

All School Program mapping to the Australian Curriculum

True program			Australian Curriculum: Health and Physical Education.	
			Prep- Foundation	
			Strand: Personal, Social and Community Health	
Program name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
<p>Prep- Foundation</p> <p>Keep Me Safe</p> <p>Introduction ‘Keep Me Safe’ is a program designed to teach personal safety to young people in a healthy positive way.</p> <p>The program will introduce skills that can help protect children from abuse and commences in Prep with the Introductory lesson and builds through the years to the Progression lesson in year 3. While focus areas at each level remain the same, activities and structure change as children develop levels of understanding and literacy.</p>	<p>2 x 30 minute sessions for classes up to 30 students.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, story time, and colouring.</p> <p>Cost to school is based on number of classes booked. This includes a booklet to take home.</p>	<p>Recognise and name external public & private body parts.</p> <p>Support students to identify types of touch.</p> <p>Support students to identify their personal safety network.</p> <p>Develop an understanding of feelings.</p> <p>Includes <i>I have the right to be safe</i> booklet for children to take home and discuss with parents/ carers.</p>	Being healthy, safe and active	<p>Name parts of the body and describe how their body is growing and changing (ACPPS002)</p> <p>Identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private</p> <p>Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)</p> <p>1/Identifying knowledge, skills and understandings that can help keep them safe and healthy</p> <p>2/Identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported</p> <p>3/Naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios</p>
			Communicating and interacting for health and wellbeing	<p>Identify and describe emotional responses people may experience in different situations (ACPPS005)</p> <p>1/ Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused</p> <p>2/Talking about connections between feelings, body reactions and body language</p>

True program			Australian Curriculum: Health and Physical Education	
			Year 1-2	
			Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 1 Keep Me Safe Beginner The year 1 program can follow on from the Prep lesson building on prior knowledge and literacy levels.	2 x 30 minute sessions for classes up to 30 students. There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, story time, and colouring.	Recognise and name external public & private body parts. Support students to identify types of touch. Develop an understanding of feelings. Support students to identify their personal safety network.	Being healthy, safe and active	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) 1/Identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends 2/Recognising photos and locations of safe places and people who can help 3/Describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe
Year 2 Keep Me Safe Intermediate The year 2 program can follow on from the Year 1 lesson building on prior knowledge and literacy levels.	Cost to school is based on number of classes booked. This includes a booklet to take home.	Includes <i>I have the right to be safe</i> booklet for children to take home and discuss with parents/ carers.	Communicating and interacting for health and wellbeing	Identify and practise emotional responses that account for own and others' feelings (ACPPS020) 1/Recognising own emotions and demonstrating positive ways to react in different situations 2/Identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses 3/Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language

True program			Australian Curriculum: Health and Physical Education	
			Year 3-4	
			Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 3 Keep Me Safe Progression The progression program will continue to develop skills that can help protect children from abuse while developing further the ideas of public and private bodies, places and behaviours. The year 3 program can follow on from the previous year's lessons building on prior knowledge and literacy levels.	1 x 60 minute session for classes up to 30 students.	Recognise and name external Public & private body parts. Support students to identify types of touch. Further develop concepts of public/private bodies, places & activities. Develop an understanding of feelings.	Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) 1/Recognising physical responses that indicate they are feeling uncomfortable or unsafe 2/Rehearsing assertive behaviours and strong non-verbal communication skills 3/Examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe (S)
	Cost to school is based on number of classes booked. This includes a booklet to take home.	Support students to identify their personal safety network. Includes <i>I have the right to be safe</i> booklet for children to take home and discuss with parents.	Communicating and interacting for health and wellbeing	Investigate how emotional responses vary in depth and strength (ACPPS038) 1/Recognising own emotional responses and levels of their response in different situations 2/Understanding that emotional responses vary across cultures and differ between people and different situations 3/Analysing scenarios and identifying possible triggers and warning signs to predict emotional responses 4/Describing strategies they can use to identify and manage their emotions before making a decision to act
Year 4 Looking After My Body	2 x 60 minute session for classes up to 30 students. There are a variety of	Recognise and name external public & private body parts.	Being healthy, safe and active	Explore strategies to manage physical, social and emotional change (ACPPS034) 1/Discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how

<p><i>Looking after my body</i> teaches personal safety to young students in a healthy, positive way.</p> <p>The program introduces skills that can help protect children from abuse.</p> <p>The program also begins to address changes during puberty as children may have body changes happening at this age. It is important for students to have relevant information before these changes occur.</p>	<p>interactive experiences for students to enjoy during the sessions, including class discussion &, group activities.</p> <p>Cost to school is based on number of classes booked. This includes a booklet to take home.</p>	<p>Further develop concepts of public/ private bodies, places & activities.</p> <p>Support students to identify types of touch.</p> <p>Develop an understanding of feelings.</p> <p>Support students to identify their personal safety network.</p> <p>Identify the physical, social & emotional changes as we grow.</p> <p>Identify how to look after their bodies.</p> <p>Answer questions students may have.</p> <p>Includes <i>I have the right to be safe booklet</i> for children to take home and discuss with parents/ carers.</p>		<p>they think and feel about themselves and different situations</p> <p>2/Identifying people or sources of information that they can access if they have questions about the changes that are occurring</p>
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True program			Australian Curriculum: Health and Physical Education	
			Year 5-6	
			Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
<p>Year 5</p> <p>Option 1</p> <p><i>My Lifecycle - 1</i></p> <p>Intermediate <i>My Lifecycle - 1</i> is designed for year 5.</p> <p>It is the traditional and highly effective program that incorporates 2 lessons delivered by a True educator which provide information around puberty, reproduction and body image.</p>	<p>2 x 60 minute session for classes up to 30 students.</p> <p>Sessions are delivered by a True educator.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, quiz & group work.</p> <p>Cost to school is based on number of classes booked. This includes a puberty information leaflet to take home.</p>	<p>Identify the physical, social & emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Demonstrate an understanding of how the media influences how we feel about our bodies.</p> <p>Identify strategies for a positive body image.</p> <p>Identify the parts of the male & female reproductive system.</p> <p>Identify different methods of fertilisation & birth.</p> <p>Gain an understanding of how peer pressure can effect</p>	<p>Being healthy, safe and active</p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <p>1/Understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses</p> <p>2/Researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty</p> <p>3/Examining the range of products available to manage the physical changes associated with puberty</p> <p>Examine how identities are influenced by people and places (ACPPS051)</p> <p>Exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p> <p>1/Examining how media and public identities influence the way people act and the choices they make</p> <p>2/Sharing how important people in their life influence them to act or behave in a healthy or safe way</p> <p>3/Analysing health messages in the media and comparing their interpretations with those of other members of the class</p>

		<p>decisions.</p> <p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information leaflet to take home and discuss with parents/ carers.</p>		<p>4/Exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p> <p>Selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations</p>
<p>Year 5</p> <p>Option 2</p> <p><i>Growing Minds & Bodies - 1</i> <i>Growing Minds & Bodies - 1</i> is designed for year 5.</p> <p>This program is more extensive yet more cost effective for schools.</p> <p>The program includes 4 x 1 hour sessions for the students. Following a 2 x hour professional development session the teachers will deliver the first 3 sessions on</p> <p>1/ Respectful relationships</p>	<p>A 2 hour professional development session for teachers.</p> <p>4 x 60 minute session for classes up to 30 students. First 3 sessions delivered by class teacher with session 4 delivered by a True educator.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, quiz & group work.</p> <p>Cost to school is \$500 for the 2 hour professional development session</p>	<p>Identify the physical, social & emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Identifying healthy/ unhealthy relationships.</p> <p>Gain an understanding of influences & consequences of decision making.</p> <p>Gain an understanding of how peer pressure can effect decisions.</p>	<p>Being healthy, safe and active</p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <p>1/Understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses</p> <p>2/Researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty</p> <p>3/Examining the range of products available to manage the physical changes associated with puberty</p> <p>Practise skills to establish and manage relationships (ACPPS055)</p> <p>1/Assessing the impact of different relationships on personal health and wellbeing</p> <p>2/Proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships</p> <p>3/Selecting and practising appropriate ways to share power within relationships</p>

<p>2/Decision making including peer pressure</p> <p>3/ Media & body image.</p> <p>A True educator will then deliver the 4th session on puberty.</p> <p>During the course of the program the teacher will develop skills to be comfortable having conversations with their students around growing and changing.</p>	<p>and \$225 per class for the 1 x 60minute session delivered by the True educator. This includes a puberty information leaflet to take home.</p>	<p>Demonstrate an understanding of how the media influences how we feel about our bodies.</p> <p>Identify strategies for a positive body image.</p> <p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information leaflet to take home and discuss with parents/ carers.</p>		<p>Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <p>1/Analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations</p> <p>2/Discussing how inappropriate emotional responses impact relationships</p> <p>3/Exploring why emotional responses can be unpredictable</p> <p>4/Exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations</p> <hr/> <p>Examine how identities are influenced by people and places (ACPPS051)</p> <p>Exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</p> <hr/> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p> <p>1/Examining how media and public identities influence the way people act and the choices they make</p> <p>2/Sharing how important people in their life influence them to act or behave in a healthy or safe way</p> <p>3/Analysing health messages in the media and comparing their interpretations with those of other members of the class</p> <p>4/Exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values</p> <hr/> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy</p>
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				<p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p> <p>Selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations</p>
<p>Year 6</p> <p>Option 1</p> <p>My Lifecycle 2</p> <p><i>My Lifecycle – 2</i> is designed for year 6.</p> <p>It is the traditional and highly effective program that incorporates 2 lessons delivered by a True educator which provide information around puberty, reproduction and decision making. The year 6 program is a more advanced program building on prior knowledge.</p>	<p>2 x 60 minute session for classes up to 30 students.</p> <p>Sessions are delivered by a True educator.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, quiz & group work.</p> <p>Cost to school is based on the number of classes booked. This includes a puberty information leaflet to take home.</p>	<p>Identify the physical, social & emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Identify the parts of the male & female reproductive system.</p> <p>Identify different methods of fertilisation & birth.</p> <p>Gain an understanding of influences & consequences of decision making.</p> <p>Gain an understanding of how peer pressure can effect decisions.</p> <p>Discuss legal & social impacts of sexting.</p>	<p>Being healthy, safe and active</p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <p>1/Understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses</p> <p>2/Researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty</p> <p>3/Examining the range of products available to manage the physical changes associated with puberty</p> <p>Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <p>1/Analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations</p> <p>2/Discussing how inappropriate emotional responses impact relationships</p> <p>3/Exploring why emotional responses can be unpredictable</p> <p>4/Exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations</p> <p>Examine how identities are influenced by people and places (ACPPS051)</p> <p>Exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p>

		<p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information leaflet to take home and discuss with parents/ carers.</p>		<p>Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p> <p>Selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations</p>
<p>Year 6</p> <p>Option 2</p> <p><i>Growing Minds & Bodies 2</i> <i>Growing Minds & Bodies 2</i> is designed for year 6.</p> <p>This program is more extensive yet more cost effective for schools.</p> <p>The program includes 4 x 1 hour sessions for the students.</p> <p>Following a 2 hour professional development session the teachers will deliver the first 3 sessions on</p> <p>1/ Respectful relationships 2/Decision making including peer pressure 3/ Media & body image. A True educator will then deliver the 4th session on puberty.</p>	<p>2 hour professional development session for teachers.</p> <p>4 x 60 minute sessions for classes up to 30 students. First 3 sessions delivered by class teacher with session 4 delivered by a True educator.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, quiz & group work.</p> <p>Cost to school is \$500 for the 2 hour professional development session and \$225 per class for the 1 x 60minute session delivered by the True educator. This includes a</p>	<p>Identify the physical, social & emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Identifying healthy/ unhealthy relationships.</p> <p>Gain an understanding of influences & consequences of decision making.</p> <p>Gain an understanding of how peer pressure can effect decisions.</p> <p>Demonstrate an understanding of how the media influences how we feel about our</p>	<p>Being healthy, safe and active</p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <p>1/Understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses</p> <p>2/Researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty</p> <p>3/Examining the range of products available to manage the physical changes associated with puberty</p> <p>Practise skills to establish and manage relationships (ACPPS055)</p> <p>1/Assessing the impact of different relationships on personal health and wellbeing</p> <p>2/Proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships</p> <p>3/Selecting and practising appropriate ways to share power within relationships</p> <p>Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <p>1/Analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations</p>

<p>During the course of the program the teacher will develop skills so they are more comfortable having conversations with their students around growing and changing.</p> <p>The year 6 program is a more advanced program building on prior knowledge.</p>	<p>puberty information leaflet to take home.</p>	<p>bodies.</p> <p>Identify strategies for a positive body image</p> <p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information leaflet to take home and discuss with parents/ carers.</p>		<p>2/Discussing how inappropriate emotional responses impact relationships</p> <p>3/Exploring why emotional responses can be unpredictable</p> <p>4/Exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations</p> <p>Examine how identities are influenced by people and places (ACPPS051)</p> <p>Exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p> <p>1/Examining how media and public identities influence the way people act and the choices they make</p> <p>2/Sharing how important people in their life influence them to act or behave in a healthy or safe way</p> <p>3/Analysing health messages in the media and comparing their interpretations with those of other members of the class</p> <p>4/Exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p>
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				Selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations
True Program			Australian Curriculum: Health and Physical Education	
			Year7-8	
			Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 7 <i>Puberty Refresher</i> <i>Puberty Refresher</i> is designed as an optional lesson for year 7 students. This topic should be introduced in primary	1 x 60 minute session for classes up to 30 students. There are a variety of interactive experiences for students to enjoy during the sessions, including class	Identify the physical, social & emotional changes of puberty. Identify how to look after their bodies.	Being healthy, safe and active	Investigate the impact of transition and change on identities (ACPPS070)1/Examining the impact of physical changes on gender, cultural and sexual identities 2/Investigating how changing feelings and attractions are part of developing sexual identities 3/Identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities

<p>school so this lesson serves to consolidate information already provided.</p> <p>This is particularly useful for students that may develop later than their peers.</p>	<p>discussion, quiz, question & answer session.</p> <p>Cost to school is based on the number of classes booked. This includes a puberty information leaflet to take home.</p>	<p>Answer questions students may have.</p>		<p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</p> <p>1/Accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older</p> <p>2/Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes</p> <p>3/Analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities</p> <p>4/Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older</p> <p>5/Developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others</p>
<p>Year 7</p> <p>Relationships</p> <p>Beginner <i>Relationships - Beginner</i> is designed for year 7 to address the issues of domestic violence by educating young people about respectful relationships, recognising healthy/unhealthy relationships and learning negotiating skills.</p> <p>This one hour program</p>	<p>1 x 60 minute session for classes up to 30 students.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion & group work.</p> <p>Cost to school is based on the number of classes booked.</p>	<p>Identifying healthy/ unhealthy relationships.</p> <p>Decision making.</p> <p>Assertiveness skills.</p> <p>Body image.</p> <p>Legal & social impacts of sexting.</p> <p>Answer questions students may have.</p>	<p>Being healthy, safe and active</p>	<p>Practise and apply strategies to seek help for themselves or others (ACPPS072)</p> <p>1/Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes</p> <p>2/Discussing emotional responses to interactions within relationships, and proposing strategies to seek help</p> <p>3/Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation</p> <p>Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</p> <p>Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans</p>

<p>is designed to equip young people with the skills not only for partner relationships but skills that could be used in all relationships that they encounter.</p>			<p>Communicating and interacting for health and wellbeing</p>	<p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</p> <p>1/Examining how individuals, family and peer groups influence people's behaviours, decisions and actions</p> <p>2/Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content</p> <p>3/Analysing how their relationships influence behaviours and actions</p> <p>4/Recognising the impact bullying and harassment can have on relationships, including online relationships</p> <p>5/Exploring skills and strategies needed to communicate and engage in relationships in respectful ways</p>
			<p>Contributing to healthy and active communities</p>	<p>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</p> <p>1/Investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing</p> <p>2/Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves.</p>
<p>Year 8</p> <p>Relationships</p> <p>Intermediate Relationships - Intermediate is designed</p>	<p>1 x 60 minute session for classes up to 30 students.</p> <p>There are a variety of interactive experiences for</p>	<p>Identifying healthy/ unhealthy relationships.</p> <p>Decision making.</p> <p>Assertiveness</p>	<p>Being healthy, safe and active</p>	<p>Practise and apply strategies to seek help for themselves or others (ACPPS072)</p> <p>1/Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes</p> <p>2/Discussing emotional responses to interactions within</p>

<p>for year 8 to address the issues of domestic violence by educating young people about respectful relationships, recognising healthy/unhealthy relationships and learning negotiating skills.</p> <p>This one hour program is designed to equip young people with the skills not only for partner relationships but skills that could be used in all relationships that they encounter.</p> <p>The year 8 program is a more advanced program for the older student.</p> <p>More sophisticated classroom discussion and scenarios pitched at the older age group.</p>	<p>students to enjoy during the sessions, including class discussion & group work.</p> <p>Cost to school is based on the number of classes booked.</p>	<p>skills</p> <p>Body image.</p> <p>Legal & social impacts of sexting</p> <p>Answer questions students may have.</p>	<p>relationships, and proposing strategies to seek help</p> <p>3/ Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation</p>
			<p>Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</p> <p>Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans</p>
			<p>Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</p> <p>1/Examining how individuals, family and peer groups influence people's behaviours, decisions and actions</p> <p>2/Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content</p> <p>3/Analysing how their relationships influence behaviours and actions</p> <p>4/Recognising the impact bullying and harassment can have on relationships, including online relationships</p> <p>5/Exploring skills and strategies needed to communicate and engage in relationships in respectful ways</p>
		<p>Contributing to healthy and active communities</p> <p>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</p> <p>1/Investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing</p> <p>2/Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how</p>	

				resisting stereotypes can help students be themselves
True Program			Australian Curriculum: Health and Physical Education Year 9-10 Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 9 <i>Sexual Relationships</i> Progression <i>Sexual Relationships - Progression</i> is designed for year 9. This session provides information and discussion on how young people can navigate sexual relationships, make healthy choices, where they can obtain reliable health information and how to access services.	1 x 60 minute session for classes up to 30 students. There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion. Condom demonstration may be included. Cost to school is based on the number of classes booked.	Identifying respectful relationships and how to negotiate within relationships. Consent. Contraception and STI's. Myths. Answer questions students may have.	Being healthy, safe and active	Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) 1/Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours 2/Examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities Examine the impact of changes and transitions on relationships (ACPPS090) 1/Practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans 2/Asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others 3/Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety

			<p>and wellbeing may be at short or long term risk (ACPPS091)</p> <p>Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks</p>
			<p>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p> <p>1/Exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing</p> <p>2/Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</p>
		Communicating and interacting for health and wellbeing	<p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</p> <p>1/Investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships</p> <p>2/Investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful</p> <p>3/Comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind</p> <p>4/Demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example in situations where another person's photo has been tagged without permission, sexting and posting explicit content</p> <p>5/Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans</p>
			Critically analyse and apply health information from a range of

				<p>sources to health decisions and situations (ACPPS095)</p> <p>Examining actions to take greater responsibility in relation to their own health</p>
<p>Year 10</p> <p>Sexual Relationships</p> <p>Advanced <i>Sexual Relationships - Advanced</i> is designed for year 10.</p> <p>This session provides information and discussion on how young people can navigate sexual relationships, make healthy choices, where they can obtain reliable health information and how to access services.</p> <p>The year 10 program is a more advanced program for the older student. Classroom discussions are more sophisticated and scenarios are pitched at the older age group.</p>	<p>1 x 60 minute session for classes up to 30 students.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, group work and condom demonstration.</p> <p>Cost to school is based on number of classes booked.</p>	<p>Identifying respectful relationships and how to negotiate within relationships.</p> <p>Consent.</p> <p>Contraception and STI's.</p> <p>Myths.</p> <p>Answer questions students may have.</p>	<p>Being healthy, safe and active</p>	<p>Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)</p> <p>1/Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours</p> <p>2/Examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities</p> <p>Examine the impact of changes and transitions on relationships (ACPPS090)</p> <p>1/Practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans</p> <p>2/Asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others</p> <p>3/Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)</p> <p>Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks</p> <p>Propose, practise and evaluate responses in situations where</p>

			<p>external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p> <p>1/Exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing</p> <p>2/Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</p>
		Communicating and interacting for health and wellbeing	<p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</p> <p>1/Investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships</p> <p>2/Investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful</p> <p>3/Comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind</p> <p>4/Demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example in situations where another person's photo has been tagged without permission, sexting and posting explicit content</p> <p>5/Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans</p> <p>Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</p> <p>Examining actions to take greater responsibility in relation to their own health</p>