

Smiling Mind Primary Classroom Curriculum – Mapping to the Australian Curriculum v9.0

Introduction

The following document provides mapping of the lessons within the Smiling Mind Primary Classroom Curriculum to the Australian Curriculum v9.0 aligning to the following two areas:

- Learning Area: [Health & Physical Education](#)
- General Capabilities: [Personal & Social Capability](#)

The mapping below is divided into the following Year Levels to align to the structure of the Australian Curriculum: Years 1-2; Years 3-4; and Years 5-6.

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Smiling Mind Lesson Topics

0 – Orientation

To introduce the concept of mental fitness; what it means, why it matters, and how it can be practised to support lifelong mental health and well-being.

1 – Awareness

To explore what awareness is and how students build self-awareness.

2 – Attention

To develop the skill of paying attention.

3 – The Senses

To develop sensory awareness through listening.

4 – Savouring

To savour positive experiences through tastes, storytelling, or appreciating special places.

5 – Movement

To learn to pay attention to the body through movement.

6 – Self-Compassion

To develop the skill of kindness and self-compassion.

7 – Recognising Emotions

To recognise emotions and how they change and develop self-regulation skills.

8 – Managing Emotions

To explore pleasant and unpleasant emotions and continue to develop self-regulation skills.

9 – Building Optimism

To develop the ability to cultivate an optimistic outlook and to recognise the benefits of an optimistic outlook.

10 – My Strengths

To identify and grow personal strengths and to recognise and appreciate strengths in others.

11 – Gratitude

To understand and cultivate gratitude—both personally and through community.

12 – Making Decisions

To develop decision making skills using awareness and personal values.

13 – Setting Goals

To build skills around setting and working towards goals.

14 – Empathy

To understand and grow skills around empathy, values and positive relationships.

15 – Acts of Kindness

To understand and experience the benefits of kindness.

16 – Positive Relationships

To grow connections by building positive relationships with others.

17 – Positive Communication

To develop skills for effective and positive communication.

18 – A Curious Mind

To embrace flexible thinking by being curious and comfortable with uncertainty.

19 – Growth Mindset

To develop a growth mindset.

20 – Resilience

To develop the skills and ability to cope and persevere through life's setbacks.

Years 1 and 2 – Health & Physical Education (Learning Area)

| Australian Curriculum: Health & Physical Education (Yr1-2) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Personal, social and community health: Identities and change | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2P01 | describe their personal qualities and those of others, and explain how they contribute to developing identities | | | ✓ | | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Personal, social and community health: Interacting with others | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2P02 | identify and explore skills and strategies to develop respectful relationships | | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| AC9HP2P03 | identify how different situations influence emotional responses | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AC9HP2P04 | practise strategies they can use when they need to seek, give or deny permission respectfully | | | | | | | | | | | | | ✓ | | | | | | | | |
| Personal, social and community health: Making healthy and safe choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2P05 | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe | | | | ✓ | | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | | ✓ | |
| AC9HP2P06 | investigate a range of health messages and practices in their community and discuss their purposes | | | | | | | | | | | | | | ✓ | | | | | | | |
| Movement and physical activity: Moving our bodies | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2M01 | practise fundamental movement skills and apply them in a variety of movement situations | | | ✓ | ✓ | | ✓ | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | | ✓ |

| Australian Curriculum: Health & Physical Education (Yr1-2) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| AC9HP2M02 | investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness | | ✓ | | ✓ | | ✓ | | | ✓ | | | | | | | | | ✓ | ✓ | | ✓ |
| Movement and physical activity: Making active choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2M03 | participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable | | | ✓ | | | ✓ | | | | | | | | | | | | | ✓ | | ✓ |
| Movement and physical activity: Learning through movement | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2M04 | co-construct and apply rules to promote fair play in a range of physical activities | | | | | | | | | | | | | | | | | | | | | |
| AC9HP2M05 | apply strategies to work collaboratively when participating in physical activities | | | | | ✓ | ✓ | | | | | | | | | | | ✓ | | | | ✓ |

Years 1 and 2 – Personal & Social Capability (General Capabilities)

| Australian Curriculum: Personal and Social Capabilities (Yr1-2) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Self Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Personal Awareness | Describe personal qualities and how these contribute to growth | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ |
| Emotional Awareness | Describe the emotional responses of themselves and others | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflective Practice | Describe what they have discovered about themselves by engaging with feedback | | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | | |
| Self Management | | | | | | | | | | | | | | | | | | | | | | |
| Goal Setting | Collaboratively develop goals to improve learning | | | ✓ | | | | | | | | | | | ✓ | | | | | | ✓ | ✓ |
| Emotional Regulation | Describe ways to moderate emotions in familiar contexts | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | |
| Perseverance and adaptability | Demonstrate perseverance and adaptability with unfamiliar tasks | | ✓ | | | | ✓ | | | | | | | | | | | | | | ✓ | ✓ |
| Social Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Empathy | Describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others. | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | |
| Relational Awareness | Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | |

| Australian Curriculum: Personal and Social Capabilities (Yr1-2) | | Smiling Mind Primary Classroom Curriculum Lesson # | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Community Awareness | Describe how they contribute to their communities and how others care for and assist them | | | | | | | | | | | | ✓ | | | | ✓ | | | | | |
| Social management | | | | | | | | | | | | | | | | | | | | | | |
| Communication | Use a range of skills to enhance verbal and non-verbal communication | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| Collaboration | Participate cooperatively in groups on common tasks and activities | | | ✓ | | | ✓ | | | | | | | ✓ | | | ✓ | | | | | |
| Leadership | Practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach | | | | | | | | | | | | | ✓ | | | | | | | | |
| Decision-making | Practise individual and group decision-making | | | | | | ✓ | | | | | | | ✓ | | | | | | | | |
| Conflict Resolution | Practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict | | | | | | | | | ✓ | | | | | | | | | | | | |

Years 3 and 4 – Health & Physical Education (Learning Area)

| Australian Curriculum: Health & Physical Education (Yr3-4) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Personal, social and community health: Identities and change | | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4P01 | investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | ✓ | ✓ | |
| AC9HP4P02 | plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | | ✓ | ✓ | ✓ |
| AC9HP4P03 | describe how choices and actions can be influenced by stereotypes | | | | | | | | | | | | | | | | | | | | | | |
| Personal, social and community health: Interacting with others | | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4P04 | select, use and refine personal and social skills to establish, manage and strengthen relationships | | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| AC9HP4P05 | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities | | | | | | | | | | | ✓ | | | | ✓ | | ✓ | | | | | |
| AC9HP4P06 | explain how and why emotional responses can vary and practise strategies to manage their emotions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| AC9HP4P07 | rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required | | | | | | | | | | | | | ✓ | | | | | | | | | |

| Australian Curriculum: Health & Physical Education (Yr3-4) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Personal, social and community health: Making healthy and safe choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4P08 | describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations | | | | ✓ | | | | | ✓ | | | | ✓ | | | | | | | | |
| AC9HP4P09 | interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4P10 | investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Movement and physical activity: Moving our bodies | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M01 | refine and apply fundamental movement skills in new movement situations | | ✓ | ✓ | | | | | ✓ | | | | | | | | | | | ✓ | | |
| AC9HP4M02 | apply and adapt movement strategies to achieve movement outcomes | | ✓ | ✓ | | | | | ✓ | | | | | | | | | | | | | |
| AC9HP4M03 | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences | | | ✓ | | | | | ✓ | | | | | | | | | | | | | |
| Movement and physical activity: Making active choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M04 | participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well | | ✓ | ✓ | | | | | ✓ | | | | ✓ | | | | | | | ✓ | | |

| Australian Curriculum: Health & Physical Education (Yr3-4) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| AC9HP4M05 | participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M06 | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations | | | | | | | | | | | | | | | | | | | | | |
| Movement and physical activity: Learning through movement | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M07 | apply creative thinking when designing movement sequences and solving movement problems | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M08 | apply rules and scoring systems to promote fair play when participating or designing physical activities | | | | | | | | | | | | | | | | | | | | | |
| AC9HP4M09 | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities | | | | | | ✓ | | | | | | | | | | | | | | | |

Years 3 and 4 – Personal & Social Capability (General Capabilities)

| Australian Curriculum: Personal and Social Capabilities (Yr3-4) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Self Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Personal Awareness | explain influences on personal qualities and how these contribute to personal growth | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ |
| Emotional Awareness | explain the influence that their own behaviour has on the emotional responses of others | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflective Practice | build on personal abilities and achievements using feedback and self-assessment | | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | | |
| Self Management | | | | | | | | | | | | | | | | | | | | | | |
| Goal Setting | plan for learning, by setting improvement goals | | | ✓ | | | | | | | | | | | ✓ | | | | | | ✓ | ✓ |
| Emotional Regulation | manage and moderate emotions in familiar contexts, using provided strategies | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | |
| Perseverance and adaptability | demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure | | ✓ | | | | ✓ | | | | | | | | | | | | | | ✓ | ✓ |
| Social Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Empathy | discuss the value of different needs, emotions, cultures and backgrounds | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | |
| Relational Awareness | identify how they can contribute to healthy relationships and manage challenging relationships | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | |

| Australian Curriculum: Personal and Social Capabilities (Yr3-4) | | Smiling Mind Primary Classroom Curriculum Lesson # | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Community Awareness | describe the various communities beyond their own and what they can do to support them | | | | | | | | | | | | ✓ | | | | ✓ | | | | | |
| Social management | | | | | | | | | | | | | | | | | | | | | | |
| Communication | apply verbal and non-verbal communication skills when responding to others | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| Collaboration | perform designated roles within groups, appreciating everyone's contributions to a shared outcome | | | ✓ | | | ✓ | | | | | | | ✓ | | | ✓ | | | | | |
| Leadership | guide and make leadership decisions with a view to how these influence others | | | | | | | | | | | | | ✓ | | | | | | | | |
| Decision-making | describe factors that influence decision-making and predict outcomes of individual and group decisions | | | | | | ✓ | | | | | | | ✓ | | | | | | | | |
| Conflict Resolution | apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts | | | | | | | | | ✓ | | | | | | | | | | | | |

Years 5 and 6 – Health & Physical Education (Learning Area)

| Australian Curriculum: Health & Physical Education (Yr5-6) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Personal, social and community health: Identities and change | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6P01 | explain how identities can be influenced by people and places, and how we can create positive self-identities | ✓ | | | | | | ✓ | | | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ |
| AC9HP6P02 | investigate resources and strategies to manage changes and transitions, including changes associated with puberty | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | | ✓ | ✓ | |
| AC9HP6P03 | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes | | | | | | | | | | | | | | | | | | | | | |
| Personal, social and community health: Interacting with others | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6P04 | describe and demonstrate how respect and empathy can be expressed to positively influence relationships | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | |
| AC9HP6P05 | describe and implement strategies to value diversity in their communities | | | | | | | | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | | | |
| AC9HP6P06 | apply strategies to manage emotions and analyse how emotional responses influence interaction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AC9HP6P07 | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully | | | | | | | | | | | | | | | ✓ | | | ✓ | | | |

| Australian Curriculum: Health & Physical Education (Yr5-6) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Personal, social and community health: Making healthy and safe choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6P08 | analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations | | | | ✓ | | | | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | ✓ | | | |
| AC9HP6P09 | investigate different sources and types of health information and how these apply to their own and others' health choices | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6P10 | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Movement and physical activity: Moving our bodies | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6M01 | adapt and modify movement skills across a variety of situations | | | ✓ | ✓ | | ✓ | | | | | | | | | | | | | ✓ | | |
| AC9HP6M02 | transfer familiar movement strategies to different movement situations | | ✓ | | ✓ | | ✓ | | | | | | | | | | | | | | | |
| AC9HP6M03 | investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes | | | ✓ | | | ✓ | | | | | | | | | | | | ✓ | | | |
| Movement and physical activity: Making active choices | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6M04 | participate in physical activities to investigate the body's reaction to different levels of intensity | | ✓ | ✓ | | | ✓ | | | | | | | | | | | | | | | |
| AC9HP6M05 | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation | | | ✓ | | | ✓ | | | | | | | | | | | | ✓ | | | |

| Australian Curriculum: Health & Physical Education (Yr5-6) | | Smiling Mind Primary Classroom Curriculum Lesson # | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Code | Students learn to: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| AC9HP6M06 | propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives | | | | | | | | | | | | | | | | | | | | | |
| Movement and physical activity: Learning through movement | | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6M07 | predict and test the effectiveness of applying different skills and strategies in a range of movement situations | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6M08 | devise and test alternative rules and game modifications to support fair play and inclusive participation | | | | | | | | | | | | | | | | | | | | | |
| AC9HP6M09 | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities | | | ✓ | | | ✓ | | | | | | | | | | | | ✓ | | | |

Years 5 and 6 – Personal & Social Capability (General Capabilities)

| Australian Curriculum: Personal and Social Capabilities (Yr5-6) | | Smiling Mind Primary Classroom Curriculum | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | Lesson # | | | | | | | | | | | | | | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Self Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Personal Awareness | analyse the influence that choices have on developing personal qualities and identify areas for growth | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ |
| Emotional Awareness | analyse the influence of different factors and situations on their emotional responses | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflective Practice | analyse personal abilities and achievements by seeking feedback | | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | | |
| Self Management | | | | | | | | | | | | | | | | | | | | | | |
| Goal Setting | select and use strategies to monitor own learning and refine goals to plan for further improvement | | | ✓ | | | | | | | | | | | ✓ | | | | | | ✓ | ✓ |
| Emotional Regulation | manage personal factors influencing emotions in a range of contexts including learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Perseverance and adaptability | adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks | | ✓ | | | | ✓ | | | | | | | | | | | | | | ✓ | ✓ |
| Social Awareness | | | | | | | | | | | | | | | | | | | | | | |
| Empathy | explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | |

| Australian Curriculum: Personal and Social Capabilities (Yr5-6) | | Smiling Mind Primary Classroom Curriculum Lesson # | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sub-element | Students learn to: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Relational Awareness | identify and describe a variety of relationships and the roles and responsibilities of people within them | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | |
| Community Awareness | explain the way their actions and the actions of others influence communities | | | | | | | | | | | | ✓ | | | | ✓ | | | | | |
| Social management | | | | | | | | | | | | | | | | | | | | | | |
| Communication | apply skills to address factors that influence verbal and non-verbal communication | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| Collaboration | coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs | | | ✓ | | | ✓ | | | | | | | ✓ | | | | ✓ | | | | |
| Leadership | select and use different leadership approaches when acting as a sole leader or leading with others | | | | | | | | | | | | | ✓ | | | | | | | | |
| Decision-making | explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions | | | | | | ✓ | | | | | | | ✓ | | | | | | | | |
| Conflict Resolution | practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict | | | | | | | | | ✓ | | | | | | | | | | | | |