

**OVERVIEW – ST JOSEPH’S SCHOOL CLARE**

CURRICULUM	TERM 1	TERM 2	TERM 3	TERM 4
	<b>EMOTIONS AND WELLBEING</b>	<b>POSITIVE RELATIONSHIPS</b>	<b>ACHIEVEMENT</b>	<b>EMPOWER</b>
<b>KEY IDEAS/LEARNING</b>	<p><b>Wellbeing in the Classroom</b></p> <p><b>Values</b></p> <p><b>Character Strengths</b></p> <p><b>Emotions/Emotional Regulation</b></p> <p><b>Emotional Resilience</b></p> <p><b>Mindfulness</b></p> <p><b>Breathing Techniques</b></p> <p><b>Gratitude</b></p> <p><b>Healthy Habits</b></p>	<p><b>Relationships</b></p> <p><b>Getting Along</b></p> <p><b>eSafety</b></p>	<p><b>Confidence</b></p> <p><b>Persistence</b></p> <p><b>Organisation</b></p> <p><b>Growth Mindset</b></p> <p><b>Grit/Determination</b></p> <p><b>Goal Setting</b></p>	<p><b>Community Involvement</b></p> <p><b>Responsibility</b></p> <p><b>Empathy</b></p> <p><b>Kindness</b></p>
<b>ACARA</b>  <b>GENERAL CAPABILITIES - PERSONAL AND SOCIAL CAPABILITY LEARNING CONTINUUM</b>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Recognise emotions</li> <li>Recognise personal qualities and achievements</li> <li>Understand themselves as learners</li> <li>Develop reflective practice</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Express emotions appropriately</li> </ul>	<p><b>Social Management</b></p> <ul style="list-style-type: none"> <li>Communicate effectively</li> <li>Work collaboratively</li> <li>Make decisions</li> <li>Negotiate and resolve conflict</li> <li>Develop leadership skills</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Develop self-discipline and set goals</li> <li>Work independently and show initiative</li> </ul> <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Understand themselves as learners</li> <li>Develop reflective practice</li> </ul>	<p><b>Social-Awareness</b></p> <ul style="list-style-type: none"> <li>Appreciate diverse perspectives</li> <li>Contribute to civil society</li> <li>Understand relationships</li> </ul>
<b>CESA</b>  <b>LIVING LEARNING LEADING FRAMEWORK</b>	<p><b>Self-Aware</b></p> <ul style="list-style-type: none"> <li>I manage my emotions</li> </ul> <p><b>Intercultural</b></p> <ul style="list-style-type: none"> <li>I understand my cultural identity</li> </ul>	<p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>I collaborate</li> <li>I negotiate and resolve conflict</li> </ul> <p><b>Socially Adept</b></p> <ul style="list-style-type: none"> <li>I engage authentically with others</li> <li>I seek to live in right relationships</li> <li>I show qualities of leadership</li> </ul> <p><b>Careful</b></p> <p><b>User/Creator of ICT</b></p> <ul style="list-style-type: none"> <li>I am a responsible digital citizen</li> <li>I consider the social impact of my ICT use</li> <li>I value my digital identity</li> </ul>	<p><b>Self-Aware</b></p> <ul style="list-style-type: none"> <li>I show self-efficacy</li> <li>I understand myself as a learner</li> <li>I am self-disciplined</li> </ul>	<p><b>Intercultural</b></p> <ul style="list-style-type: none"> <li>I respect cultural perspectives</li> <li>I interact across cultures</li> <li>I advocate for cultural inclusion</li> </ul> <p><b>Globally Minded</b></p> <ul style="list-style-type: none"> <li>I recognise humanity is interconnected</li> <li>I reflect on the relationship between local and global challenges</li> <li>I promote the common good</li> <li>I am a globally minded leader</li> </ul> <p><b>Moral</b></p> <ul style="list-style-type: none"> <li>I consider ethical concepts</li> </ul>

		<ul style="list-style-type: none"> <li>I self-regulate when engaging with ICT</li> </ul>		<ul style="list-style-type: none"> <li>I reflect on my moral values</li> <li>I act morally</li> </ul> <b>Compassionate</b> <ul style="list-style-type: none"> <li>I show empathy</li> <li>I respond with compassion</li> </ul>
<b>YOU CAN DO IT EDUCATION</b>  Online Program  u/n stjosephsclare p/w Clare2021	<b>Wellbeing</b> (Lesson 17-24) Resilience Happiness  <b>Relationships</b> (Lesson 9, 10) Values Character Strengths  <b>Social-Emotional Blockers</b> (Lesson 25-32) Anger/Anxiety/Feeling Down/Not Paying Attention/Procrastination	<b>Relationships</b> (Lesson 11-16) Getting Along	<b>Achievement</b> (Lesson 1-8) Confidence Persistence Organisation	<b>Overall</b> Review/Re-visit as required Consolidate/Apply
<b>KEEPING SAFE: CHILD PROTECTION CURRICULUM</b>	<b>The Right To Be Safe</b> <i>(as per year level overview)</i>	<b>Relationships</b> <i>(as per year level overview)</i>	<b>Recognising and Reporting Abuse</b> <i>(as per year level overview)</i>	<b>Protective Strategies</b> <i>(as per year level overview)</i>
<b>LINKS TO OTHER LEARNING AREAS</b>	Health	Digital Technology	Religion	Religion
<b>SUGGESTED RESOURCES</b>	YCDI Kids Helpline Clickview BeYou Smiling Minds	YCDI Bullying No Way eSafety Commissioner digiisocial (Yr 5-6) Kids Helpline Clickview	YCDI MITIOG BeYou – Learning Resilience (teaching resilience) Clickview	Community Project