



ANTI-BULLYING BASICS—Australian Curriculum Correlations—ETHICAL BEHAVIOUR

YEAR/ LEVEL	ELEMENTS OF ETHICAL BEHAVIOUR	THE ETHICAL BEHAVIOUR CONTINUUM – Capability descriptions by stage of schooling	CORRELATIONS TO “ANTI-BULLYING BASICS”
By the end of Year 6	Understanding ethical concepts and recognising the moral domain	<ul style="list-style-type: none"> • Students learn to distinguish between what is morally better and worse, between facts and values and means and ends. • They make relative judgments about the morality of a range of actions and explain the means used to achieve particular ends, from a moral perspective. • Students recognise different perspectives about the morality of particular activities and identify activities that are of ethical concern. 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong
	Knowledge of accepted values and ethical principles	<ul style="list-style-type: none"> • Students analyse accepted values and ethical principles, including their role in different social groups and their impact on the community. They explore values such as respect (e.g. by considering the extent to which respect entails tolerance), and the peaceful resolution of conflict (e.g. the importance of considering everyone's motives and interests). • Students explain issues of ethical principle, such as the distinction between a rule and a principle and what to do when principles conflict. They discuss principles of fairness (e.g. an 'eye for an eye' or 'first come, first served') and identify possible issues and problems in making moral decisions on the basis of consequences or duty in everyday contexts. • Students recognise that using values and ethical principles to resolve moral problems is rarely simple and use specific examples to explain the role that values and principles play in moral decision making and the issues that may arise 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong



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By the end of Year 6	Engagement in reasoned moral decision making	<ul style="list-style-type: none"> • Students extend the range of thinking tools they apply to moral issues and moral decision making, including asking open questions, testing generalisations with counterexamples, using criteria to explore differences of degree, using inductive reasoning to generalise from experience and using ‘what if’ thought processes to consider possibilities and test out ideas. • They apply accepted social norms in interactions with others, eg considering alternative points of view. 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong
	Knowledge of common virtues	<ul style="list-style-type: none"> • Students reflect on the role of virtues in moral decision making, e.g. generosity and other factors involved in giving to charity or volunteering. • They identify and compare factors that can undermine or strengthen different virtues and the relationships between virtues and values, e.g. between the virtues of care and compassion and the value placed on telling the truth. • Students understand the interplay between virtues and values, e.g. active citizenship and a desire to protect the natural environment. • Students recognise connections between the four elements of moral judgment. 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong



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By the end of Year 10	Understanding ethical concepts and recognising the moral domain	<ul style="list-style-type: none"> • Students recognise the nature of rights and duties and their connections. They examine the nature and limits of moral knowledge, considering how moral knowledge could be justified and whether it is the kind of knowledge that is true or false in absolute terms or whether it is relative. • Students distinguish moral considerations from other considerations in complex settings found within literary, scientific, social and historical contexts, through questions such as ‘Is there a difference between a moral life and a good life?’, ‘When and why would a declaration of war be considered moral?’. • Students use contexts from the learning areas to support generalised statements about concepts (such as justice) and concerns (such as freedom of speech) 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong
	Knowledge of accepted values and ethical principles	<ul style="list-style-type: none"> • Students critically analyse accepted values and ethical principles in complex settings, such as those on a national, regional or global scale. They explore truth and deception, e.g. considering to what extent deception is acceptable to protect the welfare of society or achieve a particular end. • Students explain the role that values, virtues and principles may play in resolving difference, such as in large-scale human conflict. They investigate issues of ethical principle (e.g. whether there are universal principles) and the meaning and application of social justice. • Students expand their understanding of issues involved in the appeal to consequences (e.g. in defining the wider common good) and duties (e.g. of citizens, governments and other institutions) to resolve moral problems. • Students recognise complexities in moral issues and in particular understand the conflicts that may arise in moral 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong



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By the end of Year 10	Engagement in reasoned moral decision making	<ul style="list-style-type: none"> • Students extend the range and sophistication of thinking tools they apply to moral issues and moral decision making, including probing moral issues with open-ended questioning and testing their own reasoning, intuitions, feelings and ethical understandings. • They learn to develop a reasoned case for or against propositions, and construct and apply complex criteria to classify and define concepts and issues. • They avoid common fallacies in reasoning and attend to logical consequences of claims, eg whether a claim that keeping animals in cages is cruel logically leads to farming or animal experimentation being cruel. • They apply accepted social norms in interactions with others, engaging in reasoned debate. 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong
	Knowledge of common virtues	<ul style="list-style-type: none"> • Students discuss how virtues are acquired, and analyse the objectivity or subjectivity of judgments of moral character, e.g. Is virtue in the eye of the beholder? • They generate and apply criteria for making judgments about moral character, such as respect for others and service to the community. • They understand the contentious nature of the criteria used to make judgments about virtue and of particular claims to virtue. • Students explain connections between the four elements of moral judgment. 	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong