

All School Program mapping to the Australian Curriculum

True Program			Australian Curriculum V9: Health and Physical Education.	
			Focus areas- Relationships & sexuality Safety	
			Prep- Foundation	
			Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content descriptor and elaboration
Prep- Foundation Keep Me Safe Introduction <i>Keep Me Safe</i> is a program designed to teach personal safety to young people in a healthy positive way. The program will introduce skills that can help protect children from abuse. The program 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	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 activity. Cost to school is based on number of classes booked. Each child receives a booklet.	Develop an understanding of feelings and warning signs. Support students to identify types of touch. Develop and understanding of bodily autonomy and consent. Recognise and name external public and private body parts. Support students to identify their personal safety network. Includes <i>I have the right to be safe</i> booklet for children to take	Interacting with others	AC9HPFP03 Express and describe emotions they experience <ul style="list-style-type: none"> identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused reading and viewing stories about adventures, and talking about how characters feel and react talking about connections between feelings, body reactions and body language
				AC9HPFP04 explore how to seek, give or deny permission respectfully when sharing possessions or personal space <ul style="list-style-type: none"> practising and refining how to ask for permission when sharing personal space negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect exploring the importance of asking for permission and giving permission when sharing or negotiating and respecting someone's right to say no
			Making healthy and safe choices	AC9HPFP05 demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe

<p>develop levels of understanding and literacy.</p>		<p>home and discuss with parents/ carers.</p>		<ul style="list-style-type: none"> • exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable • exploring and demonstrating assertive strategies to seek help when they or others feel unsafe • identifying a support network of adults, they can trust to help them if they feel unsafe, uncomfortable or scared • recognising that all people have the right to bodily autonomy: the right to make choices about what others ask them to do with and to their bodies
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True program			Australian Curriculum V9: Health and Physical Education Focus areas- Relationships & sexuality Safety 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. 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.	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. Cost to school is based on number of classes booked. This includes a booklet to take home.	Develop an understanding of feelings and warning signs. Support students to identify types of touch. Develop and understanding of bodily autonomy and consent. Recognise and name external public & private and private body parts. 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/ carers.	Interacting with others	AC9HP2P02 identify and explore skills and strategies to develop respectful relationships <ul style="list-style-type: none"> identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships AC9HP2P03 identify how different situations influence emotional responses <ul style="list-style-type: none"> recognising own emotions and demonstrating ways to manage how they express their emotions identifying situations that may trigger strong emotional responses in themselves and others predicting how a person or character might be feeling based on the words they use, their facial expressions and body language recognising how self and others are feeling in a range of situations AC9HP2P04 practise strategies they can use when they need to seek, give, or deny permission respectfully <ul style="list-style-type: none"> practising strategies, they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures exploring situations where they need to seek, give or deny permission and practising strategies to assert themselves; for example, saying no to inappropriate touching
			Makin healthy and safe choices	AC9HP2P05 identify and demonstrate protective behaviours and help-seeking strategies they can use to help them, and others stay safe

				<ul style="list-style-type: none"> • identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses • identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust • proposing strategies, they can use at school and home that promote healthy use of digital tools • recognising photos and locations of safe people and a network of people who can help • discussing the importance of seeking help when problems are too big to solve by themselves
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True program			Australian Curriculum: Health and Physical Education Year 3-4 Focus areas- Relationships & sexuality Safety 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 protect children from abuse while developing further the ideas of public & private bodies, places & behaviours. The year 3 program can follow on from the previous year's lessons 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 group activities. Cost to school is based on number of classes booked. This includes a booklet to take home.	Develop an understanding of feelings and warning signs. Recognise and name external Public & private body parts. Support students to identify types of touch. Further develop understanding of bodily autonomy and consent. Further develop concepts of public/ private bodies, places & activities. Support students to identify their personal safety network. Includes "I have the right to be safe" booklet for children to take home and discuss with parents/ carers.	Interacting with others	AC9HP4P06 explain how and why emotional responses can vary and practise strategies to manage their emotions <ul style="list-style-type: none"> recognising how the depth and strength of their own emotional responses may vary in different situations and practising strategies to manage emotions analysing scenarios and identifying possible triggers and warning signs to predict emotional responses AC9HP4P07 rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required <ul style="list-style-type: none"> practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them
			Making healthy and safe choices	AC9HP4P08 describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations <ul style="list-style-type: none"> describing warning signs (physical and emotional) that can help them to know if they are safe or unsafe

				<ul style="list-style-type: none">• examining protective behaviours to stay safe in different situations, including when they are online or when someone makes them feel uncomfortable or unsafe• identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults• indicating people who can help if they feel unsafe or scared• proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour
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<p>Year 4</p> <p><i>Looking After My Body</i></p> <p><i>Looking after my body</i> teaches personal safety to young students in a healthy, positive way. The program introduces skills that can help protect children from abuse. 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>2 x 60 minute session for classes up to 30 students.</p> <p>Schools can opt to include/ not include puberty at year 4.</p> <p>There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion and group activities.</p> <p>Cost to school is based on number of classes booked. This includes a booklet to take home.</p>	<p>Identify the physical, social and emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p>	Identities and change	<p>AC9HP4P02 plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty</p> <ul style="list-style-type: none"> discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact how they think and feel about themselves and different situations identifying people or sources of information they can access if they have questions about the changes that occur during puberty practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, problem-solving, mindfulness, seeking help from families, peers and teachers
		<p>Develop an understanding of feelings and warning signs.</p> <p>Support students to identify types of touch.</p> <p>Further develop understanding of bodily autonomy and consent.</p> <p>Recognise and name external public and private body parts.</p> <p>Further develop concepts of public and private bodies, places and activities.</p>	Interacting with others	<p>AC9HP4P06 explain how and why emotional responses can vary and practise strategies to manage their emotions</p> <ul style="list-style-type: none"> recognising how the depth and strength of their own emotional responses may vary in different situations and practising strategies to manage emotions analysing scenarios and identifying possible triggers and warning signs to predict emotional responses <p>AC9HP4P07 rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required</p> <ul style="list-style-type: none"> practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them

		<p>Support students to identify their personal safety network.</p> <p>Answer questions students may have.</p> <p>Includes <i>I have the right to be safe</i> booklet for children to take home and discuss with parents/ carers.</p>	<p>Making healthy and safe choices</p>	<p>AC9HP4P08</p> <p>describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations</p> <ul style="list-style-type: none"> describing warning signs (physical and emotional) that can help them to know if they are safe or unsafe examining protective behaviours to stay safe in different situations, including when they are online or when someone makes them feel uncomfortable or unsafe identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults indicating people who can help if they feel unsafe or scared proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour
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True program			Australian Curriculum: Health and Physical Education Year 5-6 Focus areas- Relationships & sexuality Safety Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 5 <u>Option 1</u> <i>My Lifecycle</i> Intermediate Designed for year 5. This is True's traditional program that incorporates 2 lessons delivered by a True educator which provide information around puberty, reproduction and body image.	2 x 60-minute session for classes up to 30 students. Sessions are delivered by a True educator. There are a variety of interactive experiences for students to enjoy during the sessions, including class discussion, quiz & group work. Cost to school is based on number of classes booked. This includes a puberty booklet to take home.	Identify the physical, social and emotional changes of puberty. Identify how to look after their bodies. Further develop understanding of bodily autonomy and consent. Demonstrate an understanding of how the media influences how we feel about our bodies. Identify strategies for a positive body image. Identify the parts of the male and female reproductive system.	Identities and change	AC9HP6P01 explain how identities can be influenced by people and places, and how we can create positive self-identities <ul style="list-style-type: none"> explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities AC9HP6P02 investigate resources and strategies to manage changes and transitions, including changes associated with puberty <ul style="list-style-type: none"> understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities examining how the developmental changes that occur through puberty prepare a persons' body for reproduction
			Interacting with others	AC9HP6P05 describe and implement strategies to value diversity in their communities <ul style="list-style-type: none"> discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism

		<p>Identify different methods of fertilisation and birth.</p> <p>Gain an understanding of how peer pressure can impact decisions.</p> <p>Help students identify where to get factual information on and offline.</p> <p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information booklet to take home and discuss with parents/ carers.</p>		<p>AC9HP6P06</p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <ul style="list-style-type: none"> exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations analysing situations in which emotions can influence decision-making, including in peer-group situations.
			Making healthy and safe choices	<p>AC9HP6P08</p> <p>analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations</p> <ul style="list-style-type: none"> researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust <p>AC9HP6P09</p> <p>investigate different sources and types of health information and how these apply to their own and others' health choices</p> <ul style="list-style-type: none"> examining how family, friends, media and public identities may influence the way people act and the choices they make identifying trusted people in their lives with whom they can share their health needs and concerns

<p>Year 5</p> <p><u>Option 2</u> <i>Growing Minds & Bodies 1</i></p> <p>Designed for year 5. This program is more extensive yet more cost effective for schools. The program includes 4 x 1 hour sessions for the students. Following a 2 hour professional development session the teachers will deliver the first 3 sessions on: 1/ Respectful relationships 2/ Decision making including peer pressure 3/ Media and body image</p> <p>A True educator will then deliver the 4th session on Puberty.</p> <p><i>Growing Minds & Bodies 1</i> supports teacher's confidence and capability to have conversations with their students around growing and changing.</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 plus the cost of the classroom session delivered by True. This will be calculated depending on the number of classes booked. This includes a puberty information booklet to take home.</p>	<p>Identify the physical, social and emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Further develop understanding of bodily autonomy and consent.</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>Gain an understanding of how the media influences how we feel about our bodies.</p>	<p>Identities and change</p>	<p>AC9HP6P01 explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <ul style="list-style-type: none"> explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities <p>AC9HP6P02 investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <ul style="list-style-type: none"> understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities examining how the developmental changes that occur through puberty prepare a persons' body for reproduction
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		<p>Identify strategies for a positive body image.</p> <p>Help students identify where to get factual information on and offline.</p> <p>Answer questions students may have.</p> <p>Includes <i>Puberty</i> information booklet to take home to discuss with parents/ carers.</p>	Interacting with others	<p>AC9HP6P04 describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <ul style="list-style-type: none"> exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence <p>AC9HP6P06 apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <ul style="list-style-type: none"> exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations
			Making healthy and safe choices	<p>AC9HP6P08 analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations</p> <ul style="list-style-type: none"> researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust

				<p>AC9HP6P09</p> <p>investigate different sources and types of health information and how these apply to their own and others' health choices</p> <ul style="list-style-type: none"> examining how family, friends, media and public identities may influence the way people act and the choices they make identifying trusted people in their lives with whom they can share their health needs and concerns
<p>Year 6</p> <p><u>Option 1</u></p> <p><i>My Lifecycle Advanced</i></p> <p>Designed for year 6. This is True's traditional 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 number of classes booked. This includes a workbook and puberty booklet to take home.</p>	<p>Identify the physical, social and emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Further develop understanding of bodily autonomy and consent.</p> <p>Gain an understanding of influences and consequences of decision making.</p> <p>Identifying healthy/unhealthy relationships.</p> <p>Gain an understanding of gender stereotypes.</p>	<p>Identities and change</p>	<p>AC9HP6P01</p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <ul style="list-style-type: none"> explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities <p>AC9HP6P02</p> <p>investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <ul style="list-style-type: none"> understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities examining how the developmental changes that occur through puberty prepare a persons' body for reproduction <p>AC9HP6P03</p> <p>investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes</p> <ul style="list-style-type: none"> questioning the fairness of gender roles and proposing ways to challenge those practices that infringe on an individual's human rights

		Discuss legal and social impacts of sexting.		<ul style="list-style-type: none"> investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community identifying those gender norms that can have limiting and harmful effects, and proposing strategies to advance gender equality and respect for human rights
		<p>Help students identify where to get factual information on and offline.</p> <p>Discuss questions students may have.</p> <p>Includes <i>Puberty</i> information booklet to take home and discuss with parents/ carers.</p>	Interacting with others	<p>AC9HP6P04 describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <ul style="list-style-type: none"> exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence <p>AC9HP6P05 describe and implement strategies to value diversity in their communities</p> <ul style="list-style-type: none"> discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism <p>AC9HP6P06 apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <ul style="list-style-type: none"> exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations analysing situations in which emotions can influence decision-making, including in peer-group situations. <p>AC9HP6P07 describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully</p> <ul style="list-style-type: none"> exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting)

				<p>and practising how to communicate their intentions effectively at each step</p> <ul style="list-style-type: none"> • practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations • analysing how a person's reaction to being denied permission to do something can affect others' feelings and discussing options for dealing with situations when this may occur; for example, feelings of disappointment, shame and anger associated with rejection
			Making healthy and safe choices	<p>AC9HP6P08</p> <p>analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations</p> <ul style="list-style-type: none"> • researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy • examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed • discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour • exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions • proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust <p>AC9HP6P09</p> <p>investigate different sources and types of health information and how these apply to their own and others' health choices</p> <ul style="list-style-type: none"> • examining how family, friends, media and public identities may influence the way people act and the choices they make • identifying trusted people in their lives with whom they can share their health needs and concern

<p>Year 6</p> <p><u>Option 2</u> <i>Growing Minds & Bodies 2</i></p> <p>Designed for year 6. This program is more extensive yet more cost effective for schools. The program includes 4 x 1 hour sessions for the students. Following a 2 hour professional development session the teachers will deliver the first 3 sessions on 1/ Respectful relationships 2/Decision making including peer pressure 3/ Media and body image. A True educator will then deliver the 4th session on Puberty.</p> <p><i>Growing Minds & Bodies 2</i> supports teacher's confidence and capability to have conversations with their students around growing and changing. The year 6 program is a more advanced program building on prior knowledge.</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 in addition to the 1 x 60 minute session delivered by the True educator based on number of classes booked. This includes a puberty information booklet to take home.</p>	<p>Identify the physical, social and emotional changes of puberty.</p> <p>Identify how to look after their bodies.</p> <p>Further develop understanding of bodily autonomy and consent.</p> <p>Identifying healthy/unhealthy relationships.</p> <p>Gain an understanding of influences and consequences of decision making.</p> <p>Gain an understanding of how peer pressure can effect decisions.</p> <p>Gain an understanding of how the media influences how</p>	Identities and change	<p>AC9HP6P01 explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <ul style="list-style-type: none"> explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities <p>AC9HP6P02 investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <ul style="list-style-type: none"> understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities examining how the developmental changes that occur through puberty prepare a persons' body for reproduction
			Interacting with others	<p>AC9HP6P04 describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <ul style="list-style-type: none"> exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence

		<p>we feel about our bodies.</p> <p>Identify strategies for a positive body image</p> <p>Help students identify where to get factual information on and offline.</p> <p>Discuss questions students may have.</p> <p>Includes Puberty information booklet to take home and discuss with parents/ carers.</p>		<p>AC9HP6P06</p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <ul style="list-style-type: none"> exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations
			<p>Making healthy and safe choices</p>	<p>AC9HP6P08</p> <p>analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations</p> <ul style="list-style-type: none"> discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust <p>AC9HP6P09</p> <p>investigate different sources and types of health information and how these apply to their own and others' health choices</p> <ul style="list-style-type: none"> examining how family, friends, media and public identities may influence the way people act and the choices they make identifying trusted people in their lives with whom they can share their health needs and concerns

True Program			Australian Curriculum: Health and Physical Education Year 7 Focus areas- Relationships & sexuality Safety 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> Designed as an optional lesson for year 7 students. This topic should be introduced in primary school so this lesson serves to consolidate information already provided. This is particularly useful for students that may develop later than their peers.	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, quiz, question & answer session. Cost to school is based on number of classes booked. This includes a puberty information leaflet to take home.	Identify the physical, social and emotional changes of puberty. Identify strategies to manage changes Identify sources of accurate information and support Answer questions students may have.	Identities and change	AC9HP8P02 analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes <ul style="list-style-type: none"> investigating the changing nature of peer and family relationships and proposing strategies to manage these changes accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception and safe sexual practices evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
			Making healthy and safe choices	AC9HP8P08 refine protective behaviours and evaluate community resources to seek help for themselves and others <ul style="list-style-type: none"> exploring different strategies they can use, and resources or help sites they can access or refer others to.

<p>Year 7</p> <p><i>Relationships Beginner</i> Designed for year 7 students. This program supports development of respectful relationships by identifying healthy/unhealthy relationships and learning how to communicate effectively within relationships. 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>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 number of classes booked.</p>	<p>Identifying healthy/unhealthy relationships.</p> <p>Decision making.</p> <p>Assertiveness skills.</p> <p>Understanding sexual and gender diversity</p> <p>Legal and social impacts of sexting.</p> <p>Answer questions students may have.</p>	<p>Interacting with others</p>	<p>AC9HP8P04</p> <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <ul style="list-style-type: none"> analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family recognising the impact bullying and harassment can have on relationships, including online relationships examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships. <p>AC9HP8P05</p> <p>investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</p> <ul style="list-style-type: none"> investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing 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 developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities <p>AC9HP8P07</p> <p>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent</p> <ul style="list-style-type: none"> exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully
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			Making healthy and safe choices	<p>AC9HP8P08 refine protective behaviours and evaluate community resources to seek help for themselves and others</p> <ul style="list-style-type: none">• exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools
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True Program			Australian Curriculum: Health and Physical Education Year 8 Focus areas- Relationships & sexuality Safety Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description and elaboration
Year 8 Relationships Intermediate Designed for year 8 students. This program supports development of respectful relationships by identifying healthy/unhealthy relationships and learning negotiating skills. The program addresses gender stereotypes, how they influence our behaviour and provides strategies to address these. 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. The Year 8 program is a more advanced program for the older student. More sophisticated classroom discussion and scenarios	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 & group work. Cost to school based on number of classes booked.	Identifying healthy/unhealthy relationships. Gender stereotypes Answer questions students may have.	Identities and change	<p>AC9HP8P01</p> <p>analyse and reflect on the influence of values and beliefs on the development of identities</p> <ul style="list-style-type: none"> examining how their values and beliefs, as well as those of family and friends, influence the development of identities examining how cultural values and beliefs influence the way young people view themselves examining how cultural beliefs about the physical changes experienced during puberty can influence gender, cultural and sexual identities <p>AC9HP8P02</p> <p>analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes</p> <ul style="list-style-type: none"> investigating the changing nature of peer and family relationships and proposing strategies to manage these changes accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception, and safe sexual practices <p>AC9HP8P03</p> <p>examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes</p> <ul style="list-style-type: none"> examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual

are pitched at the older age group.				<p>relationships, sexual behaviour, contraceptive use, substance use and future life plans</p> <ul style="list-style-type: none"> identifying those positive character attributes and strengths that are valued regardless of gender investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices
			Interacting with others	<p>AC9HP8P04</p> <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <ul style="list-style-type: none"> recognising the impact bullying and harassment can have on relationships, including online relationships examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships <p>AC9HP8P05</p> <p>investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</p> <ul style="list-style-type: none"> 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 developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities
			Making healthy and safe choices	<p>AC9HP8P08</p> <p>refine protective behaviours and evaluate community resources to seek help for themselves and others</p> <ul style="list-style-type: none"> exploring different strategies they can use, and resources or help sites they can access or refer others to
<p>Year 8</p> <p><i>Porn and Consent</i></p> <p>Designed for year 8 students. The program supports students to develop skills to critically analyse</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</p>	<p>Understanding porn</p> <p>Communication and consent, on and offline</p> <p>Negotiation and boundaries</p>	Identities and change	<p>AC9HP8P02</p> <p>analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes</p> <ul style="list-style-type: none"> accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception and safe sexual practices

<p>messages that people receive from porn. It also addresses the nuances of consent within relationships both on and offline.</p>	<p>discussion & group work.</p> <p>Cost to school is based on number of classes booked.</p>		Interacting with others	<p>AC9HP8P04</p> <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <ul style="list-style-type: none"> examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships <p>AC9HP8P05</p> <p>investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</p> <ul style="list-style-type: none"> developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities <p>AC9HP8P07</p> <p>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent</p> <ul style="list-style-type: none"> exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully
			Making healthy and safe choices	<p>AC9HP8P09</p> <p>investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing</p> <ul style="list-style-type: none"> analysing the credibility, validity and relevance of health messages conveyed by different sources and applying credible information to health-related decisions exploring and evaluating the accessibility and reliability of health information sources from the media that target

				<p>young people in relation to their health, wellbeing, body, sexuality, relationships</p> <ul style="list-style-type: none">• analysing how messages related to sexual relationships are portrayed in different forms of media and how they may influence the way people act within relationships
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True Program			Australian Curriculum: Health and Physical Education Year 9-10 Focus areas- Relationships & sexuality Safety Strand: Personal, Social and Community Health	
Program Name	Program structure	Key focus areas of program	Sub strand	Content description & Elaboration
Year 9 Relationships Progression Designed for year 9 students. This session supports young people to identify and navigate healthy and unhealthy relationships.	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 and group activities. Cost to school is based on number of classes booked.	Identifying respectful relationships and how to negotiate within relationships. Identify Discuss questions students may have.	Identities and change	AC9HP10P02 refine, evaluate and adapt strategies for managing changes and transitions <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others AC9HP10P03 investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships <ul style="list-style-type: none"> investigate and challenge attitudes that lead to people enacting, excusing or condoning gender-based violence analysing ways that attitudes towards gender equality and power can affect expectations and behaviour, and lead to practices of sexual coercion, harassment, violence and submission evaluating how gender equality can empower people to develop equal and respectful relationships
			Interacting with others	AC9HP10P04 evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

				<ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments <p>AC9HP10P07</p> <p>examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group and romantic relationships
			Making healthy and safe choices	<p>AC9HP10P08</p> <p>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</p> <ul style="list-style-type: none"> critiquing the appropriateness and effectiveness of help and support services available for young people in the local community

				<ul style="list-style-type: none"> understanding the factors that impact a person's ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship <p>AC9HP10P09</p> <p>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <ul style="list-style-type: none"> critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with sexual health and personal safety <p>AC9HP10P10</p> <p>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p> <ul style="list-style-type: none"> analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness
<p>Year 9</p> <p><i>Healthy Sexual Relationships</i></p> <p>Designed for year 9 students. 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 support services</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. Condom demonstration may be included.</p> <p>Cost to school is based on number of classes booked.</p>	<p>Consent.</p> <p>Relationships, expectations and values.</p> <p>Contraception and STI's.</p> <p>Discuss questions students may have.</p>	<p>Identities and change</p>	<p>AC9HP10P01</p> <p>analyse factors that shape identities and evaluate how individuals influence the identities of others</p> <ul style="list-style-type: none"> evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing <p>AC9HP10P02</p> <p>refine, evaluate and adapt strategies for managing changes and transitions</p> <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans

				<ul style="list-style-type: none"> assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
			Interacting with others	<p>AC9HP10P04</p> <p>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</p> <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments <p>AC9HP10P05</p> <p>propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities</p> <ul style="list-style-type: none"> analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, racism, discrimination, violence and harassment on individuals and communities, and proposing countermeasures to prevent these behaviours <p>AC9HP10P06</p> <p>evaluate emotional responses in different situations to refine strategies for managing emotions</p> <ul style="list-style-type: none"> reflecting on the possible consequences of not recognising their own or others' emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence evaluating situations where an individual may react with extreme or uncontrolled emotion and reflecting on the impact that this response may have on the situation and/or their relationships

				<p>AC9HP10P07</p> <p>examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others
			Making healthy and safe choices	<p>AC9HP10P08</p> <p>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</p> <ul style="list-style-type: none"> understanding the factors that impact a person's ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship examining practices, policies and processes for ensuring safe blood practices in a range of situations, including safe practices during sexual activity, including use of condoms and dams <p>AC9HP10P09</p> <p>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <ul style="list-style-type: none"> critiquing health information and services that provide advice and support on issues targeted at specific groups

				<p>of young people, including support with, sexual health and personal safety</p> <ul style="list-style-type: none"> • discussing how the portrayal of sexual relationships in TV shows, advertisements, movies, popular music and online content (such as pornography) may influence people's beliefs about respectful, safe and consensual relationships
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True Program			Australian Curriculum: Health and Physical Education Year 9-10 Focus areas- Relationships & sexuality Safety Strand: Personal, Social and Community Health	
Program Name	Program Structure	Key focus areas of program	Sub Strand	Content description & Elaboration
Year 10 <i>Sexual Relationships Advanced</i> Designed for year 10 students. 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. Classroom discussions are more sophisticated, and scenarios are pitched at the older age group.	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, group work and condom demonstration. Cost to school is based on number of classes booked.	Identifying respectful relationships and how to negotiate within relationships. Consent. Contraception and STI's Discuss questions students may have.	Identities and change	AC9HP10P02 refine, evaluate and adapt strategies for managing changes and transitions <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
			Interacting with others	AC9HP10P04 evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful AC9HP10P06 evaluate emotional responses in different situations to refine strategies for managing emotions <ul style="list-style-type: none"> reflecting on the possible consequences of not recognising their own or others' emotions in a range of

				<p>challenging situations, including responses to rejection, failure, harassment and violence</p> <p>AC9HP10P07</p> <p>examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as romantic relationships
			Making healthy and safe choices	<p>AC9HP10P08</p> <p>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</p> <ul style="list-style-type: none"> critiquing the appropriateness and effectiveness of help and support services available for young people in the local community understanding the factors that impact a person's ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship examining practices, policies and processes for ensuring safe blood practices in a range of situations, including safe practices during sexual activity, including use of condoms and dams

				<p>AC9HP10P09</p> <p>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <ul style="list-style-type: none"> critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with sexual health and personal safety
<p>Year 10</p> <p><i>Diversity and Media</i></p> <p>Designed for year 10 students. This lesson provides information on gender and sexual diversity, with advanced exploration of media representations of sexuality</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 and group work.</p> <p>Cost to school is based on number of classes booked.</p>	<p>Understanding gender diversity, sexual diversity and sexual orientation.</p> <p>Critically analyse popular representation of diversity across mainstream media.</p> <p>Explore and compare sexuality in porn and social media.</p>	Identities and change	<p>AC9HP10P01</p> <p>analyse factors that shape identities and evaluate how individuals influence the identities of others</p> <ul style="list-style-type: none"> evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing <p>AC9HP10P03</p> <p>investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships</p> <ul style="list-style-type: none"> investigate and challenge attitudes that lead to people enacting, excusing or condoning gender-based violence analysing ways that attitudes towards gender equality and power can affect expectations and behaviour, and lead to practices of sexual coercion, harassment, violence and submission evaluating how gender equality can empower people to develop equal and respectful relationships
			Interacting with others	<p>AC9HP10P04</p> <p>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</p> <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships

				<ul style="list-style-type: none"> investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments <p>AC9HP10P05</p> <p>propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities</p> <ul style="list-style-type: none"> analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, racism, discrimination, violence and harassment on individuals and communities, and proposing countermeasures to prevent these behaviours analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination,
			Making healthy and safe choices	<p>AC9HP10P08</p> <p>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</p> <ul style="list-style-type: none"> critiquing the appropriateness and effectiveness of help and support services available for young people in the local community <p>AC9HP10P09</p> <p>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <ul style="list-style-type: none"> critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, sexual health and personal safety discussing how the portrayal of sexual relationships in TV shows, advertisements, movies, popular music and online

				<p>content (such as pornography) may influence people's beliefs about respectful, safe and consensual relationships</p> <p>AC9HP10P10</p> <p>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p> <ul style="list-style-type: none"> analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness
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