

Fact sheet: New K–6 syllabuses

New K–6 syllabuses have been developed together **for the first time in 50 years**, creating a cohesive curriculum that supports depth of learning and student achievement.

Visit curriculum.nsw.edu.au to view the syllabus and support materials

What's new?

- Greater clarity in what is **essential** for students to **know, understand** and **do**.
- More opportunities for students to **apply** their **knowledge** and **skills**.
- Access Content Points to support students with significant intellectual disability in all learning areas.

Science and Tech

- Explicit focus on students developing their skills in **observing, gathering, representing and interpreting data** to use as evidence to support arguments.
- For the first time content about **the human body** is included covering the human skeletal, respiratory and circulatory systems.
- New opportunities for the **practical application** of **mathematical knowledge**.
- **Explicit writing content** to develop reasoning and explain thinking.

PDHPE

- **Fundamental movement skills** have been made explicit, with complementary content to support students with a physical disability.
- Content has also been added, for the first time, to support students with physical disabilities to develop **movement skills with a focus on their abilities**.
- Explicit teaching of **respectful relationships** and **age-appropriate consent** from Kindergarten.
- Explicit age-appropriate content on **self-management and interpersonal skills** including in online situations.

HSIE

- **New content** from Kindergarten that supports children building knowledge about **the world beyond** their personal and family history.
- **New dedicated content groups** for students to understand the democratic roles and responsibilities in Australia to be **informed and active citizens**.
- **New outcomes and content** provide opportunities to build knowledge of Aboriginal Cultures and Histories.
- Explicit about **using sources** to identify perspectives, consider significance and how things may change over time.

Creative Arts

- **Streamlined structure**, with creative arts practices **explicitly labelled**, to make it easier to identify essential information.
- **New content** that develops a clear progression of learning in Dance, Drama, Music and Visual Arts.
- Explicit focus on art forms and styles from a range of **cultures and contexts** so students can deepen their knowledge and intercultural understanding.
- New content points that **connect writing to the creative arts** instead of only linking to English as a subject.

The evidence

- A knowledge-rich curriculum creates the foundation for excellence and equity in the education system by prioritising and explicitly outlining the essential knowledge and related skills that students should be taught and develop at each stage of their schooling (AERO 2024).
- Writing about content enhances learning across subjects and stages; writing about what is read improves comprehension. Knowledge is extended and strengthened by the act of writing. While writing is complex and does not develop naturally, the process can be enhanced when writing to learn instruction and writing practice take place frequently (Graham et al. 2020; Graham and Herbert 2011; Graham et al. 2018; AERO 2022).

Science and Technology

- New knowledge broken down into ‘meaningful components’ and introduced sequentially ‘can support all pupils to learn scientific concepts’ (Ofsted 2021).
- Making connections between concepts and processes paves the way for a learner to apply their learning to new situations. This progression of learning encompasses the development of knowledge from a foundational level to understanding and then application (Almarode et al. 2018).
- Knowledge about science includes learning ‘ways of scientific thinking and working’ (practices) and ‘understanding the nature of science’ (Anders et al. 2018).

Human Society and Its Environment (HSIE)

- Students engage with the world through rich, diverse experiences from an early age (Boon 2019).
- Development of global competence can promote cultural awareness and respectful interactions in increasingly diverse societies (OECD 2018).

Personal Development, Health and Physical Education (PDHPE)

- Physical activity is vitally important for children’s health, wellbeing, development and learning (OECD 2019).
- The development of essential movement skill competency during childhood lays the foundation for an active lifestyle during adolescence and into adult life (Pill and Harvey 2019).
- The development of self-management and interpersonal skills support success in learning (Opstoel et al. 2019).
- Respectful relationship education works best when it is a school-wide approach with age-appropriate content that supports students in understanding, developing and maintaining respectful relationships (Our Watch 2021).

Creative Arts

- The arts foster the development of creativity and the imagination, and early exposure to the arts for all children needs to be a priority in the curriculum (Ewing 2010).
- High-quality, arts-rich learning experiences are an essential part of the curriculum for all students (Bamford 2009).
- Students develop cultural capital and intercultural understandings through the arts by engaging with local, national and international cultural heritages (Thomson and Hall 2023).

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