

Teaching the *Cultures* strand of the *HSIE K–6 syllabus* (continued from Term 2)

The introduction and Stage 3 references were published in Term 2 *Curriculum Support*.

Stage 1

Traditionally, cultural studies in Stage 1 have focused on celebrations. The celebrations selected are often those that directly reflect the community in which the school is located. Sufficient opportunities for students to expand their cultural understandings need to be developed in line with the cultural background of the class.

Teaching and learning about culture in Stage 1

Review the syllabus subject matter for *Cultures* - HSIE syllabus page 49.

Outcome	<p><i>Identities CUS1.3</i> Identifies customs, practices, symbols, languages and traditions of their family and other families.</p>	<p><i>Cultural diversity CUS1.4</i> Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p>
Teaching ideas can include	<p>Groups people belong to:</p> <p>Families</p> <ul style="list-style-type: none"> examines significant people in the family, role of family members, families members e.g. grandparents, extended family members identifies similarities between the ways families express themselves including family gatherings e.g. sharing a meal, BBQ, sport explains special events and celebrations of families – birthdays, weddings, New Year identifies family expectations such as manners, greetings and etiquette explains appropriate and expected behaviour between family members identifies how families spend their time including shared family leisure and entertainment activities explores the work that family members do inside and outside the home compares own family lifestyle with other families of another cultural background and how each sees themselves in an Australian context. <p>Other groups</p> <ul style="list-style-type: none"> concludes that people can belong to many groups e.g. guides, scouts, sporting team, religious, dance/drama, voluntary organisation, charity examines the way groups identify themselves e.g. uniform, colours, emblems, badge, banner, flag explores some music, songs, artworks, dance that express and reflect identity recognises the importance of flags and other symbols of Australia inclusive of an Aboriginal perspective. 	<p>The diversity of families and their backgrounds:</p> <ul style="list-style-type: none"> identifies languages spoken and understood in communities listens to traditional stories associated with and representative of culture investigates practices and rituals that reflect the beliefs of families, this would include the special foods, decorations, clothing, gifts that may be a component of these practices and rituals understands the importance of cultural and religious events to families and communities describes the effect of different cultural practices from other countries on Australian communities e.g. multicultural foods, festivals, celebrations and stories (inclusive of diversity in Aboriginal communities) describes some similarities and differences between the ways people express aspects of culture lists customs, symbols and practices recognised by own family and by groups in the community begins to develop background knowledge on world religions describes some practices and rituals that reflect a group's beliefs recognises the importance of cultural and religious events in the community enhances understanding of Aboriginal cultures.

Stage 2

In Stage 2, students develop on learnings from Stage 1. The emphasis in Stage 2 moves beyond family and immediate community. The role of individuals, families, groups and events that contribute to maintaining, developing, strengthening and changing the communities to develop an understanding of Australian identities. Included in the Stage 2 *Cultures* strand is developing an awareness of major world religions and different cultural viewpoints.

Teaching and learning about culture in Stage 2

Review the syllabus subject matter for *Cultures* - HSIE syllabus page 55.

Outcome	<p>Identities CUS2.3 Explains how shared customs, practices, symbols, Languages and traditions in communities contribute to Australian and community identities.</p>	<p>Cultural diversity CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p>
Teaching ideas can include	<p>Shared culture</p> <ul style="list-style-type: none"> • explains the significance of some symbols used to represent Australia e.g. flags, coat of arms, state and territory emblems • identifies and describes significant symbols of state and national life in Australia • examines how different symbols are used to represent Australia and evaluates purpose, significance and importance • explains how symbols reflect Australian identities • gathers information on the origins and background of people in the local community (inclusive of the Aboriginal community) • identifies and examines a range of community groups, their purpose and roles • explores relevant eras relating to own family's migration to Australia (through family oral history) • begins to develop an understanding of the complexities of Australian identities. 	<p>Different cultural viewpoints</p> <ul style="list-style-type: none"> • engages with traditional, religious and ethical stories that are part of the lives of a diverse range of Australians (inclusive of Aboriginal and Torres Strait Islanders) • describes a Dreaming story in the context of its purpose to teach value and respect for others in the community • identifies and discusses the diversity of language, customs and religion in communities in NSW and Australia • develops background knowledge of world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, inclusive of religion(s) in the community) • examines the cultural diversity of some customs e.g. naming customs, coming of age, weddings, death. • discusses aspects of customs that are similar and different in the world religions.