# High School Protective Behaviour Curriculum

**Links with**
School Curriculum and Standards Authority
SCSA WA

***Dale Christian School - Vision and Mission***

*Our vision is to offer affordable, quality, Christ-centred education and to equip our students with skills and strong values that encourage them to pursue excellence spiritually, academically and socially.*

*We strive to ensure that every student who attends, will clearly hear the claims of Christ over their lives in areas of management, curriculum and teaching practices.  We seek to provide opportunities for students to learn in a peaceful, Christ-centred environment, where there is a sense of meaning and security.  Our families can experience the love of God at work and the Holy Spirit is able to minister to all members of the school community.*

*Our students should demonstrate respect and have the courage to make decisions which are not necessarily popular, but righteous.  The students will have a sense of fairness and justice.  Dale Christian School will strive to equip them to become effective life-long learners with strong resiliency, flexibility and problem-solving abilities.                    (Micah 6:8)*

## Version Management

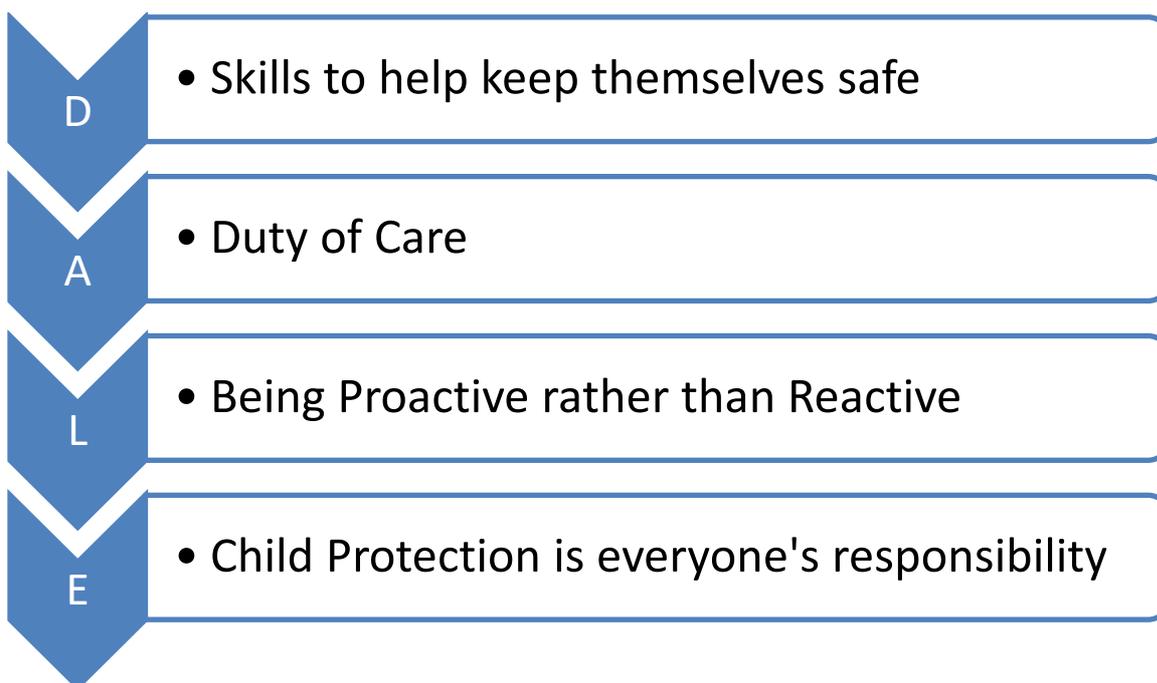| Version | Date Published | Changes Made | Author of Changes |
|---|---|---|---|
| 1 | 2019 Oct | Protective Behaviours Year 7-12 | SB |
| 2 | 2020 March | New Document & Format | KC, AP |
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Dale Christian School is a Child Safe Organisation and seeks to always uphold the National Principles for Child Safe Organisations (Australian Human Rights Commission) in order to create a culture, adopt strategies and take action to promote child wellbeing and prevent harm to children and young people.

# Contents

# 1. Why do we teach children about child protection and who is responsible?

Dale Christian School is committed to providing a child safe environment which safeguards all students and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children and young people. The School expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

**D** • Skills to help keep themselves safe

**A** • Duty of Care

**L** • Being Proactive rather than Reactive

**E** • Child Protection is everyone's responsibility

The teaching of this Protective Behaviours curriculum is part of the Non-Government school's registration with the Department of Education as stated in:

Registration Standard 10 Child Abuse Prevention

10.1 The school implements the National Child Safe Organisation Principles.

10.6 All students receive a protective behaviours and sexual abuse prevention education which:

a) is developed by experts in child abuse prevention;
b) is age and development-stage appropriate;
c) is culturally appropriate;
d) is integrated into the curriculum of the school and makes relevant subject matter links;
e) includes e-safety education; and
f) builds practical self-protective skills and strategies.

## 2. Keeping Safe: Child Protection Curriculum Overview High School

**Years 7 - 9 (Dale Christian School)**

| Focus Area 1. The right to be safe |
|---|
| ▪ Risk taking ▪Being safe ▪Warning signs<br>▪ Emergencies ▪ Resiliency<br>▪ Psychological pressure & manipulation |

| Focus Area 2. Relationships |
|---|
| ▪Rights & responsibilities ▪Healthy relationships<br>▪Power in relationships ▪Trust & networks<br>▪Bullying as an abuse of power |

| Focus Area 3. Recognising and reporting abuse |
|---|
| ▪Recognising abuse ▪ Identifying abuse and neglect ▪Sexual abuse ▪Dating violence ▪Domestic violence |

| Focus Area 4. Protective strategies |
|---|
| ▪Problem solving strategies ▪Assertiveness<br>▪ Persistence ▪Networks and community support<br>▪Electronic media abuse ▪Sexting |

**Years 10 - 12 (Dale Christian School)**

| Focus Area 1. The right to be safe |
|---|
| ▪Reviewing warning signs ▪Assessing risk<br>▪Psychological pressure & manipulation |

| Focus Area 2. Relationships |
|---|
| ▪Healthy and unhealthy relationships ▪Rights & responsibilities in sexual relationships ▪Consent ▪Power in relationships ▪Discrimination |

| Focus Area 3. Recognising and reporting abuse |
|---|
| ▪Identifying abuse and neglect ▪Cyber bullying ▪Grooming ▪Dating Violence/Rape ▪Family violence ▪Acting to report abuse and neglect |

| Focus Area 4. Protective strategies |
|---|
| ▪Strategies for self-protection ▪Network review and problem solving ▪Effective communication with parents/caregivers ▪Community support services |

# 3. High School Protective Behaviours Curriculum - Links with SCSA

## 3.1 YEAR 7

### Focus Area 1: The right to be safe

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|---|---|
| **Topic 1: Safety and Risk-taking**<br>1.1    Exploring the right to be safe -new environments, trust circles. Consider the rights of Indigenous Australians in 'the Rabbit Proof Fence'.<br>1.2    Using stories to explore risk-taking – positives and negatives, YOLO concept, myths/hacks<br>1.3    Explore resiliency – strategies to becoming more resilient | Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070).<br>Strategies to promote safety in online environments (ACPPS070)<br>Help-seeking strategies that young people can use in a variety of situations (ACPPS072) |
| **Topic 2: Warning signs and emergencies**<br>2.1    Understanding warning signs - early warning signs, what do they tell us? | Strategies to make informed choices to promote health, safety and wellbeing. (ACPPS073) |

### Focus Area 2: Relationships

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|---|---|
| **Topic 1: Rights and Responsibilities in Relationships**<br>1.1    Explore children's rights – the rights of a child to feel safe<br>1.2    Exploring relationships – friendships – how to make/be a friend<br>1.3    Defining healthy relationships – what is a good friend, how to be a good friend<br>1.4    Trust activities – classroom walk<br>1.5    Develop a network of trusted people – circles of trust, who you can talk to<br>1.6    Examine a personal relationships circle – when life is transitioning/changing know who to talk to in order to analyse/debrief/talk it through | Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)<br>Management of emotional and social changes associated with puberty through the use of:<br>• coping skills<br>• communication skills<br>• problem-solving skills and strategies (ACPPS071) |
| **Topic 2: Power in Relationships**<br>a.    Defining power<br>b.    Examine the use of power<br>c.    Explore power in relationships<br>d.    Use or abuse of power<br>e.    Explore guilt<br>f.    Explore the construction of gender and stereotyping | The impact of relationships on own and others' wellbeing:<br>• the benefits of relationships<br>• the influence of peers and family<br>• applying online and social protocols to enhance relationships (ACPPS074) |
| **Topic 3: Bullying as an abuse of power**<br>3.1 Characteristics of Bullying and harassment - research bully statistics and percentages discuss to solve problems. Use the statistics for a display.<br>3.2 Discuss bullies and people who are bullied<br>3.3 Understand the meaning of bystanders<br>3.4 Explore what might happen if bullying continues<br>3.5 Examine the school policy on bullying | Help-seeking strategies that young people can use in a variety of situations (ACPPS072)<br>The impact of relationships on own and others' wellbeing:<br>• the benefits of relationships<br>• the influence of peers and family<br>• applying online and social protocols to enhance relationships (ACPPS074) |

## Focus Area 3: Recognising and reporting abuse

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|---|---|
| **Topic 1: Recognising Abuse**<br>1.2   Explore personal space – what is personal space. Why do we need it?<br>1.5   Using anatomical names – anatomy of the reproductive system<br>1.6   Define abuse – brief look at abuse<br>1.8   Understand warning signs to recognise abuse – behaviour changes in friends, early warning signs | Strategies to promote safety in online environments (ACPPS070)<br>The impact of relationships on own and others' wellbeing:<br>•   the benefits of relationships<br>•   the influence of peers and family<br>•   applying online and social protocols to enhance relationships<br>(ACPPS074) |
| **Topic 2: Identifying abuse and neglect**<br>2.1   Use stories to identify, neglect, physical and emotional abuse | The impact of relationships on own and others' wellbeing:<br>•   the benefits of relationships<br>•   the influence of peers and family<br>•   applying online and social protocols to enhance relationships<br>(ACPPS074) |

## Focus Area 4: Protective strategies

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| **Topic 1: Problem-solving strategies**<br>1.3 Discuss the importance of being assertive - explore how to integrate into Year 7, trying new things, resilience<br>1.4 Strategies for talking about difficult topics - unsafe touches, Illness, Disease and Smoking Unit – saying 'no', practice scenarios<br>1.5 Strategies when a friend discloses - how to respond when friend shares secrets, how to support, where to go for help<br>1.7 Using resilient language - Illness, Disease and Smoking Unit – role plays, | Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070).<br>Strategies to promote safety in online environments (ACPPS070)<br>Help-seeking strategies that young people can use in a variety of situations (ACPPS072) |
| **Topic 2: Network Review and Community Support**<br>2.1 Review a network - how to be a friend, make a friend, importance of good friends<br>2.2 Create a network support card - circle/network of support/trust people<br>2.3 Explore community support services - Illness, Disease and Smoking Unit – how to support, where to go for help | Help-seeking strategies that young people can use in a variety of situations (ACPPS072)<br>Management of emotional and social changes associated with puberty through the use of:<br>•   coping skills<br>•   communication skills<br>problem-solving skills and strategies<br>(ACPPS071) |

## 3.2 YEAR 8

## Focus Area 2: Relationships

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|---|---|
| **Topic 1: Rights and responsibilities in relationships**<br>1.1   Explore children's rights - discuss rights and responsibilities in relationships, every child has the right to… World Health Organisation<br>1.2   Explore relationships<br>1.3   Define healthy relationships - what makes a good relationship, how to recognise a wrong relationship<br>1.4   Trust activities - practical component – rescues First Aid Unit – practical component – recovery position, signs of life, CPR simulation | Strategies for managing the changing nature of peer and family relationships (ACPPS071) |

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| 1.5    Develop a network of trusted people - Who is in your circle of trusted people, who else could be included? | |
| **Topic 2: Warning signs and emergencies**<br>2.1 Understand warning signs in unsafe situations - Early warning signs, why have them?<br>2.4 Use stories to explore emergencies – Explore a range of emergencies, research statistics and percentages and discuss strategies to solve problems<br>2.5 Plan for serious emergencies - how to treat/ help someone who is injured | Skills and strategies to promote physical and <u>mental health</u>, safety and <u>wellbeing</u> in various environments, such as:<br>•assertive responses<br>•stress management<br>•refusal skills<br>•contingency plans<br>•online environments<br>•making informed choices<br>(ACPPS073) |
| **Topic 3: Bullying as an abuse of power**<br>3.1    Define bullying and harassment – news media unit discusses online texts<br>3.2    Discuss bullies and being bullied<br>3.3    Understand the meaning of bystanders - why is doing nothing a serious concern?<br>3.4    Explore what might happen if bullying continues - does ongoing bullying lead to emotional/ psychological issues with continuing problems throughout life?<br>3.5    Examine the school policy on bullying – school policy | The impact bullying and harassment can have on relationships, including online relationships, and the health and <u>wellbeing</u> of themselves and others (ACPPS074)<br>Skills and strategies to promote physical and <u>mental health</u>, safety and <u>wellbeing</u> in various environments, such as:<br>•assertive responses<br>•stress management<br>•refusal skills<br>•contingency plans<br>•online environments<br>•making informed choices<br>(ACPPS073) |

**Focus Area 3: Recognising and reporting abuse**

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| **Topic 1: Recognising abuse**<br>1.4    Use the anatomical names of the body – reproductive system<br>1.5    Define abuse - Relationships and Puberty – abuse – define, types of abuse, recognise abuse<br>1.6    Use scenarios to recognise abuse - scenarios, discuss, understanding,<br>1.7    Understand warning signs to recognise abuse - early warning signs, changes to relationships – behaviours | Communication techniques to persuade someone to seek help (ACPPS072)<br><br>Skills and strategies to promote physical and <u>mental health</u>, safety and <u>wellbeing</u> in various environments, such as:<br><br>•   assertive responses<br>•   stress management<br>•   refusal skills<br>•   contingency plans<br>•   online environments<br>•   making informed choices (ACPPS073) |
| **Topic 2: Identifying abuse and neglect**<br>2.1 Use stories to identify neglect, physical and emotional abuse - how to identify friends suffering from any type of abuse<br>2.2 Strategies to help discuss sexual abuse - how to help friends suffering from any type of abuse | Skills and strategies to promote physical and <u>mental health</u>, safety and <u>wellbeing</u> in various environments, such as:<br><br>•   assertive responses<br>•   stress management<br>•   refusal skills<br>•   contingency plans<br>•   online environments |

| | • making informed choices (ACPPS073) |
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## Focus Area 4: Protective Strategies

| Topic 1: Problem-solving strategies<br>1.3 Discuss the importance of being assertive - Drug Free Choices – saying 'no', role play assertiveness scenarios<br>1.4 Strategies for talking about difficult topics - Drug Free Choices – saying 'no', role play assertiveness scenarios<br>1.5 Strategies when a friend discloses - how to respond when friend shares secrets, role plays, how to support, where to go for help<br>1.7 Using resilient language Drug Free Choices - role plays | Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:<br><br>• assertive responses<br>• stress management<br>• refusal skills<br>• contingency plans<br>• online environments<br>• making informed choices (ACPPS073)<br>Sources of health information that can support people who are going through a challenging time (ACPPS076) |
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| Topic 2: Network review and community support<br>2.1 Review a network - Relationships and Puberty – how to help friends suffering from any type of abuse<br>2.3 Explore community services – how to support, where to go for help | Sources of health information that can support people who are going through a challenging time (ACPPS076) |

## 3.3 YEAR 9

## Focus Area 1: The right to be safe

| Topic 1: Safety and risk taking<br>1.1 Explore the right to be safe - being safe in various environments, effect that risk taking behaviours have on safety of self and others<br>1.2 Use stories to explore risk taking - Explore why teens take risk, use wide range of examples to explore. Examine risky behaviour in teens and brain development<br>1.3 Exploring resiliency – explore how soldiers persevered through trying time at war. | Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:<br>• risk taking (ACPPS092)<br>Actions and strategies to enhance health and wellbeing in a range of environments, such as:<br>• responding to emergency situations<br>• identifying and managing risky situations (ACPPS091) |
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| Topic 2: Warning signs and emergencies<br>2.1 How do we make it safe? Cyber World – how to support friend when online safety is compromised<br>2.2 Stories about being safe | Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094) |

## Focus Area 2: Relationships

| Topic 1: Rights and responsibilities in relationships<br>1.1 Explore children's rights - Safety, Me and Others Unit – right to be safe | Skills to deal with challenging or unsafe situations:<br>• refusal skills<br>• initiating contingency plans |
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| 1.2    Explore relationships - Cyber World Unit – online relationships – pros/cons<br>1.3    Define healthy relationships - No Apologies Unit 1 and 2 – Friendships – importance of<br>Cyber World Unit – caution with online chats/social media – healthy posting of information<br>1.5    Develop a network of trusted people - value of trusting someone with your whereabouts, being honest and keeping in-touch to be safe | • expressing thoughts, opinions, beliefs<br>• acting assertively  (ACPPS090)<br>Strategies for managing emotional responses and resolving conflict in a family, social or online environment  (ACPPS094)<br>Characteristics of respectful relationships:<br>• respecting the rights and responsibilities of individuals in the relationship<br>• respect for personal differences and opinions<br>• empathy  (ACPPS093) |
| **Topic 2: Power in relationships**<br>2.6 Explore the construction of gender and stereotyping - No Apologies – who am I? relation to me/ others. Cyber World Unit – what/who influences me and my decisions | Factors that shape identities and adolescent health behaviours, such as the impact of:<br>• cultural beliefs and practices<br>• family<br>• societal norms<br>• stereotypes and expectations<br>• the media<br>• body image  (ACPPS089) |
| **Topic 3: Bullying as an abuse of power**<br>3.1 The characteristics of bullying and harassment - King David and Bathsheba | Factors that shape identities and adolescent health behaviours, such as the impact of:<br>• cultural beliefs and practices<br>• family<br>• societal norms<br>• stereotypes and expectations<br>• the media<br>• body image  (ACPPS089) |

**Focus Area 3: Recognising and reporting abuse**

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| **Topic 1: Recognising abuse**<br>1.4 Use the anatomical names of the body – digestive system<br>1.5 Cyber World – online abuse, manipulation<br>1.6 Use scenarios to recognise abuse - Cyber World – online scenarios, social media trolling<br>1.7 Understand waring signs to recognise abuse - Cyber World – recognise online abuse – who to tell/report to | Factors that shape identities and adolescent health behaviours, such as the impact of:<br>• cultural beliefs and practices<br>• family<br>• societal norms<br>• stereotypes and expectations<br>• the media<br>• body image  (ACPPS089)<br>Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094) |
| **Topic 2: Identifying abuse and neglect**<br>2.1 Use stories to identify neglect, physical and emotional abuse - Cyber World – how to know if friend needs help when online safety is compromised<br>2.2 Strategies to help discuss sexual abuse - Cyber World – how to know if friend needs help when online safety is compromised<br>2.4 Understanding dating violence - Cyber World – discuss and understand that dating violence is never ok | Skills to deal with challenging or unsafe situations:<br>• refusal skills<br>• initiating contingency plans<br>• expressing thoughts, opinions, beliefs<br>• acting assertively  (ACPPS090)<br>Actions and strategies to enhance health and wellbeing in a range of environments, such as:<br>• responding to emergency situations<br>• identifying and managing risky situations (ACPPS091) |
| **Topic 3: Electronic media abuse**<br><br>3.2 Use scenarios to examine online abuse - Cyber World Unit - scenarios to highlight risks | Actions and strategies to enhance health and wellbeing in a range of environments, such as:<br>• responding to emergency situations |

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| 3.3 Use scenarios to examine abuse using mobile devices - Cyber World Unit – role plays, abusive language/ negative feelings towards others, lack of self-control<br>3.4 Explore the definition of sexting, examples and consequences- Cyber World Unit – define, discuss, examine and analyse serious harms of sexting and consequences involved<br>3.5 Develop an electronic media safety brochure - Cyber World Unit – assessment task for unit<br>3.6 Explore the legal implications of online abuse - Cyber World Unit – what does the laws in WA/Australia say? Consequences of illegal actions | •    identifying and managing risky situations (ACPPS091)<br>Skills to deal with challenging or unsafe situations:<br>•    refusal skills<br>•    initiating contingency plans<br>•    expressing thoughts, opinions, beliefs<br>•    acting assertively<br>(ACPPS090) |

## Focus Area 4: Protective strategies

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|---|---|
| **Topic 1: Problem solving strategies**<br>1.2 Examine risky situations and problem solving - Safety – Me and Others Unit – risk taking – how to ensure positive outcome<br>1.3 Discuss the importance of being assertive - Don't risk the Drink Unit – saying 'no', role play assertiveness scenarios<br>1.4 Strategies for talking about difficult topics - Don't risk the Drink Unit – saying 'no', role play assertiveness scenarios<br>1.5 Strategies when a friend discloses - Cyber World – how to support friend when online safety is compromised<br>1.7 Using resilient language - Cyber World – avoiding blackmail, manipulation; what to post | Actions and strategies to enhance health and wellbeing in a range of environments, such as:<br>•    responding to emergency situations<br>•    identifying and managing risky situations (ACPPS091)<br>Skills to deal with challenging or unsafe situations:<br>•    refusal skills<br>•    initiating contingency plans<br>•    expressing thoughts, opinions, beliefs<br>•    acting assertively<br>(ACPPS090)<br>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:<br>•    alcohol and other drug use<br>•    risk taking<br>(ACPPS092) |
| **Topic 2: Network review and community support**<br>2..1 Review a network - Cyber World – how to know if friend needs help when online safety is compromised<br>2.3 Explore community support services - Cyber World – how to support friend when online safety is compromised<br>Don't risk the Drink Unit - how to support, where to go for help | Actions and strategies to enhance health and wellbeing in a range of environments, such as:<br>•    responding to emergency situations<br>•    identifying and managing risky situations (ACPPS091)<br>Skills to deal with challenging or unsafe situations:<br>•    refusal skills<br>•    initiating contingency plans<br>•    expressing thoughts, opinions, beliefs<br>•    acting assertively<br>(ACPPS090) |

## 3.4 YEAR 10

**Focus Area 1: The right to be safe**

| Topic 1: Recognising and assessing risk | |
|---|---|
| 1.1 Reviewing warning signs<br>1.2 Assessing risk<br>1.3 Relaxation strategy | Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)<br><br>Skills to deal with challenging or unsafe situations:<br>▪ <u>refusal skills</u><br><br>▪ initiating contingency plans<br><br>▪ expressing thoughts, opinions, beliefs<br><br>▪ acting assertively<br><br>(ACPPS090) |
| **Topic 2: Psychological pressure and manipulation**<br><br>2.1 Defining psychological pressure and manipulation<br>2.2 Exploring examples of psychological pressure and manipulation | External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092) |

**Focus Area 2: Relationships**

| Topic 1: A matter of rights | |
|---|---|
| 1.1 What are rights?<br>1.2 Abuse of rights<br>1.3 Care and protection | Skills to deal with challenging or unsafe situations:<br>▪ <u>refusal skills</u><br><br>▪ initiating contingency plans<br><br>▪ expressing thoughts, opinions, beliefs<br><br>▪ acting assertively<br><br>(ACPPS090) |
| **Topic 2: Rights and responsibilities**<br><br>2.1 Exploring healthy relationships<br>2.2 Exploring unhealthy aspects<br>2.3 Abuse within relationships<br>2.5 Rights and responsibilities in sexual relationships<br>2.6 Explaining rights and responsibilities in sexual relationships<br>2.7 Sexual consent<br>2.8 What does NO mean<br>2.9 Networks -general<br>2.10 Networks – personal<br>2.11 Being a peer supporter | External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing<br>(ACPPS092)<br>Skills and strategies to promote respectful relationships, such as:<br>▪ appropriate emotional responses in a variety of situations<br>▪ taking action if a relationship is not respectful |

| | ▪ appropriate <u>bystander behaviour</u> in physical and online interactions<br>(ACPPS093) |
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| **Topic 3: Power in relationships**<br><br>3.1 Defining power<br>3.2 Levels of power<br>3.3 Discrimination as an abuse of power<br>3.4 Discrimination and the law<br>3.5 Gender as a social construction<br>3.6 Examining stereotypes<br>3.7 Sexual harassment - abuse of power<br>3.8 Sexual harassment scenario<br>3.9 Positive use and abuse of power | The impact of <u>societal and cultural influences</u> on personal <u>identity</u> and health behaviour, such as:<br>▪ how diversity and gender are represented in the media<br>▪ differing cultural beliefs and practices surrounding transition to adulthood<br>(ACPPS089)<br>Analysis of images and messages in the media related to:<br>▪ alcohol and other drugs<br>▪ body imagery<br>▪ relationships<br>(ACPPS092)<br>The implications of attitudes and behaviours on individuals and the community, such as:<br>▪ prejudice<br>▪ <u>marginalisation</u><br>▪ discrimination<br>(ACPPS098) |

**Focus Area 3: Recognising and reporting abuse**

| **Topic 1: Identifying abuse and neglect**<br><br>1.1 Categories of abuse<br>1.4 Cyberbullying<br>1.7 Sexual abuse statistics<br>1.8 Grooming<br>1.9 Abuse case studies<br>1.10 Sexting and digital reputations<br>1.11 Dating violence and date rape | Strategies for managing emotional responses and resolving conflict in a family, social or online environment<br>(ACPPS094) |
|---|---|
| **Topic 2: Family violence**<br><br>2.1 Abuse in close, personal relationships<br>2.4 Myths about domestic violence | Effects of emotional responses on relationships, such as:<br>▪ extreme emotions impacting on situations or relationships<br>▪ the consequences of not recognising emotions of others<br>(ACPPS094) |
| Topic 3: Acting and reporting abuse and neglect<br><br>3.1 Protecting children and young people<br>3.2 Legislated responsibility to protect<br>3.3 Mandatory notification<br>3.4 Using communication media focus on abuse | Critical <u>health literacy</u> skills and strategies:<br>▪ evaluating health services in the community<br>▪ examining policies and processes for ensuring safer behaviours<br>(ACPPS095) |

**Focus Area 4: Protective strategies**

| Topic 1: Protect yourself | |
|---|---|
| 1.1 Identifying situations for self-protection<br>1.2 Problem solving strategies<br>1.3 Networks as a self- protection strategy<br>1.4 Communicating with parents/caregivers<br>1.5 Practising effective communication | Skills to deal with challenging or unsafe situations:<br>▪ <u>refusal skills</u><br><br>▪ initiating contingency plans<br><br>▪ expressing thoughts, opinions, beliefs<br><br>▪ acting assertively<br><br>(ACPPS090) |
| **Topic 2: Community support**<br><br>2.1 Reviewing community services<br>2.2 Child safe environments<br>2.3 Knowledge of community services | Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community<br>(ACPPS096; ACPPS097)<br>Critical <u>health literacy</u> skills and strategies:<br>▪ evaluating health services in the community<br>▪ examining policies and processes for ensuring safer behaviours<br>(ACPPS095) |

## 3.5 YEAR 11/12

**Focus Area 1: The right to be safe**

| Topic 1: Recognising and assessing risk | |
|---|---|
| 1.1 Reviewing warning signs<br>1.2 Assessing risk<br>1.3 Relaxation strategy | Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)<br><br><br>Skills to deal with challenging or unsafe situations:<br>▪ <u>refusal skills</u><br><br>▪ initiating contingency plans<br><br>▪ expressing thoughts, opinions, beliefs<br><br>▪ acting assertively<br><br>(ACPPS090) |
| **Topic 2: Psychological pressure and manipulation**<br><br>2.1 Defining psychological pressure and manipulation<br>2.2 Exploring examples of psychological pressure and manipulation | External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092) |

**Focus Area 2: Relationships**

| Topic 1: A matter of rights | |
|---|---|
| 1.1    What are rights?<br>1.2    Abuse of rights<br>1.3    Care and protection | Skills to deal with challenging or unsafe situations:<br>  ▪ <u>refusal skills</u><br><br>  ▪ initiating contingency plans<br><br>  ▪ expressing thoughts, opinions, beliefs<br><br>  ▪ acting assertively<br><br>(ACPPS090) |
| **Topic 2: Rights and responsibilities**<br><br>2.1    Exploring healthy relationships<br>2.2    Exploring unhealthy aspects<br>2.3    Abuse within relationships<br>2.5    Rights and responsibilities in sexual relationships<br>2.6    Explaining rights and responsibilities in sexual relationships<br>2.7    Sexual consent<br>2.8    What does NO mean<br>2.9    Networks -general<br>2.10    Networks – personal<br>2.11    Being a peer supporter | External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing<br> (ACPPS092)<br>Skills and strategies to promote respectful relationships, such as:<br>  ▪ appropriate emotional responses in a variety of situations<br>  ▪ taking action if a relationship is not respectful<br>  ▪ appropriate <u>bystander behaviour</u> in physical and online interactions<br>(ACPPS093) |
| **Topic 3: Power in relationships**<br><br>3.1    Defining power<br>3.2    Levels of power<br>3.3    Discrimination as an abuse of power<br>3.4    Discrimination and the law<br>3.5    Gender as a social construction<br>3.6    Examining stereotypes<br>3.7    Sexual harassment - abuse of power<br>3.8    Sexual harassment scenario<br>3.9    Positive use and abuse of power | The impact of <u>societal and cultural influences</u> on personal <u>identity</u> and health behaviour, such as:<br>  ▪ how diversity and gender are represented in the media<br>  ▪ differing cultural beliefs and practices surrounding transition to adulthood<br>(ACPPS089)<br>Analysis of images and messages in the media related to:<br>  ▪ alcohol and other drugs<br>  ▪ body imagery<br>  ▪ relationships<br>(ACPPS092)<br>The implications of attitudes and behaviours on individuals and the community, such as:<br>  ▪ prejudice<br>  ▪ <u>marginalisation</u><br>  ▪ discrimination<br>(ACPPS098) |

**Focus Area 3: Recognising and reporting abuse**

| Topic 1: Identifying abuse and neglect | Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094) |
|---|---|
| 1.1    Categories of abuse<br>1.2    Myths and realities about child abuse<br>1.3    Emotional abuse<br>1.4    Cyberbulling<br>1.5    Neglect<br>1.6    Sexual abuse<br>1.7    Sexual abuse statistics<br>1.8    Grooming<br>1.9    Abuse case studies<br>1.10   Sexting and digital reputations<br>1.11   Dating violence and date rape | |
| **Topic 2: Family violence**<br><br>2.1    Abuse in close, personal relationships<br>2.4    Myths about domestic violence | Effects of emotional responses on relationships, such as:<br>▪ extreme emotions impacting on situations or relationships<br>▪ the consequences of not recognising emotions of others<br>(ACPPS094) |
| **Topic 3: Acting and reporting abuse and neglect**<br><br>3.1    Protecting children and young people<br>3.2    Legislated responsibility to protect<br>3.3    Mandatory notification<br>3.4    Using communication media focus on abuse | Critical <u>health literacy</u> skills and strategies:<br>▪ evaluating health services in the community<br>▪ examining policies and processes for ensuring safer behaviours<br>(ACPPS095) |

**Focus Area 4: Protective strategies**

| Topic 1: Protect yourself | Skills to deal with challenging or unsafe situations: |
|---|---|
| 1.1    Identifying situations for self-protection<br>1.2    Problem solving strategies<br>1.3    Networks as a self- protection strategy<br>1.4    Communicating with parents/caregivers<br>1.5    Practising effective communication | ▪ <u>refusal skills</u><br><br>▪ initiating contingency plans<br><br>▪ expressing thoughts, opinions, beliefs<br><br>▪ acting assertively   (ACPPS090) |
| **Topic 2: Community support**<br><br>2.1    Reviewing community services<br>2.2    Child safe environments<br>2.3    Knowledge of community services<br>2.4    Mapping an area or district<br>2.5    Intervention orders | Critical <u>health literacy</u> skills and strategies:<br>▪ evaluating health services in the community<br>▪ examining policies and processes for ensuring safer behaviours<br>(ACPPS095)<br>Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community<br>(ACPPS096; ACPPS097) |

In addition, Assemblies, Chapel Services, Morning Devotions in Form Class, Christian Living Lessons, Devotion with High School Staff focuses on:

- Respect in our School Community and Wider Community
  - (Resilience, Encouragement, Stewardship, Politeness, Excellence, Co-operation, Truth)