



## Primary Learning Outcomes ACROSS ALL STATES AND TERRITORIES

All curriculum areas in all States and Territories across Australia have been examined to produce the outcomes listed below. Wording may differ between States and Territories but the essence is similar. Links can also be made to the National Framework for Values Education in Australian Schools.

### RELIGIOUS EDUCATION

- Students will understand that, made in the image of God, they are unique persons, with innate dignity, rights and responsibilities.
- Students become familiar with some scriptural passages, which depict Jesus' teachings about truth, justice and hope.
- Students understand that they can bring God's love to situations of injustice and conflict in their daily lives.
- Students participate in liturgy and prayer experiences which have justice and peace themes.
- Students understand that they have a responsibility to work for justice and peace to build a better world for all people.

### ENGLISH

- Students understand that language has an important affect on the way in which they view themselves and the world in which they live.
- Students demonstrate and/or understand and/or critically analyse how language is used to include and exclude others.

### MATHS

- Students appreciate the impact of mathematical information on daily life.
- Students use mathematical tools to explore justice issues.

### SCIENCE AND TECHNOLOGY

- Students understand how living things interact with each other and are interdependent.
- Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise.
- Students integrate computer based technology across the curriculum.

### CREATIVE ARTS

- Students show some understanding of the nature of the arts and their uses in particular societies and in different cultures.

### STUDIES OF SOCIETY AND ENVIRONMENT

- Students use symbols, maps and models and flow charts to describe the location of places and demonstrate relationships.
- Students demonstrate responsible and respectful participation in group discussions; students plan and negotiate social action to enhance human rights in community contexts.
- Students describe and understand how Indigenous cultural groups contribute to the identity of societies of which they are part.
- Children research why and how people in local and global communities are interdependent eg trade, aid and environmental sustainability.
- Students understand rights, responsibilities and decision-making processes in the school and wider community.
- Students understand the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible way.

### HEALTH, PERSONAL DEVELOPMENT AND PHYSICAL EDUCATION

- Students learn that there are different roles and relationships in families. They identify themselves as part of a family, community and culture. They begin to understand that people have different beliefs, values and attitudes. Students listen to the opinions of others.
- Students learn that air, food, water, activity, rest, affection, acceptance, security and safety help them grow and develop.
- Students understand that health requires a balance between physical, social, emotional and spiritual elements.
- Students describe the similarities and differences between people from different cultures and learn to appreciate the unique qualities of each person.
- Students describe how human behaviour affects the global environment and impacts on people's health.