

# Curriculum Connections

## Australian Curriculum v9.0

### Health & Physical Education:

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
<b>Learning intentions</b>	<ul style="list-style-type: none"> <li>Identifying characters in different texts who help the main character to stay safe and healthy</li> <li>Naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of situations</li> <li>Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy</li> <li>Reading and viewing stories about adventures and talking about how characters feel and react when taking risks</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends</li> <li>Locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero</li> <li>Identifying situations that require the help of emergency services</li> <li>Recognising photos and locations of safe places and a network of people who can help Describing warning signs (physical, emotional and external) that can help</li> </ul>	<ul style="list-style-type: none"> <li>Recognising physical responses that indicate they are feeling uncomfortable or unsafe</li> <li>Rehearsing assertive behaviours and strong non-verbal communication skills</li> <li>Indicating on a local map the location of safe places and people who can help</li> <li>Examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe</li> <li>Recognising own emotional responses and levels of their response in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations</li> <li>Exploring why emotional responses can be unpredictable</li> <li>Exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring how someone might think and feel during an emergency</li> <li>Recognising and following safety symbols and procedures at home and in water and road environments</li> <li>Looking at different ways, the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers</li> </ul>	<p>them to know if they are safe or unsafe</p> <ul style="list-style-type: none"> <li>Describing actions to stay safe in a range of environments, including water, road, nature and outdoors</li> <li>Recognising own emotions and demonstrating positive ways to react in different situations</li> <li>Identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that emotional responses vary across cultures and differ between people and different situations</li> <li>Analysing scenarios and identifying possible triggers and warning signs to predict emotional responses</li> <li>Describing strategies, they can use to identify and manage their emotions before making a decision to act</li> </ul>	
<b>Curriculum connections v9.0</b>	<b>Health &amp; Physical Education:</b>	<b>Health &amp; Physical Education:</b>	<b>Health &amp; Physical Education:</b>	<b>Health &amp; Physical Education:</b>
<b>Curriculum codes</b> - Related content	<p><b>Personal, Social and Community Health</b></p> <p><b>Identities and change</b> investigate who they are and the people in their world <b>AC9HPF01</b></p> <p><b>Making healthy and safe choices</b> demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <b>AC9HPF05</b></p> <p>identify health symbols, messages and strategies in their community that support their health and safety <b>AC9HPF06</b></p>	<p><b>Personal, Social and Community Health</b></p> <p><b>Interacting with others</b> identify and explore skills and strategies to develop respectful relationships <b>AC9HP2P02</b></p> <p>identify how different situations influence emotional responses <b>AC9HP2P03</b></p> <p><b>Making healthy and safe choices</b> investigate a range of health messages and practices in their community and discuss their purposes <b>AC9HP2P06</b></p>	<p><b>Personal, Social and Community Health</b></p> <p><b>Interacting with others</b> explain how and why emotional responses can vary and practise strategies to manage their emotions <b>AC9HP4P06</b></p> <p><b>Making healthy and safe choices</b> describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations <b>AC9HP4P08</b></p> <p>investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing <b>AC9HP4P10</b></p>	<p><b>Personal, Social and Community Health</b></p> <p><b>Interacting with others</b> apply strategies to manage emotions and analyse how emotional responses influence interactions <b>AC9HP6P06</b></p> <p><b>Making healthy and safe choices</b> analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations <b>AC9HP6P08</b></p> <p>investigate different sources and types of health information and how these apply to their own and others' health choices <b>AC9HP6P09</b></p>

				analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities <b>AC9HP6P10</b>
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## Humanities, Art & Social Sciences:

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
<b>Learning intentions</b>	-	-	<ul style="list-style-type: none"> <li>Identifying groups in the local community or through a virtual community and exploring their purpose.</li> <li>Exploring the motivations of people who have contributed to communities.</li> </ul>	-
<b>Curriculum connections v9.0</b>	-	-	<b>Humanities, Art &amp; Social Sciences:</b>	<b>Humanities, Art &amp; Social Sciences:</b>
<b>Curriculum codes</b>	-	-	<p><b>Civics &amp; Citizenship</b> the roles of local government and how members of the community use and contribute to local services <b>AC9HS4K07</b></p> <p><b>Questioning and researching</b> develop questions to guide investigations about people, events, places and issues <b>AC9HS4S01</b></p> <p>locate, collect and record information and data from a range of sources, including annotated timelines and maps <b>AC9HS4S02</b></p>	<p><b>Civics &amp; Citizenship</b> <b>Questioning and researching</b> develop questions to investigate people, events, developments, places and systems <b>AC9HS6S01</b></p> <p>locate, collect and organise information and data from primary and secondary sources in a range of formats <b>AC9HS6S02</b></p> <p><b>Concluding and decision-making</b> develop evidence-based conclusions <b>AC9HS6S05</b></p>

## Humanities, Arts & Social Sciences:

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
<b>Learning intentions</b>	-	-	-	<ul style="list-style-type: none"> <li>• Mapping and explaining the location, frequency and severity of bushfires or flooding in Australia</li> <li>• Researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding</li> <li>• Discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)</li> <li>• Using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)</li> </ul>
<b>Curriculum connections v9.0</b>	-	-	-	<b>Humanities, Arts &amp; Social Sciences:</b>
<b>Curriculum codes</b>	-	-	-	<b>Geography</b> the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences <b>AC9HS5K05</b>

# Science

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
<b>Learning intentions</b>	-	-	<ul style="list-style-type: none"> <li>Considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region</li> </ul>	<ul style="list-style-type: none"> <li>Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world</li> <li>Recognising that earthquakes can cause tsunamis Describing how people measure significant geological events</li> <li>Exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects</li> </ul>
<b>Curriculum connections v9.0</b>	-	-	<b>Science:</b>	<b>Science:</b>
<b>Curriculum codes</b>	-	-	<p><b>Earth &amp; Space Sciences</b> Identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation <b>AC9S4U02</b></p> <p><b>Questioning and predicting</b> pose questions to explore observed patterns and relationships and make predictions based on observations <b>AC9S4I01</b></p>	<p><b>Use and influence of science</b> investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions <b>AC9S6H02</b></p> <p><b>Planning and conducting</b> use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate <b>AC9S6I03</b></p>

## Design and Technologies

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
<b>Learning intentions</b>	-	-	<ul style="list-style-type: none"> <li>They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions.</li> </ul>	<ul style="list-style-type: none"> <li>students should have opportunities to experience designing and producing products, services and environments. There are rich connections to Digital Technologies and other learning areas, including Science and Health and Physical Education.</li> <li>Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools.</li> </ul>
<b>Curriculum connections v9.0</b>	-	-	<b>Design and Technologies</b>	<b>Design and Technologies</b>
<b>Curriculum codes</b>	-	-	<b>Technologies and society</b> examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs <b>AC9TDE4K01</b>	<b>Investigating and defining</b> investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions <b>AC9TDE6P01</b>  <b>Generating and designing</b> generate, iterate and communicate design ideas, decisions and

				processes using technical terms and graphical representation techniques, including using digital tools <b>AC9TDE6P02</b>
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## Acknowledgements

- Australian Curriculum v9.0, Australian Curriculum, Assessment and Reporting Authority website: *Accessed July 2025, June 2026*