for and assist them | ★ | ★ | ★ | | | ★ | ★ | | ★ | | | | ★ | ★ | ★ | ★ | ★ | |
| | Social Management | Communication | Use a range of skills to enhance verbal and non-verbal communication | ★ | | ★ | | | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | | ★ | |
| | | Collaboration | Participate cooperatively in groups on common tasks and activities | | | ★ | | | | | | | ★ | | | | | ★ | | | |
| | | Leadership | Practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach | ★ | | | | | ★ | ★ | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | ★ | ★ | |
| | | Decision-making | Practise individual and group decision-making | ★ | | ★ | | | ★ | | ★ | ★ | | ★ | ★ | ★ | | | ★ | | |
| Conflict resolution | | Practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict | | | ★ | | | ★ | | | ★ | ★ | ★ | | ★ | ★ | | ★ | | | |
| <div></div> <div>Intercultural Understanding</div> | Reflecting on culture and cultural diversity | Reflect on the relationship between cultures and identities | Explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed | | | | | | ★ | ★ | | | | | | ★ | ★ | | ★ | | |
| | Engaging with Cultural and Linguistic Diversity | Communicate responsively | Identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups | | | | | | ★ | ★ | | | | | | ★ | | ★ | | ★ | |
| | | Develop multiple perspectives | Identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives | | | | | | | | | ★ | | | | | | | | ★ | |
| | | Develop empathy | Describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences | | | | | | ★ | | | ★ | ★ | | | ★ | | ★ | | ★ | |
| Navigating Intercultural Contexts | Adapt in intercultural exchanges | Consider different responses to intercultural exchanges, practising ways to show respect and develop empathy | | | | | | ★ | ★ | | ★ | | | | ★ | ★ | ★ | ★ | ★ | | |
| <div></div> <div>Digital Literacy</div> | Practising Digital Safety and Wellbeing | Manage online safety | Use online tools that are age appropriate or only used under supervision, seeking help from trusted adults when feeling unsafe | | | | | | ★ | | | | | ★ | | | ★ | ★ | ★ | | |
| | | Manage digital privacy and identity | Recognise that online tools (websites and apps) store their personal data, which may give an impression of them | | | | ★ | ★ | | ★ | ★ | | | | | | | | ★ | | |
| | | Manage digital wellbeing | Follow agreed rules for the healthy use of digital tools and apply them at school and home | ★ | ★ | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ | | | ★ | | ★ | | |
| | Creating and Exchanging | Respect intellectual property | Recognise ownership of products that others produce or that are produced collaboratively | | | | | | ★ | | | ★ | | | | | | | | ★ | |