Victorian Curriculum 2.0 Outcomes

LEVEL 1–2

Foundational Skill — Digital Literacy

FOUNDATIONAL SKILL	ELEMENT	SUB-ELEMENT	SKILLS	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
				01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Digital Literacy	Practising digital safety and wellbeing	Manage online safety	Use online tools that are safe, age appropriate or only used under supervision, seeking help from trusted adults when feeling unsafe	★	★		★	★			★	★	★				★		★	★
		Manage digital privacy and identity	Recognise their personal data and that this data (including text, images and video) can be seen by others when shared online		★	★			★	★									★	★
			Recognise that online tools (website and apps) store their personal data, which forms a digital identity			★	★			★	★								★	★
		Manage digital wellbeing	Follow adult directions and agreed rules for the healthy use of digital tools and apply them at school and at home	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Learning Area Strands — Health and Physical Education (Personal, Social and Community Health – Health Education)

LEARNING AREA STRANDS	SUB-STRANDS	CONTENT DESCRIPTORS	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Health and Physical Education	Identities and change	Describe their personal characteristics and those of others, and explain how they contribute to developing identities (VC2HP2P01)						★	★	★		★		★	★	★	★	★	★
	Interacting with others	Identify and explore personal and social skills and strategies to develop respectful relationships (VC2HP2P03)	★	★			★	★			★	★			★	★	★	★	
		Identify how different situations influence emotional responses (VC2HP2P04)		★				★				★			★	★	★		
		Practise strategies they can use when they need to seek, give or deny permission respectfully (VC2HP2P05)	★				★				★					★			★
	Contributing to healthy communities	Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (VC2HP2P06)	★	★	★	★		★	★	★					★	★	★	★	
		Investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing (VC2HP2P07)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Capabilities

CAPABILITIES	STRANDS	SUB-STRANDS	CONTENT DESCRIPTIONS	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
				01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Critical and Creative Thinking	Questions and Possibilities		How personal responses may influence thinking about ideas and possibilities (VC2CC2Q02)	★	★	★		★	★	★	★		★	★		★		★	★	★
			Modification as a strategy to generate a new idea or possibility (VC2CC2Q03)	★	★		★	★	★	★	★		★	★	★		★	★	★	★
	Reasoning		The use of examples to support claims (VC2CC2R02)	★	★	★		★					★				★			★
	Metacognition		Verbal and non-verbal strategies to express and describe thinking processes, including for problem-solving	★	★	★		★				★	★	★	★			★		
Ethical	Understanding Ethical Concepts and Perspectives		Ethical concepts including right, wrong, better and worse, and behaviours associated with these (VC2CE2U01)	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★
			Examples of values, rights and responsibilities, and shared expectations, and reasons they are important (VC2CE2U02)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Decision-making and Actions		Situations where people disagree about what is right, wrong, good, bad, better or worse, and reasons for disagreements (VC2CE2D01)	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★
			Emotions and dispositions and their influence on the way people behave; how thinking about consequences of actions can guide decision-making when people disagree about right, wrong, good, bad, better or worse (VC2CE2D02)		★			★	★	★	★		★	★	★		★	★	★	★
Personal and Social	Self-awareness and Management	Emotional awareness and management	Verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with them (VC2CP2S01)						★			★				★	★	★		★
			Simple help-seeking and other productive coping strategies, and when and how to use them; verbal and non-verbal ways to express emotions and empathise with the feelings of others (VC2CP2S02)	★	★			★	★			★	★	★		★	★	★	★	★
	Self-awareness and Management	Self-efficacy and sense of purpose	Actions for supporting personal strengths useful for school and broader life; actions for supporting developing awareness of personal interests (VC2CP2S03)		★				★		★			★	★	★	★	★	★	★
			The importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new things (VC2CP2S04)										★	★				★	★	
			Strategies to support working safely and independently (VC2CP2S05)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Social Awareness and Management	Relationships and diversity	The range of relationships and diversity found within families (VC2CP2O01)	★				★											★	★
			The importance of active listening for building awareness of different perspectives (VC2CP2O02)	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★
			Strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modified (VC2CP2O03)		★			★	★	★	★		★	★		★	★	★	★	★
	Social Awareness and Management	Collaboration	Broader skills required for collaboration with peers and ways to monitor contributions to group tasks (VC2CP2O04)						★							★	★	★		
			Situations where conflicts might occur between individuals, and appropriate and inappropriate behaviours and attitudes (VC2CP2O05)						★	★		★	★			★		★	★	★
Intercultural	Culture, Identity and Belonging		Ways in which culturally diverse individuals and families live, including their own family (VC2CI2C01)										★			★			★	★
	Cultural Diversity		Cultural diversity in familiar places, including the school and/or local community (VC2CI2D01)						★				★			★			★	★

CYBER SAFETY PROJECT

V3.01.25