The Australian Curriculum and respectful relationships

12 February 2014

acara
Session overview

• Overview of the Australian Curriculum (Phil)

• The place of respectful relationships in the general capabilities (Deb and Lyndel)

• Health and physical education and respectful relationships (Janice)
Explore our national curriculum


Getting started


Exploring the curriculum


Consulting on draft curriculum


Select Curriculum in the navigation bar to choose a year level or learning area.

Select Consultation in the navigation bar to choose a year level or learning area.
Dimensions of the Australian Curriculum

Learning areas
- English
- mathematics
- science
- humanities and social sciences – history, geography, business and economics, civics and citizenship
- arts
- languages
- health and physical education
- technologies

General capabilities
- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding

Cross-curriculum priorities
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia’s engagement with Asia
- Sustainability
Respectful relationships and dimensions of the Australian Curriculum
<table>
<thead>
<tr>
<th>Organising elements</th>
<th>Comprehending texts through listening, reading and viewing</th>
<th>Composing texts through speaking, writing and creating</th>
<th>Text knowledge</th>
<th>Grammar knowledge</th>
<th>Word knowledge</th>
<th>Visual knowledge</th>
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<tbody>
<tr>
<td><strong>Literacy</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
<td>Estimating and calculating with whole numbers</td>
<td>Recognising and using patterns and relationships</td>
<td>Using fractions, decimals, percentages, ratios and rates</td>
<td>Using spatial reasoning</td>
<td>Interpreting statistical information</td>
<td>Using measurement</td>
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<tr>
<td><strong>ICT capability</strong></td>
<td>Applying social and ethical protocols and practices when using ICT</td>
<td>Investigating with ICT</td>
<td>Creating with ICT</td>
<td>Communicating with ICT</td>
<td>Managing and operating ICT</td>
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<tr>
<td><strong>Critical and creative thinking</strong></td>
<td>Inquiring – identifying, exploring and organising information and ideas</td>
<td>Generating ideas, possibilities and actions</td>
<td>Reflecting on thinking and processes</td>
<td>Analysing, synthesising and evaluating reasoning and procedures</td>
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<td><strong>Personal and social capability</strong></td>
<td>Self-awareness</td>
<td>Self-management</td>
<td>Social awareness</td>
<td>Social management</td>
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<td><strong>Ethical understanding</strong></td>
<td>Understanding ethical concepts and issues</td>
<td>Reasoning in decision making and actions</td>
<td>Exploring values, rights responsibilities</td>
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<td><strong>Intercultural understanding</strong></td>
<td>Recognising culture and developing respect</td>
<td>Interacting and empathising with others</td>
<td>Reflecting on intercultural experiences and taking responsibility</td>
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Personal and social capability

Self-awareness:
- learning to understand themselves and others
- reflecting and evaluating their performance

Self-management:
- recognising and regulating emotions
- developing skills to work independently and persevering

Social awareness:
- developing empathy for and understanding of others
- establishing positive relationships

Social management:
- handling challenging situations constructively
- managing their relationships in social and communal activities
Ethical understanding

**Understanding ethical concepts and issues:**
- identifying and examining the nature of ethical concepts, values, character traits and principles
- exploring and analysing ethical concepts in context

**Reasoning in decision making and actions:**
- analysing and reasoning the consequences of actions in relation to conflict and uncertainty
- understanding ethical responses in social context

**Exploring values, rights responsibilities:**
- developing an awareness of the influence that their values and behaviours have on others
- considering and recognising different points of view on social issues and actions
Respectful relationships and health and physical education
Strengths-based approach

Shifts the focus from risk factors, disease, ill health or inactivity to building on personal and community resources that support and enhance health and wellbeing.

This is known as the salutogenic model.
Develop health literacy

• Develop understanding for the lifelong navigation of health information and systems.

• Develop skills to access, understand and apply health information to promote own and others’ health.
Critical inquiry approach

- *Asks questions* of all knowledge
- Recognises that being and staying healthy and active is *shaped by a range of factors* beyond the individual’s control

Achieved through:

- inquiry-based pedagogies
- a healthy school environment.
## Relationships in primary school

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Year 1 and 2</th>
<th>Year 3 and 4</th>
<th>Year 5 and 6</th>
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<tbody>
<tr>
<td>Practise personal and social skills to interact with and include others</td>
<td>Describe ways to include others to make them feel that they belong</td>
<td>Describe how respect, empathy and valuing difference can positively influence relationships</td>
<td>Practise skills to establish and manage relationships</td>
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<td>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected</td>
<td>Research own heritage and cultural identities, and explore strategies to respect and value diversity</td>
<td>Investigate and reflect on how valuing diversity positively influences the wellbeing of the community</td>
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<td>Cooperate with others when participating in physical activities</td>
<td>Use strategies to work in group situations when participating in physical activities</td>
<td>Adopt inclusive practices when participating in physical activities</td>
<td>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</td>
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## Relationships in secondary school

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
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<tbody>
<tr>
<td>Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing</td>
<td>Investigate how empathy and ethical decision making contribute to respectful relationships</td>
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<tr>
<td>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity</td>
<td>Examine the impact of changes and transitions on relationships</td>
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<tr>
<td>Practise and apply personal and social skills when undertaking a range of roles in physical activities</td>
<td>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams</td>
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</table>
Questions?