

# Paying It Forward

## Aligned with the Australian WA Curriculum

YEARS  
3-4

### Unit mapping

#### YEAR 3

| Content descriptions   | Topic |   |   |   |   |   |
|--|-------|---|---|---|---|---|
|  | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>Language for interaction</b>  |       |   |   |   |   |   |
| Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) |       | ✓ | ✓ | ✓ | ✓ |   |
| <b>Text structure and organisation</b>   |       |   |   |   |   |   |
| Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)  |       |   |   |   | ✓ |   |
| Understand that paragraphs are a key organisational feature of written texts (ACELA1479)   |       |   |   |   |   | ✓ |
| <b>Expressing and developing ideas</b>   |       |   |   |   |   |   |
| Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)   |       |   |   |   |   | ✓ |
| <b>Phonics and word knowledge</b>  |       |   |   |   |   |   |
| Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)  |       |   |   |   |   | ✓ |
| Recognise and know how to write most high frequency words including some homophones (ACELA1486)  |       |   |   |   |   | ✓ |
| <b>Interacting with others</b>   |       |   |   |   |   |   |
| Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)   | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)                | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |

| Content descriptions   | Topic |   |   |   |   |   |
|--|-------|---|---|---|---|---|
|  | 1     | 2 | 3 | 4 | 5 | 6 |
| Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)   |       |   |   |   |   | ✓ |
| <b>Interpreting, analysing, evaluation</b>   |       |   |   |   |   |   |
| Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)   |       |   |   |   | ✓ |   |
| Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)   |       |   |   |   | ✓ |   |
| <b>Creating texts</b>  |       |   |   |   |   |   |
| Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) |       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)   |       | ✓ |   |   |   | ✓ |
| Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)   |       | ✓ | ✓ | ✓ |   | ✓ |
| <b>Mathematics</b>   |       |   |   |   |   |   |
| <b>Number and place value</b>  |       |   |   |   |   |   |
| Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)  |       |   |   |   | ✓ |   |
| Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)  |       |   |   |   | ✓ |   |
| <b>Fractions and decimals</b>  |       |   |   |   |   |   |
| Model and represent unit fractions including $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058)  |       | ✓ |   |   |   |   |
| <b>Money and financial mathematics</b>   |       |   |   |   |   |   |
| Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)   |       | ✓ |   |   |   |   |
| <b>Patterns and algebra</b>  |       |   |   |   |   |   |
| Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)  |       |   |   | ✓ |   |   |
| <b>Location and transformation</b>   |       |   |   |   |   |   |
| Create and interpret simple grid maps to show position and pathways (ACMMG065)   |       |   |   | ✓ |   |   |

| Content descriptions   | Topic |   |   |   |   |   |
|--|-------|---|---|---|---|---|
|  | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>Data representation and interpretation</b>  |       |   |   |   |   |   |
| Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)   |       |   |   |   |   | ✓ |
| Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)   |       |   |   |   |   | ✓ |
| Interpret and compare data displays (ACMSP070)   |       |   |   |   |   | ✓ |
| Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) |       |   |   |   |   | ✓ |
| Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)  |       |   |   |   |   | ✓ |
| <b>HASS</b>  |       |   |   |   |   |   |
| <b>Researching</b>   |       |   |   |   |   |   |
| Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26)  | ✓     |   |   | ✓ |   | ✓ |
| Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)  |       |   |   | ✓ |   | ✓ |
| Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29)   |       |   |   | ✓ |   | ✓ |
| <b>Analysing</b>   |       |   |   |   |   |   |
| Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040)  |       |   |   | ✓ |   | ✓ |
| <b>Evaluating</b>  |       |   |   |   |   |   |
| Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35)   |       |   | ✓ |   | ✓ | ✓ |
| Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36)   | ✓     |   | ✓ |   | ✓ | ✓ |
| <b>Communicating and reflecting</b>  |       |   |   |   |   |   |
| Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37)                               | ✓     |   | ✓ |   |   | ✓ |
| Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)   |       |   | ✓ |   |   | ✓ |
| <b>Civics and Citizenship</b>  |       |   |   |   |   |   |

| Content descriptions  | Topic |   |   |   |   |   |
|---|-------|---|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 6 |
| Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070)   |       |   | ✓ |   |   | ✓ |
| Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)  |       |   | ✓ |   |   |   |
| Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) | ✓     |   |   |   |   | ✓ |
| <b>Health and Physical Education</b>  |       |   |   |   |   |   |
| Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033)   | ✓     |   |   |   |   |   |
| Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036)  |       |   | ✓ |   |   |   |
| Behaviours that show empathy and respect for others (ACPPS037)  | ✓     |   |   |   |   | ✓ |
| Cooperation skills to ensure everyone is included in all physical activities (ACPMP048)   |       | ✓ |   |   |   |   |
| Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050)   |       | ✓ | ✓ |   |   |   |

| Content descriptions  | Topic |   |   |   |   |   |
|---|-------|---|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>English</b>  |       |   |   |   |   |   |
| <b>Language for interaction</b>   |       |   |   |   |   |   |
| Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)                  |       | ✓ | ✓ | ✓ | ✓ |   |
| <b>Text structure and organisation</b>  |       |   |   |   |   |   |
| Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)   |       |   |   |   | ✓ |   |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)  |       |   |   |   |   | ✓ |
| <b>Expressing and developing ideas</b>  |       |   |   |   |   |   |
| Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493)  |       |   |   |   |   | ✓ |
| <b>Phonics and word knowledge</b>   |       |   |   |   |   |   |
| Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)   |       |   |   |   |   | ✓ |
| Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)   |       |   |   |   |   | ✓ |
| <b>Interacting with others</b>  |       |   |   |   |   |   |
| Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)   | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)  |       |   |   |   |   | ✓ |
| <b>Interpreting, analysing, evaluation</b>  |       |   |   |   |   |   |
| Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)  |       |   |   |   | ✓ |   |

| Content descriptions   | Topic |   |   |   |   |   |
|--|-------|---|---|---|---|---|
|  | 1     | 2 | 3 | 4 | 5 | 6 |
| Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)   |       |   |   |   | ✓ |   |
| <b>Creating texts</b>  |       |   |   |   |   |   |
| Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) |       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)   |       | ✓ |   |   |   | ✓ |
| Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)  |       | ✓ | ✓ | ✓ |   | ✓ |
| <b>Mathematics</b>   |       |   |   |   |   |   |
| <b>Number and place value</b>  |       |   |   |   |   |   |
| Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)   |       |   |   |   | ✓ |   |
| Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)  |       |   |   | ✓ |   |   |
| Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)   |       |   |   | ✓ | ✓ |   |
| <b>Fractions and decimals</b>  |       |   |   |   |   |   |
| Investigate equivalent fractions used in contexts (ACMNA077)   |       | ✓ |   |   |   |   |
| Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)   |       | ✓ |   |   |   |   |
| Make connections between fractions and decimal notation Make connections between fractions and decimal notation (ACMNA079)   |       | ✓ |   |   | ✓ |   |
| <b>Money and financial mathematics</b>   |       |   |   |   |   |   |
| Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)  |       | ✓ |   |   |   |   |
| <b>Patterns and algebra</b>  |       |   |   |   |   |   |
| Explore and describe number patterns resulting from performing multiplication (ACMNA081)   |       |   |   | ✓ |   |   |
| Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)  |       |   |   | ✓ |   |   |

| Content descriptions   | Topic |   |   |   |   |   |
|--|-------|---|---|---|---|---|
|  | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>Location and transformation</b>   |       |   |   |   |   |   |
| Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)  |       |   |   | ✓ |   |   |
| <b>Data representation and interpretation</b>  |       |   |   |   |   |   |
| Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)   |       |   |   |   |   | ✓ |
| Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) |       |   |   |   |   | ✓ |
| Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)  |       |   |   |   |   | ✓ |
| <b>HASS</b>  |       |   |   |   |   |   |
| <b>Researching</b>   |       |   |   |   |   |   |
| Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26)  | ✓     |   |   | ✓ |   | ✓ |
| Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)  |       |   |   | ✓ |   | ✓ |
| Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29)   |       |   |   | ✓ |   | ✓ |
| <b>Analysing</b>   |       |   |   |   |   |   |
| Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040)  |       |   |   | ✓ |   | ✓ |
| <b>Evaluating</b>  |       |   |   |   |   |   |
| Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35)   |       |   | ✓ |   | ✓ | ✓ |
| Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36)   | ✓     |   | ✓ |   | ✓ | ✓ |
| <b>Communicating and reflecting</b>  |       |   |   |   |   |   |
| Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37)                               | ✓     |   |   |   |   | ✓ |
| Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)   |       |   | ✓ |   |   | ✓ |
| <b>Civics and Citizenship</b>  |       |   |   |   |   |   |
| The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091)                     | ✓     |   |   | ✓ |   | ✓ |

| Content descriptions  | Topic |   |   |   |   |   |
|---|-------|---|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 6 |
| The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092)   |       |   | ✓ |   |   |   |
| People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093)   | ✓     |   |   |   |   |   |
| <b>Health and Physical Education</b>  |       |   |   |   |   |   |
| Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040) |       |   | ✓ |   |   |   |
| The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037)   | ✓     |   |   |   |   | ✓ |
| Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048)   |       | ✓ |   |   |   |   |
| Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050)  |       | ✓ | ✓ |   |   |   |



## General Capabilities

| No  | Sub-element  | Topic |   |   |   |   |   |
|---|--|-------|---|---|---|---|---|
|   |  | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>No</b>   |  |       |   |   |   |   |   |
| Comprehending texts through listening, reading, and viewing element |  |       |   |   |   |   |   |
| 1.1   | Comprehend texts   |       |   |   |   | ✓ |   |
| 1.2   | Navigate, read and view learning area texts                        |       |   |   |   | ✓ | ✓ |
| 1.3   | Listen and respond to learning area texts                          | ✓     | ✓ | ✓ | ✓ | ✓ |   |
| 1.4   | Interpret and analyse learning area texts                          |       |   | ✓ | ✓ | ✓ |   |
| Composing texts through listening, reading, and viewing element     |  |       |   |   |   |   |   |
| 2.1   | Compose texts  | ✓     | ✓ | ✓ |   | ✓ | ✓ |
| 2.2   | Compose spoken, written, visual and multimodal learning area texts | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.3   | Use language to interact with others                               | ✓     | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.4   | Deliver presentations  |       |   |   |   |   | ✓ |
| Text knowledge element  |  |       |   |   |   |   |   |
| 3.1   | Use knowledge of text structures                                   |       |   |   |   |   | ✓ |
| 3.2   | Use knowledge of text cohesion                                     |       |   |   |   |   | ✓ |
| Grammar knowledge element   |  |       |   |   |   |   |   |
| 4.1   | Use knowledge of sentence structures                               |       |   |   |   |   | ✓ |
| 4.2   | Use knowledge of words and word groups                             |       |   |   |   |   | ✓ |
| 4.3   | Express opinion and point of view                                  | ✓     | ✓ | ✓ |   |   | ✓ |
| Word knowledge element  |  |       |   |   |   |   |   |
| 5.1   | Understand learning area vocabulary                                |       |   |   |   |   | ✓ |
| 5.2   | Use spelling knowledge   |       |   |   |   |   | ✓ |
| Visual knowledge element  |  |       |   |   |   |   |   |
| 6.1   | Understand how visual elements create meaning                      | ✓     |   | ✓ | ✓ | ✓ |   |
| <b>NUMERACY</b>   |  |       |   |   |   |   |   |
| Estimating and calculating with whole numbers element               |  |       |   |   |   |   |   |
| 1.1   | Understand and use numbers in context                              |       |   |   | ✓ | ✓ |   |
| 1.2   | Estimate and calculate   |       | ✓ |   | ✓ | ✓ |   |
| 1.3   | Use money  |       | ✓ |   | ✓ |   |   |
| Recognising and using patterns and relationships element            |  |       |   |   |   |   |   |
| 2.1   | Recognise and use patterns and relationships                       |       |   |   | ✓ |   |   |

| No  | Sub-element  | Topic |   |   |   |   |   |
|---|--|-------|---|---|---|---|---|
|   |  | 1     | 2 | 3 | 4 | 5 | 6 |
| Using fractions, decimals, percentages, ratios and rates element                |  |       |   |   |   |   |   |
| 3.1   | Interpret proportional reasoning                         |       | ✓ |   |   |   |   |
| Using spatial reasoning element   |  |       |   |   |   |   |   |
| 4.2   | Interpret maps and diagrams                              |       |   |   | ✓ |   |   |
| Interpreting statistical information element                                    |  |       |   |   |   |   |   |
| 5.1   | Interpret data displays                                  |       |   |   |   |   | ✓ |
| <b>INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY (ICT)</b>                |  |       |   |   |   |   |   |
| Investigating with ICT element  |  |       |   |   |   |   |   |
| 2.1   | Define and plan information searches                     |       |   |   | ✓ |   |   |
| 2.2   | Locate, generate and access data and information         |       |   |   | ✓ |   |   |
| Creating with ICT element   |  |       |   |   |   |   |   |
| 3.1   | Generate ideas, plans and processes                      |       |   | ✓ |   |   | ✓ |
| 3.2   | Generate solutions to challenges and learning area tasks |       | ✓ | ✓ | ✓ |   | ✓ |
| Managing and operating ICT element  |  |       |   |   |   |   |   |
| 5.1   | Select and use hardware and software                     |       | ✓ | ✓ | ✓ |   | ✓ |
| <b>CRITICAL CREATIVE THINKING</b>   |  |       |   |   |   |   |   |
| Inquiring – Identifying, exploring and organising information and ideas element |  |       |   |   |   |   |   |
| 1.2   | Identify and clarify information and ideas               | ✓     |   |   | ✓ | ✓ | ✓ |
| 1.3   | Organise and process information                         |       |   |   | ✓ | ✓ | ✓ |
| Generating ideas, possibilities and actions element                             |  |       |   |   |   |   |   |
| 2.1   | Imagine possibilities and connect ideas                  |       |   | ✓ |   |   |   |
| 2.2   | Consider alternatives                                    |       |   | ✓ |   | ✓ |   |
| 2.3   | Seek solutions and put ideas into action                 |       | ✓ | ✓ |   | ✓ |   |
| Reflecting on thinking and processes element                                    |  |       |   |   |   |   |   |
| 3.1   | Think about thinking (metacognition)                     | ✓     | ✓ |   |   |   |   |
| 3.2   | Reflect on processes                                     |       |   | ✓ |   |   |   |
| 3.3   | Transfer knowledge into new contexts                     |       | ✓ | ✓ |   |   |   |
| Analysing, synthesising and evaluating reasoning and procedures element         |  |       |   |   |   |   |   |
| 4.1   | Apply logic and reasoning                                | ✓     | ✓ | ✓ |   | ✓ | ✓ |
| 4.2   | Draw conclusions and design a course of action           |       | ✓ | ✓ |   |   | ✓ |
| 4.3   | Evaluate procedures and outcomes                         |       | ✓ | ✓ |   |   | ✓ |

| No  | Sub-element                                   | Topic |   |   |   |   |   |
|---|---|-------|---|---|---|---|---|
|   |   | 1     | 2 | 3 | 4 | 5 | 6 |
| <b>PERSONAL SOCIAL CAPABILITY</b>                     |   |       |   |   |   |   |   |
| Self-awareness element                                |   |       |   |   |   |   |   |
| 1.1   | Recognise emotions                            |       | ✓ | ✓ |   |   |   |
| 1.2   | Recognise personal qualities and achievements | ✓     |   | ✓ |   |   |   |
| 1.4   | Develop reflective practice                   | ✓     |   | ✓ |   |   |   |
| Self-management element                               |   |       |   |   |   |   |   |
| 2.2   | Develop self-discipline and set goals         |       |   |   |   | ✓ |   |
| Social awareness element                              |   |       |   |   |   |   |   |
| 3.1   | Appreciate diverse perspectives               | ✓     |   |   |   | ✓ | ✓ |
| 3.2   | Contribute to civil society                   | ✓     |   |   |   |   | ✓ |
| 3.3   | Understand relationships                      | ✓     | ✓ |   |   |   |   |
| Social management element                             |   |       |   |   |   |   |   |
| 4.1   | Communicate effectively                       | ✓     | ✓ |   |   |   |   |
| 4.2   | Work collaboratively                          | ✓     | ✓ | ✓ | ✓ | ✓ |   |
| 4.3   | Make decisions                                |       | ✓ | ✓ |   | ✓ |   |
| 4.5   | Develop leadership skills                     |       |   |   |   |   | ✓ |
| <b>ETHICAL UNDERSTANDING</b>                          |   |       |   |   |   |   |   |
| Understanding ethical concepts and issues element     |   |       |   |   |   |   |   |
| 1.1   | Recognise ethical concepts                    |       | ✓ | ✓ |   |   |   |
| 1.2   | Explore ethical concepts in context           |       | ✓ | ✓ |   |   |   |
| Reasoning in decision making and actions element      |   |       |   |   |   |   |   |
| 2.1   | Reason and make ethical decisions             |       | ✓ | ✓ |   |   |   |
| 2.2   | Consider consequences                         |       | ✓ | ✓ |   |   |   |
| 2.3   | Reflect on ethical action                     |       |   | ✓ |   |   |   |
| Exploring values, rights and responsibilities element |   |       |   |   |   |   |   |
| 3.2   | Explore rights and responsibilities           |       |   | ✓ |   |   | ✓ |
| 3.3   | Consider points of view                       |       | ✓ | ✓ |   |   |   |
| <b>INTERCULTURAL UNDERSTANDING</b>                    |   |       |   |   |   |   |   |
| Recognising culture and developing respect element    |   |       |   |   |   |   |   |
| 1.1   | Investigate culture and cultural identity     | ✓     |   |   |   |   |   |
| 1.3   | Develop respect for cultural diversity        | ✓     |   |   |   |   | ✓ |

| No  | Sub-element                                | Topic |   |   |   |   |   |
|---|--|-------|---|---|---|---|---|
|   |  | 1     | 2 | 3 | 4 | 5 | 6 |
| Interacting and empathising with others element |  |       |   |   |   |   |   |
| 2.2   | Consider and develop multiple perspectives |       |   |   |   | ✓ | ✓ |
| 2.3   | Empathise with others                      |       |   | ✓ |   |   | ✓ |
| Interacting with others element                 |  |       |   |   |   |   |   |
| 3.2   | Challenge stereotypes and prejudices       | ✓     |   |   |   |   |   |