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## *Table 1: Ethical Understanding learning continuum version 9.0*

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| **Sub-element** | **Level 1 (Foundation)** | **Level 2****(Years 1–2)** | **Level 3****(Years 3–4)** | **Level 4****(Years 5–6)** | **Level 5****(Years 7–8)** | **Level 6****(Years 9–10)** |
| **UNDERSTANDING ETHICAL CONCEPTS AND PERSPECTIVES** |
| **Explore ethical concepts** | identify examples of ethical concepts such as right and wrong | identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these   | identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour  | identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context   | analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts  | evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts |
| **Examine values, rights and responsibilities, and ethical norms**  | identify examples of values, rights and responsibilities | identify values, rights and responsibilities, and shared expectations, and explain why they are important | describe how values, rights and responsibilities, and shared expectations influence responses and decision-making  | describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues | describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues | describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms |
| **Recognise influences on ethical behaviour and perspectives** | identify examples of how emotions affect behaviour  | identify how emotions and behaviour interact, and share examples of when they match and when they do not | explain how emotions can affect behaviour and decision-making in different situations    | explain how habits and behaviour shape character and examine how they inform ethical perspectives  | explain how different traits such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses | explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance  |

| **RESPONDING TO ETHICAL ISSUES** |
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| **Explore ethical perspectives and frameworks** | identify examples of different consequences and explain how these might affect the way people behave or act    | identify the similarities and differences between values such as caring, compassion and empathy | describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making  | describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making  | explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making | analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions |
| **Explore ethical issues** | identify different ethical problems or issues from examples such as stories  | identify different perspectives and approaches when discussing ethical issues from a given example  | use examples to describe how people may have different values and perspectives that they apply to an ethical issue | describe how ethical perspectives or approaches to ethical issues may vary in different situations  | analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues  | apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues |
| **Making and reflecting on ethical decisions**  | identify the links between people’s wants and needs and their choices and actions   | identify examples of how perspectives and values influence decision-making | describe decision-making processes with reference to ethical perspectives and values  | consider alternative ethical responses to an issue when making and reflecting on ethical decisions | consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes     | analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions |

*Table 2: Ethical Understanding learning continuum version 8.4*

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| --- | --- | --- | --- | --- | --- | --- |
| **Sub-element**   | **Level 1**Typically, by the end of Foundation Year, students: | **Level 2**Typically, by the end of Year 2, students: | **Level 3**Typically, by the end of Year 4, students: | **Level 4**Typically, by the end of Year 6, students: | **Level 5**Typically, by the end of Year 8, students: | **Level 6**Typically, by the end of Year 10, students: |
| **Understanding ethical concepts and issues element**   |
| **Recognise ethical concepts**   | identify ethical concepts arising in familiar contexts such as good and bad behaviours   | describe ethical concepts such as right and wrong, honesty, fairness and tolerance    | identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes   | examine and explain ethical concepts, such as truth and justice, that contribute to the achievement of a particular outcome    | analyse behaviours that exemplify the dimensions and challenges of ethical concepts    | critique generalised statements about ethical concepts    |
| **Explore ethical concepts in context**   | describe familiar situations that involve ethical concepts    | discuss ethical concepts within a range of familiar contexts    | discuss actions taken in a range of contexts that include an ethical dimension    | explain what constitutes an ethically better or worse outcome and how it might be accomplished    | analyse the ethical dimensions of beliefs and the need for action in a range of settings    | distinguish between the ethical and non-ethical dimensions of complex issues      |
| **Reasoning in decision-making and actions element** |
| **Reason and make ethical decisions**   | identify examples from stories and experiences that show ways people make decisions about their actions    | discuss how people make decisions about their actions and offer reasons why people’s decisions differ     | explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions      | explore the reasons behind a variety of ethical positions on a social issue     | analyse inconsistencies in personal reasoning and societal ethical decision-making       | investigate reasons for clashes of beliefs in issues of personal, social and global importance     |

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| **Consider consequences**   | identify links between emotions and behaviours     | describe the effects that personal feelings and dispositions have on how people behave     | examine the links between emotions, dispositions, and intended and unintended consequences of their actions on others     | evaluate the consequences of actions in familiar and hypothetical scenarios  | investigate scenarios that highlight ways that personal dispositions and actions can affect consequences     | analyse the objectivity or subjectivity behind decision-making where there are many possible consequences    |
| **Reflect on ethical action**   | identify and describe the influence of factors such as wants and needs on people’s actions     | give examples of how understanding situations can influence the way people act     | consider whether having a conscience leads to ways of acting ethically in different scenarios     | articulate a range of ethical responses to situations in various social contexts     | analyse perceptions of occurrences and possible ethical response in challenging scenarios     | evaluate diverse perceptions and ethical bases of action in complex contexts     |
| **Exploring values, rights and responsibilities element**   |
| **Examine values**   | identify values that are important to them     | discuss some agreed values in familiar contexts     | identify and describe shared values in familiar and unfamiliar contexts     | examine values accepted and enacted within various communities     | assess the relevance of beliefs and the role and application of values in social practices     | analyse and explain the interplay of values in national and international forums and policymaking    |
| **Explore rights and responsibilities**   | share examples of rights and responsibilities in given situations    | identify their rights and associated responsibilities and those of their classmates     | investigate children’s rights and responsibilities at school and in the local community     | monitor consistency between rights and responsibilities when interacting face-to-face or through social media     | analyse rights and responsibilities in relation to the duties of a responsible citizen     | evaluate the merits of conflicting rights and responsibilities in global contexts     |
| **Consider points of view**   | express their own point of view and listen to the views of others    | recognise that there may be many points of view when probing ethical dilemmas, and identify alternative views     | describe different points of view associated with an ethical dilemma and give possible reasons for these differences     | explain a range of possible interpretations and points of view when thinking about ethical dilemmas    | draw conclusions from a range of points of view associated with challenging ethical dilemmas    | use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas    |