House of Cave Books — Curriculum Links

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Your two strongest curriculum books are **Jason and the Pristine Pool** and **Axle and the Web of Safety**. Both sit squarely in the safety strand that NSW Kindergarten teachers must teach (PDHPE), and in the EYLF V2.0 safety outcome (3.3) for preschools. **Someone Always Sees You** is a close third.

How to read this map

Each book lists the outcomes it fits, strongest first, with the pages a teacher would use. Put the codes straight into your teacher guides, School Hub listings and pitch emails.

Setting	Framework used	What to quote
NSW Kindergarten (Early Stage 1)	PDHPE K–10 (2018): codes like **PDe-2**. Current. Schools may keep using it until it's withdrawn in December 2028	Both PDHPE sets. Schools are planning the switch now
NSW Kindergarten from 2027	New PDHPE K–6 (2024): codes like **PHE-RRS-01**	Lead with these. Schools start teaching it in 2027
NSW Kindergarten, all years	English K–10 (2022) **ENE-** codes; History **HTe-**; Geography **GEe-**	English fits every book
ACT Kindergarten (Foundation)	Australian Curriculum v9 HPE: codes like **AC9HPFP05**	Canberra schools use these, not NSW codes
Preschool / long day care (NSW & ACT)	Early Years Learning Framework **V2.0** (2022): outcomes like **3.3**	Preschools only recognise EYLF

Outcome wording is quoted in the code reference at the end.

At a glance

Book	Curriculum identity	Strongest NSW ES1 fit	ACT Foundation	Preschool (EYLF V2.0)	School pitch strength
Jason and the Pristine Pool	Water safety, supervision, help-seeking, learning to swim	PHE-RRS-01 · PDe-2, PDe-6, PDe-7	AC9HPFP05, AC9HPFP06	3.3, 1.1, 3.2	Strongest
Axle and the Web of Safety	Online safety, trusted adults, unsafe secrets, trusting your feelings	PHE-RRS-01 · PDe-2, PDe-10 (child protection education)	AC9HPFP05, AC9HPFP01	3.3, 1.1, 5.5	Strongest
Someone Always Sees You	Belonging, diverse families, resilience, support networks	PHE-IHW-01, PHE-RRS-01 · PDe-1, PDe-2, PDe-3	AC9HPFP01, AC9HPFP03	1.3, 1.1, 3.1	Strong
Freddie and Hugo's Aussie Christmas	Places and celebrations, Australian animals, comparing countries	GEe-1, HTe-1 · ENE-UARL-01	Foundation HASS (places, celebrations)	2.1, 2.2, 5.2	Strong, but seasonal (Term 4)
Fred and Ted	New sibling, jealousy to kindness, growing and changing	PHE-IHW-01, PHE-SMI-01 · PDe-1, PDe-3,	AC9HPFP01, AC9HPFP03	1.4, 3.1, 5.2	Good

Book	Curriculum identity	Strongest NSW ES1 fit	ACT Foundation	Preschool (EYLF V2.0)	School pitch strength
		PDe-10			
Harry and the Twins	Family change, patience, feelings over time	PHE-IHW-01 · PDe-1, PDe-3 · HTe-1	AC9HPFP01, AC9HPFP03	1.4, 3.1, 2.1	Good
Baby B	Families, growing before birth, the senses	PHE-IHW-01 · PDe-1 · HTe-1	AC9HPFP01	1.3, 2.1, 5.2	Moderate (preschool better)
Rex's Happy Little World	Identity, daily routines, family	PHE-IHW-01 · HTe-1	AC9HPFP01	1.3, 3.2	Weak (personalised gift book)
Fabulous Francesca	Being yourself, big feelings, play choices	PHE-IHW-01 · PDe-1	AC9HPFP01, AC9HPFP03	1.3, 1.2, 3.1	Weak (personalised gift book)

Every book also supports **ENE-UARL-01** (responding to literature read aloud) and **ENE-OLC-01** (oral language). All nine books rhyme, so they also support **ENE-PHOAW-01** (rhyme and phonological awareness).

1. Jason and the Pristine Pool

Curriculum identity: water safety and protective behaviours. Jason can't swim, so he learns the pool rules first, then swimming lessons, then the fun. Every rule maps directly to a safety outcome. It's the most curriculum-dense book you have.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits	Pages (spreads) to teach from
PHE-RRS-01 (2024) / **PDe-2** (2018): protective strategies to stay safe	Never go near the pool without a grown-up. No "secret swimming". Gate	13, 15–18

Outcome	How the book fits	Pages (spreads) to teach from
	shut, never climb the fence	
PHE-RRS-01 / **PDe-2**: help-seeking	"If somebody needs help, don't jump into the deep. Get a grown up straight away"	14, 23
PDe-7 (2018): actions that promote safe spaces	Walk, don't run on wet tiles. No pushing, rough play or dunking	19–22
PDe-6 (2018) / **PHE-IHW-01** (2024): factors that affect safety and wellbeing	Being unable to swim changes what's safe. The deep water, the fence and adult supervision all matter	8–10, 15
PHE-MSP-01 (2024) / **PDe-4**: movement skills, safe rule-following	Learning to float, kick and breathe. Swimming lessons and practice	25–27
PHE-SMI-01 (2024) / **PDe-9**: self-management	Jason stops and waits rather than climbing for his goggles. Practises every day	18, 26
ENE-UARL-01, **ENE-OLC-01**: English	Question-and-answer structure (Jason asks "what if…?", parents answer) suits predicting and discussion. Rhyme and "KER SPLASH!" for expressive reading	Whole book

ACT Kindergarten (Australian Curriculum v9): AC9HPFP05 (protective behaviours and help-seeking), AC9HPFP06 (safety messages in their community: pool fences, gates, signs), AC9HPFM02 (moving and acting safely).

Preschool (EYLF V2.0)

Outcome	How the book fits
3.3 strategies for personal safety	The core of the book: supervision, closed

Outcome	How the book fits
	gates, getting a grown-up
1.1 feel safe, secure and supported	Mum and Dad stay close. The ending is "with nothing left to fear"
3.2 physical learning and wellbeing	Learning to swim through practice
4.1 persistence, confidence	"He practised every day" until "I DID IT! I CAN SWIM!"
5.1 interact verbally	Children call out the rule before turning each page

Why it sells: the rules mirror the main messages of Royal Life Saving's Keep Watch program for under-5s: supervise, restrict access (fence and gate), and water awareness. Name that link in your pitch to preschools. Pair it with your school visit program so Pristine Pools' sponsorship has a clear curriculum reason.

Activity idea: a "Stop or Go?" sorting game on the smartboard (open gate, running on tiles, adult watching, climbing the fence) using your own illustrations. That's the same format as Axle's Trusted Team.

2. Axle and the Web of Safety

Curriculum identity: child protection and online safety. The book teaches the core child protection education messages (trusted adults, unsafe secrets, trust your feelings, tell someone) through the online world. NSW schools must teach child protection education in every stage through PDHPE, so this book fills a gap teachers have to cover anyway.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits	Pages to teach from
PHE-RRS-01 (2024) / **PDe-2** (2018): people and protective strategies that keep them safe	"If someone says 'don't tell,' go find someone who can." Naming a trusted grown-ups list	14–18
PHE-RRS-01 / **PDe-2**: safe and unsafe people	"These spiders are people, some safe and some not". Friendly-looking is not the same as safe	10–12

Outcome	How the book fits	Pages to teach from
PHE-SMI-01 (2024) / **PDe-9**: self-management	"If something feels strange… trust that feeling, and tell one"	18–20
PDe-10 (2018) / **PHE-SMI-01**: interpersonal skills	Axle asks questions, and his Mum listens and explains	6–16
PHE-IHW-01 (2024) / **PDe-6**: factors that influence safety	Being online is a setting with its own risks	6–8
ENE-UARL-01, **ENE-OLC-01**, **ENE-VOCAB-01**	Spider-web metaphor to discuss. Vocabulary: trusted, secret, guide, explore	Whole book
ENE-CWT-01	The "My trusted grown-ups are…" page: children draw and label their network	Final page

ACT Kindergarten (Australian Curriculum v9): AC9HPFP05 (protective behaviours and help-seeking strategies, the best fit), AC9HPFP01 (the people in their world), AC9HPFP02 (interacting respectfully).

Preschool (EYLF V2.0)

Outcome	How the book fits
3.3 strategies for personal safety	Trusted adults list, telling when something feels wrong
1.1 feel safe, secure and supported	"No need to be scared, I'm here as your guide"
5.5 use digital technologies	Safe use of devices, with a grown-up nearby
3.1 emotional wellbeing	Naming the feeling of "strange" or "fright"
2.1 connectedness to groups	"Stick to our team"

Why it sells: the trusted-adults hand activity and safe vs unsafe secrets are exactly what Kindergarten child protection units cover. Point your eSafeKids, Body Safety Australia and Daniel Morcombe Foundation pitches at that.

One gap to fix in the teacher guide: NSW's Early Stage 1 child protection content also teaches correct names for body parts and "my body belongs to me". Axle doesn't cover these, so don't claim it does. Present it as the online-safety and help-seeking lesson within a unit.

3. Someone Always Sees You

Curriculum identity: belonging, diverse families and support networks. Sam's family is small, but his coach, teacher, neighbour and teammates form a circle around him. The book fits wellbeing and respectful relationships. It also suits children in out-of-home care.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits	Pages to teach from
PHE-IHW-01 (2024) / **PDe-1** (2018): identity and who they are	"Your family looks different, but you're not alone". Many kinds of family	4–5
PHE-RRS-01 (2024) / **PDe-2**: people who help keep them healthy, resilient and safe	Coach, teacher, Mr. Bell, teammates as Sam's support network	3–5
PDe-3 (2018) / **PHE-RRS-01**: caring, inclusive, respectful	Noticing a child at the edge of the crowd. Cheering for others	1–2, 9
PHE-SMI-01 (2024) / **PDe-9**: resilience, persistence	"Sam grew steady and brave". Working hard with kindness	6
History HTe-1: family heritage, different families	Comparing family structures respectfully	4–5
ENE-UARL-01, **ENE-OLC-01**	Feelings vocabulary (alone, proud, brave). The tree-and-roots metaphor	Whole book

ACT Kindergarten (Australian Curriculum v9): AC9HPFP01 (who they are and the people in their world), AC9HPFP03 (expressing emotions), AC9HPFP02 (interacting respectfully).

Preschool (EYLF V2.0): 1.3 confident self-identity and self-worth ("you are enough"), **1.1** feel safe and supported, **3.1** emotional wellbeing, **2.2** respond to diversity with respect (different families), **1.4** care and empathy for others.

Note: Sam grows up and speaks on a stage by the end, so the second half suits 5–8 better than preschool. For 3–5s, focus on spreads 1–5 and draw "my circle of people".

4. Freddie and Hugo's Aussie Christmas

Curriculum identity: places, celebrations and Australian animals. Two English animals compare a cold English Christmas with a hot Australian one, meeting native animals along the way. This is your only book with a strong HSIE (History and Geography) fit.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits	Chapters to teach from
Geography GEe-1: places and why they matter to people	Snowy England vs sunny Australia. Bushland, beach, gum trees, verandahs	01 Snowy England, 02 The Journey, 04 The Beach
Geography GEe-2: communicating geographical information	Find England and Australia on a globe. Map the journey	02 The Journey
History HTe-1: family heritage and the heritage of others	How families celebrate: carols by candlelight, barbie, pavlova, prawns	05, 07, 08
PHE-IHW-01 (2024): sun safety and heat	Scarf and mittens off in the heat. Cooling in the shade	02, 04
ENE-UARL-01, **ENE-PHOAW-01**	Repeated refrain "How do Aussies do Christmas?" for joining in. Strong rhyme	Whole book
ENE-VOCAB-01	Aussie words: g'day, mate, barbie, ute, bushland, scrub	Whole book

ACT Kindergarten (Australian Curriculum v9): Foundation HASS (personal and family histories, places people live in and belong to). AC9HPFP06 for the sun-safety link (shade, taking off winter clothes).

Preschool (EYLF V2.0): **2.2** respond to diversity with respect (different ways to celebrate), **2.1** connectedness to community, **2.4** respect for the environment (native animals), **5.2** engage with texts (joining the refrain), **4.1** curiosity.

Note: it's Christmas-specific, so it sells in Term 4 only. Some schools avoid Christmas-themed resources, so pitch it as "celebrations and places" first. Hugo is a hedgehog, which children may not know isn't an Australian animal, and that's a good discussion starter.

5. Fred and Ted

Curriculum identity: a new sibling, from jealousy to kindness. Fred wanted to be an only child. Ted is noisy and knocks things over, then Ted reaches out his hand, and a day at Ninny and Poppy's farm makes them brothers. A third baby, Josephine, arrives at the end.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits
PHE-IHW-01 (2024) / **PDe-1** (2018): how people grow and change	Big and small. Babies grow. A family grows from two children to three
PHE-SMI-01 (2024) / **PDe-10**: interpersonal skills	Fred moves from crossed arms to sitting close and holding Ted's hand
PDe-3 (2018) / **PHE-RRS-01**: caring and respectful	"Being a big brother? Turns out, he liked it."
PDe-9 (2018): managing feelings	Fred's frustration when the blocks fall. Naming jealousy and annoyance
ENE-REFLU-01, **ENE-PHOKW-01**	Very short, decodable opening lines ("Fred is big. And Ted is small.") suit early independent reading
ENE-UARL-01, **ENE-VOCAB-01**	Opposites (big/small, loud/quiet). The pictures carry the feelings, so children read the faces

Mathematics link: comparing size language (big, small) for early measurement talk.

ACT Kindergarten (Australian Curriculum v9): AC9HPFP01 (people in their world), AC9HPFP03 (expressing emotions), AC9HPFP04 (sharing possessions and personal space, when Ted tips over Fred's toys).

Preschool (EYLF V2.0): 1.4 care, empathy and respect, **3.1** emotional wellbeing, **2.1** belonging to family, **5.2** engage with texts. This is one of your best preschool books: short text, clear emotions, and very common real-life experience.

6. Harry and the Twins

Curriculum identity: family change and feelings over time. Harry's world on the farm is turned upside down by twins Arthur and Darcy. It moves from shock and worry to patience and friendship as they grow. Its theme overlaps with Fred and Ted, but it covers a longer stretch of time, from babies to playmates.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits	Pages to teach from
PHE-IHW-01 (2024) / **PDe-1** (2018): how people grow and change	The twins learn to crawl, talk and play over months	5–7
PDe-9 (2018) / **PHE-SMI-01**: managing feelings	Harry's worry ("this won't be fun") and frustration, then enjoyment	2–6
PDe-3 (2018) / **PHE-RRS-01**: caring and respectful relationships	From sharing space reluctantly to "best friends forever"	7–11
History HTe-1: family stories	How families change when babies arrive. Sequencing days, weeks, months	4–6
ENE-UARL-01, **ENE-PHOAW-01**	Strong rhyming couplets. Retell beginning, middle and end	Whole book

ACT Kindergarten (Australian Curriculum v9): AC9HPFP01, AC9HPFP03 (expressing and describing emotions), AC9HPFP04 (personal space and possessions: "How can I share my space?").

Preschool (EYLF V2.0): 1.4 empathy and respect, **3.1** emotional wellbeing, **2.1** belonging to family, **4.3** transferring what they learn to their own family.

Note: the "messy poo" line will get laughs, which helps engagement. If you sell Fred and Ted and Harry together, frame them as a "new sibling" pair for one unit rather than two separate products.

7. Baby B

Curriculum identity: families, growing before birth, and the senses. A baby describes the family from inside the womb: what it hears, smells and senses, and who's waiting for it.

Early Stage 1 (NSW Kindergarten)

Outcome	How the book fits
PHE-IHW-01 (2024) / **PDe-1** (2018): how people grow and change	Life before birth. "Growing fast, I'm Baby B". Links to children's own baby stories
History HTe-1: family stories	Who is in my family? Pets count too (Archie and Emmy)
ENE-UARL-01, **ENE-OLC-01**	Point of view: who is telling this story? Predicting what the baby will see

Science link: using the senses (hearing voices and barking, smelling the house) for a "What can you sense?" activity.

ACT Kindergarten (Australian Curriculum v9): AC9HPFP01 (who they are and the people in their world).

Preschool (EYLF V2.0): 1.3 sense of self and belonging, **2.1** connectedness to family, **5.2** engage with texts, **4.1** curiosity. It fits preschools better than schools, especially rooms where children are expecting a sibling.

Note: the page "Lily and Jester, forever above" refers to loss. Teachers will want a heads-up in the guide so they can handle questions gently. Lines about Jackson not liking school, and named family members, make it read as a personal book.

8. Rex's Happy Little World

Curriculum identity: identity, daily routines and family. A day in Rex's life in Cooma: trucks, daycare, food, songs, mud, books and bedtime, told by his grandmother.

Framework	Fit
NSW ES1	**PHE-IHW-01** / **PDe-1** (who I am, what I

Framework	Fit
	like). **History HTe-1** (family, grandparents' names like "Mini" and "Pop"). **ENE-UARL-01** (sequencing a day from waking to bedtime)
ACT Foundation	AC9HPFP01
Preschool (EYLF V2.0)	**1.3** confident self-identity, **3.2** physical wellbeing (outdoor and muddy play, eating, rest), **2.1** belonging to family and community, **5.2** engage with texts

Best use: a "My Happy Little World" activity where each child draws their own day. It suits preschool and daycare (Rex goes to daycare) more than Kindergarten.

9. Fabulous Francesca

Curriculum identity: being yourself, big feelings and play choices. Francesca, aged two, loves pink and fairy wings, but also climbing and racing with the boys. She gives the best hugs, then stamps her feet when things don't go her way.

Framework	Fit
NSW ES1	**PHE-IHW-01** / **PDe-1** (identity, likes and dislikes). **PHE-SMI-01** / **PDe-9** (managing frustration: the foot-stamping page). **ENE-UARL-01**
ACT Foundation	AC9HPFP01, AC9HPFP03 (expressing emotions)
Preschool (EYLF V2.0)	**1.3** self-identity, **1.2** autonomy ("she knows just what she wants to do"), **3.1** emotional wellbeing, **2.2** respond to diversity ("however she plays, whatever she wears")

Best use: discussing that anyone can play any way. Children can like fairies *and* climbing. It's a toddler book (the character is two), so it suits preschool rooms, not Kindergarten.

Honest notes before you pitch

- **Lead with Pool and Axle.** They link to things schools and preschools *must* teach (safety and child protection). The family books link to things teachers *can* teach, which is a much weaker reason to buy.
- **Use the 2024 PDHPE codes in anything new.** NSW schools are planning for the new syllabus during 2026 and start teaching it in 2027. A resource that quotes only PDe- codes will look dated by next year. Show both for now.
- **Rex, Francesca and Baby B are personalised family books.** Real names, dedications and family details make them feel like gifts, not classroom texts. Keep them in the School Hub bundle as extras, but don't build paid activity packs for them.
- **Don't overclaim.** Axle doesn't cover body-part names or body autonomy. The Pool book doesn't replace swimming lessons. Saying so in the teacher guide builds trust with wellbeing coordinators.

Outcome code reference

Code	Framework	Wording
PHE-RRS-01	NSW PDHPE K–6 (2024), ES1	identifies how respectful relationships and safety contribute to wellbeing
PHE-IHW-01	NSW PDHPE K–6 (2024), ES1	identifies factors that contribute to identity, health and wellbeing
PHE-SMI-01	NSW PDHPE K–6 (2024), ES1	identifies and demonstrates self-management and interpersonal skills
PHE-MSP-01	NSW PDHPE K–6 (2024), ES1	demonstrates fundamental movement skills and participates with others in physical activities
PDe-2	NSW PDHPE K–10 (2018)	identifies people and demonstrates protective strategies that help keep themselves healthy,

Code	Framework	Wording
		resilient and safe
PDe-6	NSW PDHPE K–10 (2018)	explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
PDe-7	NSW PDHPE K–10 (2018)	identifies actions that promote health, safety, wellbeing and physically active spaces
PDe-10	NSW PDHPE K–10 (2018)	uses interpersonal skills to effectively interact with others
PDe-1, PDe-3, PDe-4, PDe-9	NSW PDHPE K–10 (2018)	PDe-1: identifies who they are and how people grow and change. PDe-3: communicates ways to be caring, inclusive and respectful of others. PDe-9: practises self-management skills in familiar and unfamiliar scenarios. PDe-4 (movement): **Check exact wording in the syllabus before printing**
ENE-OLC-01	NSW English K–10 (2022)	communicates effectively by using interpersonal conventions and language with familiar peers and adults
ENE-UARL-01	NSW English K–10 (2022)	understands and responds to literature read to them
ENE-VOCAB-01	NSW English K–10 (2022)	understands and

Code	Framework	Wording
		effectively uses Tier 1 words and Tier 2 words in familiar contexts
ENE-PHOAW-01	NSW English K–10 (2022)	identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts
ENE-CWT-01	NSW English K–10 (2022)	creates written texts that include at least 2 related ideas and correct simple sentences
HTe-1	NSW History K–10, ES1	communicates stories of their own family heritage and the heritage of others
GEe-1, GEe-2	NSW Geography K–10, ES1	GEe-1: identifies places and develops an understanding of the importance of places to people. GEe-2 (geographical tools): **Check exact wording before printing**
AC9HPFP01	Australian Curriculum v9, Foundation	investigate who they are and the people in their world
AC9HPFP02	Australian Curriculum v9, Foundation	practise personal and social skills to interact respectfully with others
AC9HPFP03	Australian Curriculum v9, Foundation	express and describe emotions they experience
AC9HPFP04	Australian Curriculum v9, Foundation	explore how to seek, give or deny permission respectfully when sharing

Code	Framework	Wording
		possessions or personal space
AC9HPFP05	Australian Curriculum v9, Foundation	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe
AC9HPFP06	Australian Curriculum v9, Foundation	identify health symbols, messages and strategies in their community that support their health and safety
EYLF 1.1 / 1.3 / 1.4	EYLF V2.0	feel safe, secure and supported / confident self-identities and self-worth / interact with care, empathy and respect
EYLF 2.1 / 2.2 / 2.4	EYLF V2.0	connectedness to groups and communities / respond to diversity with respect / respect for the environment
EYLF 3.1 / 3.2 / 3.3	EYLF V2.0	social, emotional and mental wellbeing / physical learning and wellbeing / strategies for their own health and personal safety
EYLF 4.1 / 4.3 / 5.1 / 5.2 / 5.5	EYLF V2.0	learning dispositions / transfer learning / interact verbally and non-verbally / engage with texts / use digital technologies

Sources

- NSW PDHPE K–6 Syllabus (2024): outcomes and implementation timeline
- NSW English K–10 Syllabus (2022): outcomes
- PDHPE K–10 (2018) Early Stage 1 outcomes, as quoted by Busways
- Australian Curriculum v9 HPE Foundation content descriptions (QCAA)
- EYLF V2.0 learning outcomes
- Early Stage 1 History scope and sequence (Shell Cove PS)