Western Australian Curriculum Outcomes

LEVEL 3-4

LEARNING AREA YEAR 3

				RESPONSIBILITY LESSON				INTEGRITY LESSON				STRENGTH LESSON				EMPATHY LESSON				BONUS LESSON
STRAND	**SUB-STRAND**	**ATTITUDES & VALUES**		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Personal, Social and Community Health	Personal identity and change	Factors that strengthen personal identities, including family, friends, and school		★	★			★	★	★		★	★	★	★	★	★	★	★	★
		Physical, social and emotional changes that occur as individuals grow older						★		★		★	★	★	★	★				★
	Staying safe	Protective behaviours and communication skills to respond to unsafe situations				★	★		★		★	★	★				★		★	★
		Strategies to use when help is needed										★	★	★		★		★		★
		Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described										★	★							★
	Healthy and active communities	Actions in daily routines that promote health and wellbeing		★	★	★		★	★	★		★	★	★	★	★	★	★	★	★
	Interacting with others	Behaviours that show empathy and respect for others			★			★	★	★		★	★	★		★	★	★	★	★
		Circumstances that can influence the level of emotional response to situations						★	★	★		★	★	★		★	★	★	★	★
Movement and physical activity	Understanding movement	Benefits of regular physical activity and physical fitness to health and wellbeing										★		★		★				★
Processes and Production Skills	Digital implementation	Create and communicate ideas and information safely		★	★	★	★		★	★	★			★	★		★			★	★

LEARNING AREA YEAR 4

				RESPONSIBILITY LESSON				INTEGRITY LESSON				STRENGTH LESSON				EMPATHY LESSON				BONUS LESSON
STRAND	**SUB-STRAND**	**ATTITUDES & VALUES**		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Personal, Social and Community Health	Personal identity and change	Ways to respond positively to challenges and failures, including the use of resilience and persistence						★	★	★		★	★	★	★	★	★	★	★	★
	Staying safe	Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations				★	★		★		★	★	★				★		★	★
		Strategies to ensure safety at home and at school		★	★	★	★	★	★	★	★	★	★				★		★	★
		Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described										★	★							★
	Healthy and active communities	Strategies that promote a healthy lifestyle		★	★	★		★	★	★		★	★		★	★	★	★	★	★
	Interacting with others	Positive influence of respect, empathy, and the valuing of differences in relationships and in society			★			★	★	★		★	★		★	★	★	★	★	★
		Strategies to identify and manage emotions before reacting						★	★		★	★	★		★	★	★	★	★	★
Movement and physical activity	Understanding movement	Benefits of regular physical activity and physical fitness to health and wellbeing										★		★						★
Processes and Production Skills	Digital implementation	Create and communicate ideas and information safely, using agreed protocols (netiquette)		★	★	★	★		★	★	★			★	★		★	★	★	★

GENERAL CAPABILITIES

ELEMENTS	DISCIPLINE/CAPABILITY	CONTENT DESCRIPTION	RESPONSIBILITY 01	02	03	04	INTEGRITY 05	06	07	08	STRENGTH 09	10	11	12	EMPATHY 13	14	15	16	BONUS 17
Inquiring - identifying, exploring and organising information and ideas	Identify and clarify information and ideas	Identify main ideas and select and clarify information from a range of sources		★				★	★			★	★			★	★		★
	Organise and process information	Collect, compare and categorise facts and opinions found in a widening range of sources			★			★	★				★						★
Generating ideas, possibilities and actions	Imagine possibilities and connect ideas	Expand on known ideas to create new and imaginative combinations	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Consider alternatives	Explore situations using creative thinking strategies to propose a range of alternatives	★	★	★	★	★	★	★	★	★	★	★	★	★	★		★	★
	Seek solutions and put ideas into action	Experiment with a range of options when seeking solutions and putting ideas into action	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Reflecting on thinking and processes	Think about thinking (metacognition)	Reflect on, explain and check the processes used to come to conclusions			★		★		★		★			★		★	★		★
	Reflect on processes	Identify pertinent information in an investigation and separate into smaller parts or ideas			★		★		★		★					★	★		★
	Transfer knowledge into new contexts	Transfer and apply information in one setting to enrich another	★		★		★	★	★		★	★	★	★	★	★	★	★	★
Analysing, synthesising and evaluating reasoning and procedures	Apply logic and reasoning	Identify and apply appropriate reasoning and thinking strategies for particular outcomes					★	★	★		★	★	★		★	★			★
	Draw conclusions and design a course of action	Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	★		★		★		★		★					★			★
	Evaluate procedures and outcomes	Explain and justify ideas and outcomes			★		★	★	★		★	★	★			★			★
Understanding ethical concepts and issues	Recognise ethical concepts	Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes					★	★	★		★	★			★	★	★		★
	Explore ethical concepts in context	Discuss actions taken in a range of contexts that include an ethical dimension					★	★	★	★	★	★			★	★	★		★
Reasoning in decision making and actions	Reason and make ethical decisions	Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions						★	★		★	★							★
	Consider consequences	Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others						★	★		★	★			★		★		★
	Reflect on ethical action	Consider whether having a conscience leads to ways of acting ethically in different scenarios						★			★	★							★
Exploring values, rights and responsibilities	Examine values	Identify and describe shared values in familiar and unfamiliar contexts					★	★	★		★	★	★		★	★	★		★
	Explore rights and responsibilities	Investigate children's rights and responsibilities at school and in the local community					★	★	★	★	★	★			★	★	★		★
	Consider points of view	Describe different points of view associated with an ethical dilemma and give possible reasons for these differences					★				★	★							★
Self awareness	Recognise emotions	Describe the influence that people, situations and events have on their emotions					★	★	★		★	★	★		★		★		★
	Recognise personal qualities and achievements	Describe personal strengths and challenges and identify skills they wish to develop		★	★		★	★	★		★	★	★	★	★	★	★	★	★
Self management	Express emotions appropriately	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations									★	★	★		★				★
	Become confident, resilient and adaptable	Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	★								★	★	★		★	★	★		★
Social awareness	Appreciate diverse perspectives	Discuss the value of diverse perspectives and describe a point of view that is different from their own						★	★		★	★	★	★	★				★
	Contribute to civil society	Identify the various communities to which they belong and what they can do to make a difference		★	★		★	★	★		★	★	★		★				★
	Understand relationships	Describe factors that contribute to positive relationships, including with people at school and in their community		★	★		★	★	★		★	★	★		★				★
Social management	Communicate effectively	Identify communication skills that enhance relationships for particular groups and purposes			★		★	★	★		★	★	★		★				★
	Work collaboratively	Describe characteristics of cooperative behaviour and identify evidence of these in group activities			★		★	★	★		★	★	★		★				★
	Make decisions	Contribute to and predict the consequences of group decisions in a range of situations			★						★	★			★				★
	Negotiate and resolve conflict	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems						★			★	★			★				★
	Develop leadership skills	Discuss the concept of leadership and identify situations where it is appropriate to adopt this role					★	★	★		★	★	★		★				★
Interacting and empathising with others	Communicate across cultures	Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups			★						★	★			★	★	★		★
	Empathise with others	Imagine and describe the feelings of others in a range of contexts					★	★	★		★	★	★		★	★	★	★	★
Applying social and ethical protocols and practices when using ICT	Apply digital information security practices	Independently apply standard guidelines and techniques for particular digital systems to secure digital information	★		★	★													★
	Apply personal security protocols	Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	★	★	★	★		★	★	★					★		★		★
	Identify the impacts of ICT in society	Identify the value and role of ICT use at home and school		★	★		★	★	★	★									★
Communicating with ICT	Collaborate, share and exchange	Use appropriate ICT tools safely to share and exchange information with appropriate known audiences		★	★		★	★	★										★
	Understand computer mediated communications	Understand that computer mediated communications are directed to an audience for a purpose		★	★		★	★	★										★