

# RESPECT MATTERS

Years 7 and 8

## STUDENTS AT THIS STAGE:

Typically, at this stage, students are starting high school years and are presented with new organisational and personal challenges. Relationships with friends and peers become increasingly important as young people face more complex life decisions. Young people develop a stronger set of values and morals. The internet, mobile phones and social media can influence how young people communicate and collaborate with friends and learn about the world. Students can learn how to take positive action and examine factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Through personal reflection, they increasingly develop the capacity to read and understand other people's emotions. They benefit from a range of help-seeking strategies that support them to access and evaluate information and services. They view relationship issues from a local to a global scale.

**Four dimensions** respectful relationships can be described as:

### \*UNDERSTANDING RESPECT

Respect is about treating people fairly, recognising and appreciating the differences between people, taking their preferences into consideration, acknowledging the rights of others and is important in developing a sense of self.

### \*RELATIONSHIP SKILLS

The ability to build, manage and sustain respectful relationships requires personal and social skills and emotional intelligence.

### \*EVALUATING OPTIONS

Maintaining respectful relationships requires students to identify, gather and sort information and ideas, evaluate this information and make informed choices.

### \*RESPECTFUL ACTION

Relationships can be strengthened when students take respectful and safe action, both in groups and as individuals, to protect, enhance and advocate for themselves and others.

\*for more detail about each dimension, see [Australian Curriculum: resources/curriculum-connections/portfolios/respect-matters](https://www.acara.edu.au/resources/curriculum-connections/portfolios/respect-matters)

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## UNDERSTANDING RESPECT

### CIVICS AND CITIZENSHIP

How Australia is a secular nation and a multi-faith society with a Christian heritage [ACHCK051]

How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa [ACHCK053]

The values and beliefs of religions practised in contemporary Australia, including Christianity [ACHCK065]

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian [ACHCK066]

How national identity can shape a sense of belonging in Australia's multicultural society [ACHCK067]

### GEOGRAPHY

Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples [ACHGK049]

### ECONOMICS AND BUSINESS

The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making [ACHEK029]

### HEALTH AND PHYSICAL EDUCATION

Investigate the impact of transition and change on identities [ACPPS070]

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity [ACPPS079]

### INTERCULTURAL UNDERSTANDING

#### Interacting and empathising with others

Explore ways that culture shapes the use of language in a wide range of contexts

Assess diverse perspectives and the assumptions on which they are based

Imagine and describe the feelings and motivations of people in challenging situations

#### Recognising culture and developing respect

Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities

### PERSONAL AND SOCIAL CAPABILITY

#### Self awareness

Examine influences on and consequences of their emotional responses in learning, social and work related contexts

Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement

#### Social awareness

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view

### ETHICAL UNDERSTANDING

#### Reasoning in decision making and actions

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences

#### Exploring values, rights and responsibilities

Draw conclusions from a range of points of view associated with challenging ethical dilemmas

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## UNDERSTANDING RESPECT... CONTINUED

### ENGLISH

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [ACELA1528]

Understand how accents, styles of speech and idioms express and create personal and social identities [ACELA1529]

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [ACELT1619]

Understand how conventions of speech adopted by communities influence the identities of people in those communities [ACELA1541]

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups [ACELT1626]

Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors [ACELT1806]

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups [ACELT1628]

### HISTORY

Significant beliefs, values and practices of the [ancient Egyptians, ancient Romans, Indian or Chinese society] with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs [ACDSEH033, ACDSEH039, ACDSEH041, ACDSEH045]

Roles of key groups in [Athenian and/or Spartan society, Roman, Indian or Chinese] society, including the influence of law and religion [ACDSEH035, ACDSEH038, ACDSEH044]

The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) [ACOKFH010]

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God [ACDSEH015]

### ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.

The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.

Australia is part of the Asia region and our histories from ancient times to the present are linked.

### ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

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## RELATIONSHIP SKILLS

### ECONOMICS AND BUSINESS

The ways consumers and producers interact and respond to each other in the market [ACHEK017]

Why individuals work, types of work and how people derive an income [ACHEK020]

### GEOGRAPHY

The influence of social connectedness and community identity on the liveability of place [ACHGK046]

### ICT CAPABILITY

#### Applying social and ethical protocols and practices when using ICT

Identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities

### PERSONAL AND SOCIAL CAPABILITY

#### Self management

Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

#### Social awareness

Identify indicators of possible problems in relationships in a range of social and work related situations

#### Social management

Analyse enablers of and barriers to effective verbal, nonverbal and digital communication

Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

### INTERCULTURAL UNDERSTANDING

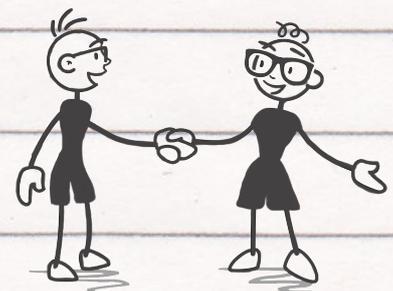
#### Interacting and empathising with others

Assess diverse perspectives and the assumptions on which they are based

Imagine and describe the feelings and motivations of people in challenging situations

### ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.



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## RELATIONSHIP SKILLS ... CONTINUED



### ENGLISH

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning [ACELY1804]

Understand how conventions of speech adopted by communities influence the identities of people in those communities [ACELA1541]

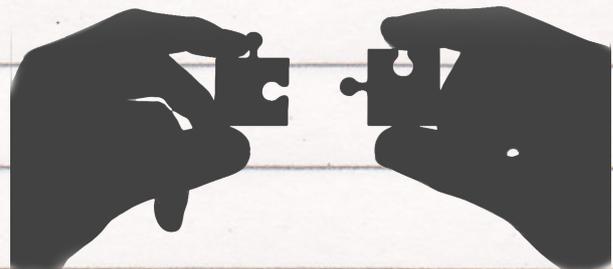
Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects [ACELY1808]

### HEALTH AND PHYSICAL EDUCATION

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing [ACPPS074]

Analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity [ACPPS075]

Practise and apply personal and social skills when undertaking a range of roles in physical activities [ACPMPO86]



### ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

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## EVALUATING OPTIONS

### CRITICAL AND CREATIVE THINKING

#### **Inquiring – identifying, exploring, and organising information and ideas**

Clarify information and ideas from texts or images when exploring challenging issues

Critically analyse information and evidence according to criteria such as validity and relevance

#### **Analysing, synthesising and evaluating reasoning and procedures**

Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified

### ETHICAL UNDERSTANDING

#### **Reasoning in decision making and actions**

Analyse inconsistencies in personal reasoning and societal ethical decision making

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences

Analyse perceptions of occurrences and possible ethical response in challenging scenarios

### PERSONAL AND SOCIAL CAPABILITY

#### **Social management**

Assess individual and group decision making processes in challenging situations

#### **Self awareness**

Predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers

### DESIGN AND TECHNOLOGIES

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures [ACTDEK029]

### HEALTH AND PHYSICAL EDUCATION

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [ACPPS071]

Investigate and select strategies to promote health, safety and wellbeing [ACPPS073]

Evaluate health information and communicate their own and others' health concerns [ACPPS076]

### DIGITAL TECHNOLOGIES

Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness [ACTDIP025]

Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints [ACTDIP027]

Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability [ACTDIP031]

Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements [ACTDIP036]

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## EVALUATING OPTIONS ... CONTINUED

### CIVICS AND CITIZENSHIP

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues [ACHCS056, ACHCS070]

Present evidence-based civics and citizenship arguments using subject-specific language [ACHCS059, ACHCS073]

Reflect on their role as a citizen in Australia's democracy [ACHCS060, ACHCS074]

The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement [ACHCK061]

The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law [ACHCK064]

### ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Australia is part of the Asia region and our histories from ancient times to the present are linked.

Australians play a significant role in social, cultural, political and economic developments in the Asia region.

### ENGLISH

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [ACELT1807]

Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives [ACELY1730]

### GEOGRAPHY

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places [ACHGK043]

### ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

### HISTORY

Identify and locate relevant sources, using ICT and other methods [ACHHS208, ACHHS151]

Draw conclusions about the usefulness of sources [ACHHS211, ACHHS154]

Identify and describe points of view, attitudes and values in primary and secondary sources [ACHHS212, ACHHS155]

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## RESPECTFUL ACTION

### INTERCULTURAL UNDERSTANDING

#### Reflecting on intercultural experiences and taking responsibility

Identify and challenge stereotypes and prejudices in the representation of group, national and regional identities

Identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard

### ICT CAPABILITY

#### Applying social and ethical protocols and practices when using ICT

Identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities

### PERSONAL AND SOCIAL CAPABILITY

#### Social awareness

Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

#### Social management

Assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations

### CIVICS AND CITIZENSHIP

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation [ACHCK050]

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society [ACHCK052]

Appreciate multiple perspectives and use strategies to mediate differences [ACHCS057]

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action [ACHCS058, ACHCS072]

How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action [ACHCK062]

Appreciate multiple perspectives and use strategies to mediate differences [ACHCS071]

### GEOGRAPHY

Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe [ACHGK047]

Management and planning of Australia's urban future [ACHGK059]

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## RESPECTFUL ACTION ... CONTINUED

### HEALTH AND PHYSICAL EDUCATION

Practise and apply strategies to seek help for themselves or others [ACPPS072]

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities [ACPPS077]

Modify rules and scoring systems to allow for fair play, safety and inclusive participation [ACPMP088]

### DIGITAL TECHNOLOGIES

Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account [ACTDIP032]

### ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

### ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.

Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.

