

New South Wales Curriculum Outcomes

LEVEL 1-2

			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					
CURRICULUM CAPABILITY	RESPONSIBLE USE OF ICT		★	★	★	★	★		★	★		★	★			★	★	★	★				
	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					
KEY LEARNING AREAS	FOCUS AREA	OUTCOMES	★	★			★	★		★	★	★			★	★	★	★	★				
	Identity, Health and Wellbeing	Describes factors that contribute to identity, health and wellbeing (PH1-IHW-01)	★		★		★	★	★	★		★	★		★		★		★				
	Self-management and Interpersonal Skills	Describes and demonstrates self-management and interpersonal skills in a range of contexts (PH1-SMI-01)		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★				
			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					
GENERAL CAPABILITIES	Critical and Creative Thinking	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				★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Ethical Understanding	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							★		★	★	★			★		★		★	
	Personal and Social	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							★			★	★	★		★	★		★		
	Intercultural Understanding	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								★		★	★			★		★		★	
	Digital Literacy	Practising Digital Safety and Wellbeing	Adapt in intercultural exchanges	Consider different responses to intercultural exchanges, practising ways to show respect and develop empathy								★	★		★		★	★	★	★	★		
			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							★	★								★	★		
		Managing 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							★		★								★	★		