New South Wales Curriculum Outcomes

FOUNDATION LEVEL

CURRICULUM CAPABILITY — RESPONSIBLE USE OF ICT

Integrating ICT Capability

	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
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					★	★			★								★

LEARNING AREAS — Personal Development, Health & Physical Education

FOCUS AREA	OUTCOMES	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
Respectful Relationships and Safety	Identifies how respectful relationships and safety contribute to wellbeing (PHE-RRS-01)			★				★	★					★	★	★	★	★
Identity, Health and Wellbeing	Identifies factors that contribute to identity, health and wellbeing (PHE-IHW-01)	★	★	★				★	★	★	★	★	★	★	★	★	★	★
Self-management and Interpersonal Skills	Identifies and demonstrates self-management and interpersonal skills (PHE-SMI-01)	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★

GENERAL CAPABILITIES

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	17

Critical and Creative Thinking

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Inquiring	Develop questions	Develop questions to explore a familiar idea or topic	★	★			★		★					★			★		★
		Questions developed reflect their curiosity about the world	★	★			★							★			★		★
	Identify, process and evaluate information	Identify and explore relevant points in information provided on a topic	★	★			★			★				★	★		★	★	★
		Prioritise the information that is most relevant to the topic of study	★				★			★				★	★		★		★
Generating	Create possibilities	Use imagination to create possibilities by exploring and connecting ideas in ways that are new to them	★	★	★	★	★	★	★	★		★	★		★	★	★	★	★
	Consider alternatives	Consider alternatives by suggesting a different way to approach a given task or problem	★	★	★			★		★	★	★	★		★	★	★	★	★
	Put ideas into action	Put ideas into action through trial-and-error experiences					★	★	★	★								★	
Analysing	Interpret concepts and problems	Identify the main parts of a concept or problem					★		★		★				★	★			
	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 are satisfied with the outcomes of tasks or actions				★			★	★					★	★	★		★
Reflecting	Thinking about thinking (metacognition)	Identify thinking and learning strategies used when completing activities and drawing conclusions						★				★					★	★	
	Transfer knowledge	Connect ideas and information between familiar learning experiences	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★

Ethical Understanding

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Understanding Ethical Concepts and Perspectives	Explore ethical concepts	Identify examples of ethical concepts such as right and wrong		★			★	★	★					★	★	★	★		★
	Examine values, rights and responsibilities ethical norms	Identify examples of values, rights and responsibilities		★	★	★	★	★	★						★	★	★		★
	Recognise influences on ethical behaviour and perspectives	Identify examples of how emotions affect behaviour		★					★		★	★	★		★		★		★
Responding to Ethical Issues	Explore ethical perspectives and frameworks	Identify examples of different consequences and explain how these might affect the way people behave or act		★	★		★	★	★	★					★	★	★	★	★
	Explore ethical issues	Identify different ethical problems or issues from examples such as stories		★					★	★					★	★	★		★
	Making and reflecting on ethical decisions	Identify the links between people's wants and needs and their choices and actions		★			★	★	★	★					★	★	★	★	★

Personal and Social

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Self-awareness	Personal awareness	Identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	★			★				★		★	★						★
	Emotional awareness	Identify their own emotional responses		★	★				★		★	★	★	★	★	★	★		
	Reflective practice	Identify how their choices affect the development of personal abilities and achievements					★	★	★		★	★	★	★				★	★
Self-management	Emotional regulation	Express emotions in familiar settings, demonstrating consideration for others		★	★				★			★	★		★	★	★		
	Perseverance and adaptability	Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	★		★	★	★	★	★	★	★	★	★	★					
Social Awareness	Empathy	Demonstrate an awareness of the needs, emotions, cultures and backgrounds of others		★					★						★		★	★	
	Relational awareness	Share feelings, needs and interests with others through play and working within diverse groups		★					★										
	Community awareness	Describe the ways they are connected, and can contribute, to their community groups	★						★	★									
Social Management	Communication	Develop positive communication skills by initiating, joining or contributing to conversations	★		★		★	★	★				★		★			★	★
	Collaboration	Engage with others and participate in group play, tasks and activities	★	★					★		★				★			★	
	Leadership	Practise self-leadership by taking responsibility for their own actions		★			★	★	★	★			★		★	★			★
	Decision-making	Identify choices that meet the needs of themselves and others when making decisions		★	★		★	★	★	★			★	★	★	★			★
	Conflict resolution	Listen to conflicting perspectives and apply strategies to calm situations													★	★			

Intercultural Understanding

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities	Identify cultural practices that are important to themselves, family and friends, and describe what they experience							★										★
	Explore the influence of cultures on interactions	Identify ways in which cultures, including their own, interact							★	★									★
Engaging with Cultural and Linguistic Diversity	Develop empathy	Notice their own feelings, and the feelings of others, during familiar intercultural experiences		★					★						★	★	★		★
Navigating Intercultural Contexts	Respond to biases, stereotypes, prejudices and discrimination	Identify examples of acceptance and inclusion within friendship groups														★	★		★
	Adapt in intercultural exchanges	Identify how people show respect in intercultural exchanges														★	★		★

Digital Literacy

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Practising Digital Safety and Wellbeing	Manage online safety	Use online tools that are safe or only used under direct supervision, seeking help from trusted adults when feeling unsafe		★			★	★		★					★				★
	Manage digital privacy and identity	Recognise their personal data and that data (including text, images, and video) can be seen by others when shared online				★	★			★									★
	Manage digital wellbeing	Follow adult directions for the use of digital tools at school and home		★			★		★		★	★			★				★
Creating and exchanging	Respect intellectual property	Identify who owns class data					★	★		★									★

CYBER SAFETY PROJECT