



Curriculum Connections

This program aligns with the **NSW Education Standards Authority (NESA)** Curriculum within the areas outlined below

Key Learning Areas:	Personal Development, Health and Physical Education (PDHPE), English, Creative Arts - Drama
Stages:	Stage 1 (Year 1 and 2) Stage 2 (Year 3 and 4) Stage 3 (Year 5 and 6)
Capabilities:	Literacy, Critical and Creative Thinking, Personal and Social
Priorities:	Diversity and Difference, Work and Enterprise
Themes:	Resilience, Mindset, Stress Management, Positive Thinking, Physical and Mental Health, Mindfulness, Respect for Self and Others, Empathy

LEARNING AREAS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	
1. SKILL DOMAINS	
Self-Management Skills	Strengthening personal identity <ul style="list-style-type: none"> • building self-concept • building self-confidence • building self-esteem • self-evaluation • cultivating resilience • adaptability • perseverance.

LEARNING AREAS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

1. SKILL DOMAINS

Self-Management Skills

Self-awareness

- self-monitoring thoughts, feelings and actions
- developing greater control and responsibility for our actions, feelings and behaviours
- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
- reflective practice.

Emotion and stress management

- recognising emotions
- optimistic thinking
- coping.

Decision-making and problem-solving

- information-gathering
- finding solutions to problems
- analysis
- goal-setting and tracking.

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Interpersonal Skills

Collaboration, inclusion and relationship-building

- fostering connectedness
- recognising and using their own abilities and strengths and those of others
- assessing their own abilities and contributing back to the group.

Empathy building

- understanding others' views
- understanding of others' needs and circumstances.

LEARNING AREAS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

1. SKILL DOMAINS

Movement Skills

Health and fitness enhancing movement

- planning and monitoring physical activity levels
- measuring health and fitness
- self-regulation in physical activity
- building physical activity self-efficacy
- participating actively.

2. CONTENT OUTCOMES

Health, Wellbeing and Relationships

STAGE 1

A student:

- **PD1-1** describes the qualities and characteristics that make them similar and different to others
- **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
- **PD1-3** recognises and describes the qualities that enhance inclusive and respectful relationships
- **PD1-9** demonstrates self-management skills in taking responsibility for their own actions
- **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

STAGE 2

A student:

- **PD2-1** explores strategies to manage physical, social and emotional change
- **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe
- **PD2-3** explains how empathy, inclusion and respect can positively influence relationships
- **PD2-9** demonstrates self-management skills to respond to their own and others' actions
- **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

LEARNING AREAS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2. CONTENT OUTCOMES

Health, Wellbeing and Relationships

STAGE 3

A student:

- **PD3-1** identifies and applies strengths and strategies to manage life changes and transitions
- **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others
- **PD3-3** evaluates the impact of empathy, inclusion and respect on themselves and others
- **PD3-9** applies and adapts self-management skills to respond to personal and group situations
- **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Healthy, Safe and Active Lifestyles

STAGE 1

A student:

- **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
- **PD1-6** understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** explores actions that help make home and school healthy, safe and physically active spaces
- **PD1-8** participates in a range of opportunities that promote physical activity
- **PD1-9** demonstrates self-management skills in taking responsibility for their own actions
- **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

LEARNING AREAS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2. CONTENT OUTCOMES

Healthy, Safe and Active Lifestyles

STAGE 2

A student:

- **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe
- **PD2-6** describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** describes strategies to make home and school healthy, safe and physically active spaces
- **PD2-8** investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing
- **PD2-9** demonstrates self-management skills to respond to their own and others' actions
- **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

STAGE 3

A student:

- **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others
- **PD3-6** distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **PD3-8** creates and participates in physical activities to promote healthy and active lifestyles
- **PD3-9** applies and adapts self-management skills to respond to personal and group situations
- **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

LEARNING AREAS

ENGLISH	
1. OUTCOMES & CONTENT	
Oral Language and Communication	<u>STAGE 1</u> EN1-OLC-01: communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
	<u>STAGE 2</u> EN2-OLC-01: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting
	<u>STAGE 3</u> EN3-OLC-01: communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding
Vocabulary	<u>STAGE 1</u> EN1-VOCAB-01: understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas
	<u>STAGE 2</u> EN2-VOCAB-01: builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words
	<u>STAGE 3</u> EN3-VOCAB-01: extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts
Reading Comprehension	<u>STAGE 1</u> EN1-RECOM-01: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

LEARNING AREAS

ENGLISH

1. OUTCOMES & CONTENT

Reading Comprehension

STAGE 2

EN2-RECOM-01: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

STAGE 3

EN3-RECOM-01: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

Understanding and Responding to Literature

STAGE 1

EN1-UARL-01: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

STAGE 2

EN2-UARL-01: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

STAGE 3

EN3-UARL-02: analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

CREATIVE ARTS – DRAMA

1. OBJECTIVES

In Drama, students will develop knowledge, skills and understanding:

- in appreciating their own dramatic works and those of others

LEARNING AREAS

CREATIVE ARTS – DRAMA

2. OUTCOMES

Appreciating

STAGE 1

DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.

STAGE 2

DRAS2.4 Responds to, and interprets, drama experiences and performances.

STAGE 3

DRAS3.4 Responds critically to a range of drama works and performance styles.