Victorian Curriculum 2.0 Outcomes

LEVEL 3-4

Lessons are grouped: **RESPONSIBILITY** (Lessons 01–04), **INTEGRITY** (05–08), **STRENGTH** (09–12), **EMPATHY** (13–16), **BONUS LESSON** (17). A ★ marks a lesson addressing the skill/descriptor.

Foundational Skill — Digital Literacy

Element: Practising digital safety and wellbeing

Sub-element	Skills	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Manage online safety	Report negative or harmful online behaviour by seeking help from trusted adults				★	★	★			★	★			★	★			★
Manage digital privacy and identity	Identify their digital footprint (personal data stored by online tools)	★	★		★		★											★
	Recognise that their digital identity represents them online and can give a negative impression		★	★		★	★	★		★	★	★		★	★	★	★	★
	Give and seek consent before sharing online with peers and trusted adults					★	★	★		★				★				★
Manage digital wellbeing	Follow an agreed code of conduct for the healthy use of digital tools	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Learning Area Strands

Health and Physical Education — Personal, Social and Community Health – Health Education

Sub-strand	Content Descriptors	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Identities and change	Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts (VC2HP4P01)						★			★	★	★		★		★		★
	Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes (VC2HP4P02)			★	★	★				★	★	★	★	★	★	★	★	★
Interacting with others	Select, use and refine personal and social skills to establish, manage and strengthen relationships (VC2HP4P04)			★		★	★	★		★	★	★		★	★	★	★	★
	Explain how and why emotional responses can vary and practise strategies to manage their emotions (VC2HP4P06)					★	★			★	★	★		★	★		★	★
	Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline) (VC2HP4P07)					★	★					★		★				★
Contributing to healthy communities	Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community (VC2HP4P08)	★	★		★	★				★	★	★						★
	Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (VC2HP4P05)						★		★	★	★	★		★	★	★	★	★
	Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing (VC2HP4P10)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Digital Technologies

Sub-strand	Content Descriptors	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Digital Systems and Security	Access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess (VC2TDI4S03)	★														★		★
Data, Information and Privacy	Use the core features of common digital tools to share content, plan tasks and collaborate, demonstrating agreed behaviours, supported by trusted adults (VC2TDI4D04)	★	★	★	★			★	★			★	★	★				★

Capabilities

Critical and Creative Thinking

Strand / Sub-strand	Content Descriptions	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Questions and Possibilities	How pre-established preferences may influence thinking when generating and responding to alternative ideas and possibilities (VC2CC4Q02)					★	★	★	★	★	★	★	★	★	★	★		★
	The use of 'if-then' thinking to come to a conclusion when reasoning, and simple errors that can be made when using this thinking (VC2CC4R03)	★	★	★	★	★	★			★	★	★		★	★	★	★	★
	The basis for different kinds of criteria, such as desired qualities or given rules; and how criteria are used to help make judgements when reasoning (VC2CC4R04)								★			★	★					★
Metacognition	The use of thinking processes to facilitate thinking, including for problem-solving, and verbal and non-verbal strategies for representing thinking processes (VC2CC4M02)		★					★		★	★	★		★	★	★		★
	How to evaluate a proposed solution using given criteria (VC2CC4M03)					★				★		★	★	★				★

Ethical

Strand / Sub-strand	Content Descriptions	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Understanding Ethical Concepts and Perspectives	The meaning of ethical concepts including fairness, tolerance and harm and a range of behaviours associated with these (VC2CE4U01)				★	★	★	★	★	★	★			★	★	★	★	★
	What an ethical perspective is, and how values, shared expectations, and rights and responsibilities influence ethical perspectives (VC2CE4U02)				★	★	★	★	★	★	★			★				★
	How personal experiences, self-interest and dispositions including generosity influence ethical perspectives (VC2CE4U03)					★	★							★				★
Decision-making and Actions	What makes a situation an ethical dilemma or ethical issue; how ethical concepts such as fairness can be used to identify and describe an ethical issue or dilemma; how people hold ethical perspectives on ethical issues and dilemmas; their ethical significance and responses to them (VC2CE4D01)					★	★		★	★	★	★		★		★		★
	The influence of intention on behaviour, whether good intentions always lead to good outcomes, and the importance of considering the ethical significance of an outcome as well as how it is achieved when making decisions in response to an ethical issue or dilemma (VC2CE4D02)				★	★	★			★	★	★		★				★

Personal and Social

Strand / Sub-strand	Content Descriptions	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Self-awareness and Management — Emotional awareness and management	The influence social situations have on emotional responses and behaviour (VC2CP4S01)					★	★	★	★	★	★	★	★	★	★	★	★	★
	Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others (VC2CP4S02)					★	★	★		★	★	★	★	★	★	★	★	★
Self-efficacy and sense of purpose	Strategies for developing and using personal strengths to support themselves and others; strategies for developing personal interests to support personal growth (VC2CP4S03)				★	★	★	★		★	★	★	★	★	★	★	★	★
	Strategies that support persistence and adaptability when faced with challenging situations and change (VC2CP4S04)		★		★	★	★	★		★	★	★	★	★	★	★	★	★
	Strategies that support working independently and responsible decision-making (VC2CP4S05)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Social Awareness and Management — Relationships and diversity	Similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VC2CP4O01)		★	★			★							★	★			★
	How similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified (VC2CP4O02)			★			★	★						★	★			★
	The importance of including others in activities, groups and games, and how this can be enabled (VC2CP4O03)					★	★					★	★	★	★	★	★	★
Collaboration	The benefits of collaboration, and criteria that can be used to evaluate collaboration skills (VC2CP4O04)							★			★	★	★	★	★	★	★	★
	Conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomes (VC2CP4O05)	★				★	★	★		★	★	★		★	★	★	★	★

Intercultural

Strand / Sub-strand	Content Descriptions	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Culture, Identity and Belonging	Similarities and differences among diverse cultures, including their own, and how cultural communities foster a sense of belonging and inclusion (VC2CI4C01)													★	★	★		★
Cultural Diversity	Ways in which intercultural understanding between culturally diverse groups can be encouraged and achieved (VC2CI4D01)						★				★			★	★	★		★