

The Australian Curriculum and respectful relationships

12 February 2014

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

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

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Getting started

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Exploring the curriculum

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

Consulting on draft curriculum

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

Guided tour



www.australiancurriculum.edu.au

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*

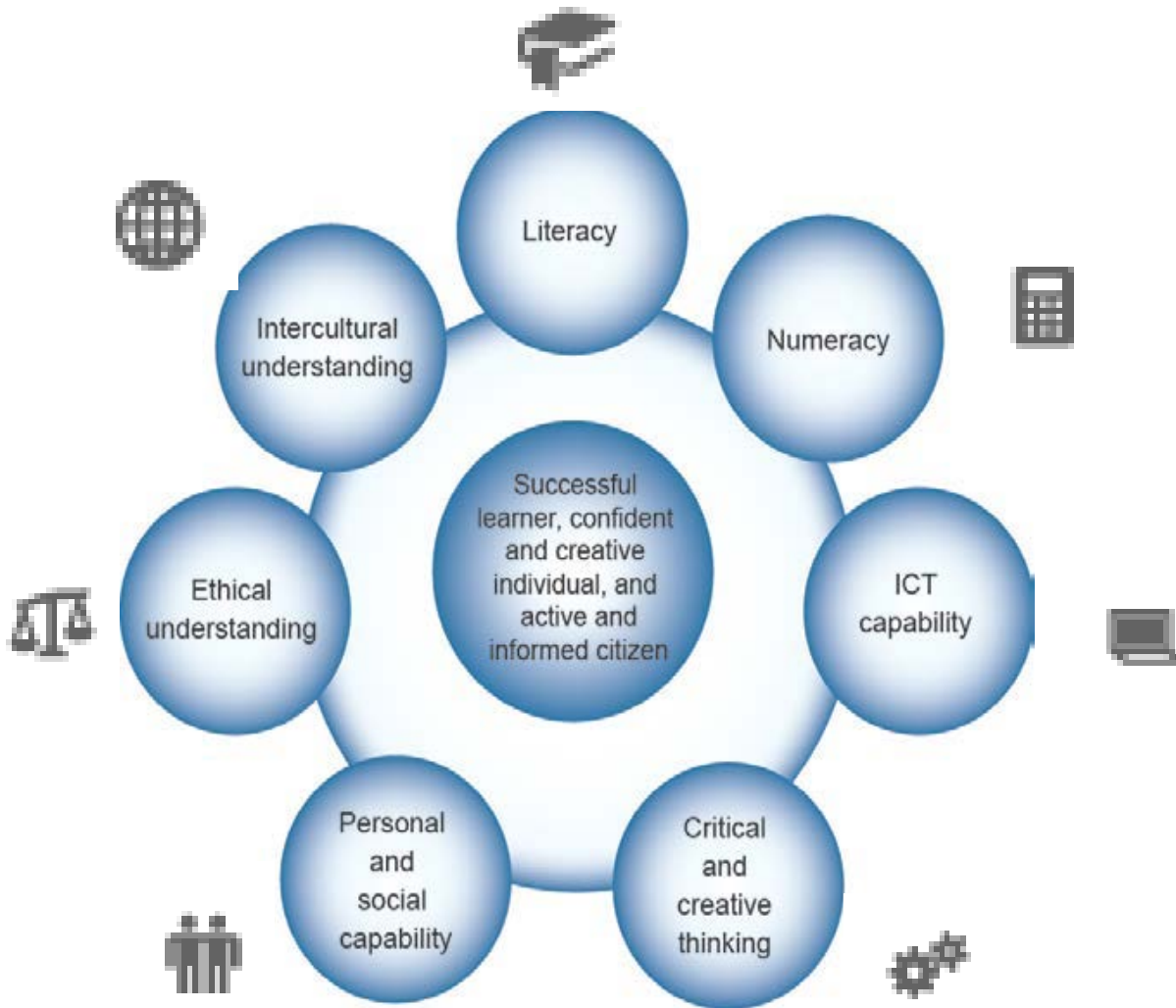
General capabilities

- *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



Organising elements

Literacy	Comprehending texts through listening, reading and viewing	Composing texts through speaking, writing and creating	Text knowledge	Grammar knowledge	Word knowledge	Visual knowledge
Numeracy	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement
ICT capability	Applying social and ethical protocols and practices when using ICT	Investigating with ICT	Creating with ICT	Communicating with ICT	Managing and operating ICT	
Critical and creative thinking	Inquiring – identifying, exploring and organising information and ideas	Generating ideas, possibilities and actions	Reflecting on thinking and processes	Analysing, synthesising and evaluating reasoning and procedures		
Personal and social capability	Self-awareness	Self-management	Social awareness	Social management		
Ethical understanding	Understanding ethical concepts and issues	Reasoning in decision making and actions	Exploring values, rights responsibilities			
Intercultural understanding	Recognising culture and developing respect	Interacting and empathising with others	Reflecting on intercultural experiences and taking responsibility			

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

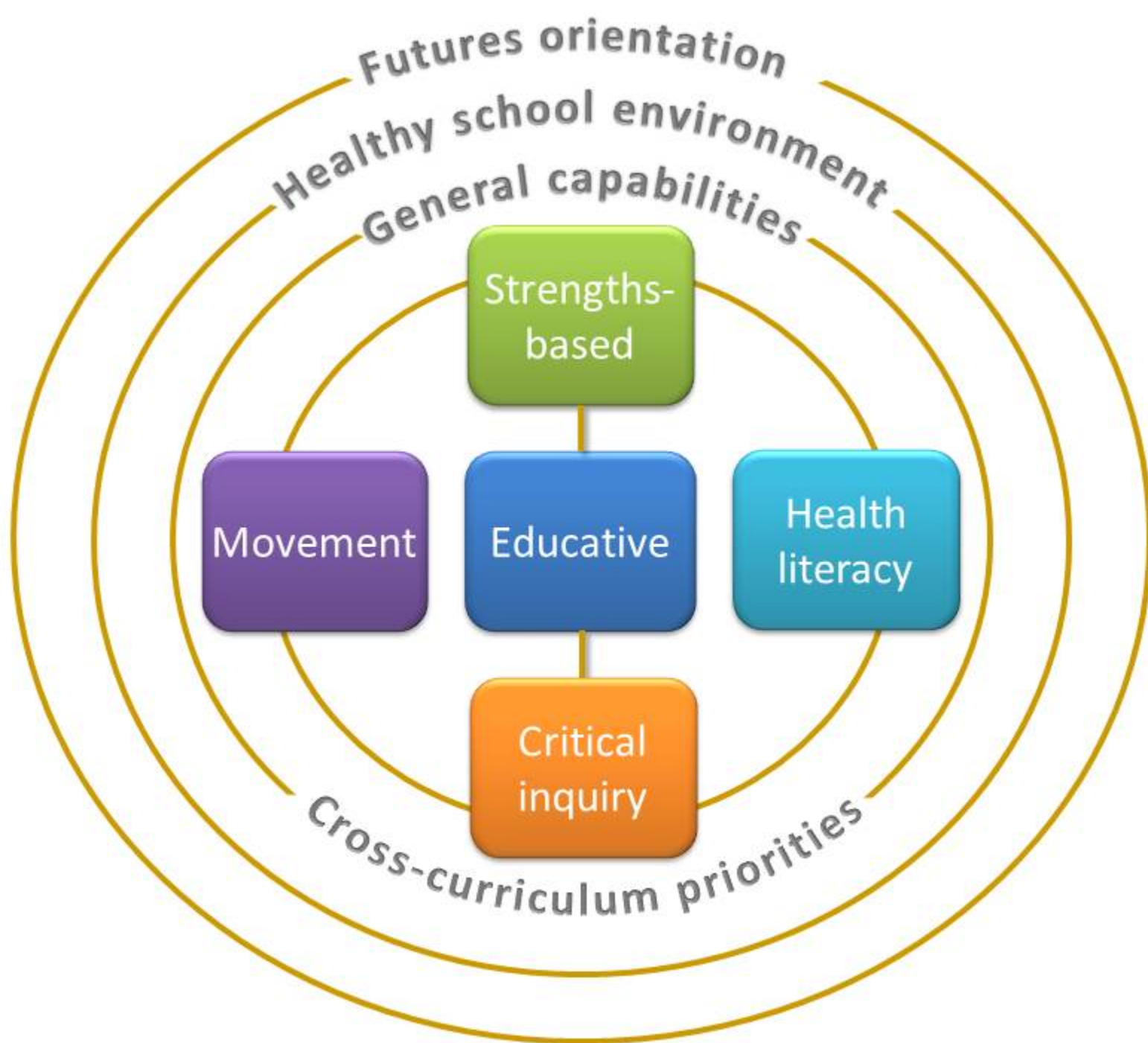
Reasoning in decision making and actions:

- 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

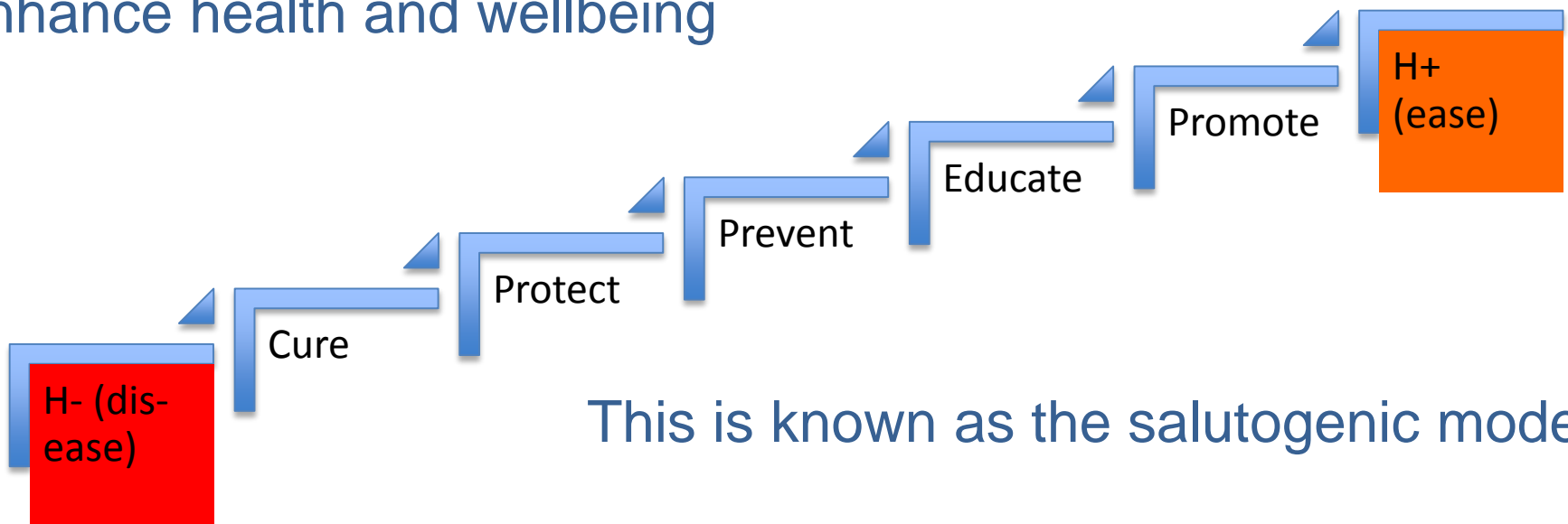


Strengths-based approach

Shifts the focus from risk factors, disease, ill health or inactivity

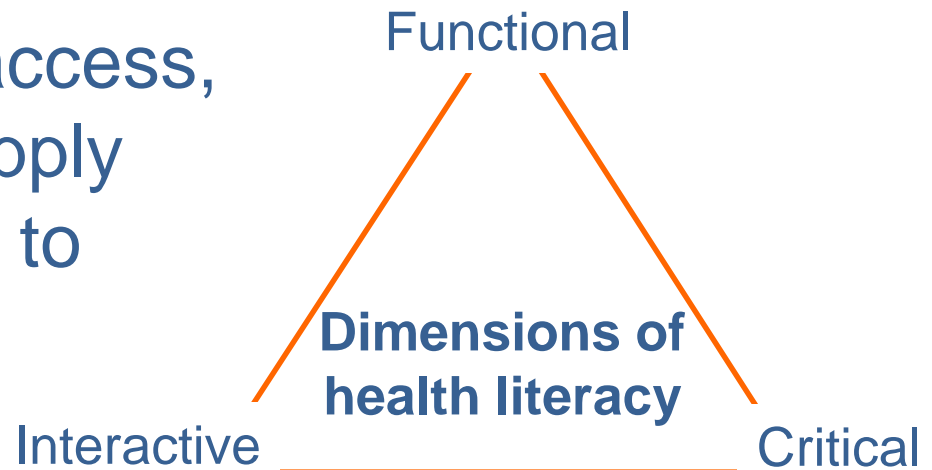
to

building on personal and community resources that support and enhance health and wellbeing



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

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

Relationships in secondary school

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

Questions?

