Real Talk Education | Flourish
Australian & New Zealand Curriculum Mapping

Real Talk Education's Flourish Program was originally mapped only to the Australian Curriculum. However, here we have suggested possible links for the Australian states and New Zealand schools using other curriculum outcomes.

Real Talk Education Content is outlined with a Learning Intention (LI) and then mapped, in line, with all Australian and New Zealand curriculums. This overview is to be used at individual schools' discretion, keeping their own curriculum tracking in mind.

Year 5-6					
Real Talk Education Content	**Australian Curriculum** QLD, SA, TAS, NT, ACT	**NSW Curriculum** Stage 3	**Victorian Curriculum**	**Western Australian Curriculum**	**New Zealand Curriculum** Year 6 & 7
Module 1 – Personal Identity					
1.1: Self Image LI – We are learning to reflect on our identity in our own strengths and uniqueness.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
1.2: Gift LI – We are learning that our identity is influenced by our uniqueness and that each person is unique.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes,

					values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
1.3: Sacred LI – We are learning to examine how our identity is influenced by how we treat others.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.	PH3-RRS-0: Explains and applies skills and strategies to manage respectful relationships. PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. VC2HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. WA5HEHPI1: Skills and strategies to establish and maintain respectful relationships. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time. WA6HEHPI1: Skills to establish and manage positive relationships.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
1.4: Made in the Image of God LI – We are learning to examine how our identity is influenced by how we treat others.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-RRS-01: Explains and applies skills and strategies to manage respectful relationships. PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.

1.5: Made in the Image of God as Male and Female LI – We are learning to examine how identities are influenced by people.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
1.5: Purpose LI – We are learning to examine how identities are influenced by people.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. *Level 7* A4 Personal identity: Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
Module 2 – Relationships					
2.1: Friendship LI – We are learning to managing changing relationships as we grow older and how these different relationships can impact personal health and wellbeing.	AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. AC9HP6P05: Describe and implement strategies to value diversity in their communities.	PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. VC2HP6P05: Describe and implement strategies to value diversity in their communities. VC2HP6P10: Analyse how various strategies	*Year 5* WA5HEHPI1: Skills and strategies to establish and maintain respectful relationships. WA5HEHPI2: Ways in which inappropriate emotional responses impact on relationships. *Year 6* WA6HEHPI1: Skills to establish and manage positive relationships.	*Level 6* C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. C2 Identity, sensitivity, and respect: Plan and evaluate strategies recognising their own and other people's rights and responsibilities to

	AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.		influence the health, safety, relationships and wellbeing of individuals and communities.	WA6HEHPI2: Situations in which emotions can influence decision-making: • in peer groups • with friends • with family	avoid or minimise risks in social situations. *Level 7* C1 Relationships: Students will analyse the nature and benefits of meaningful interpersonal relationships. C3 Interpersonal skills: Students will evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.
2.2: Consent & Respect LI – We are learning how to plan and practise strategies which promote safety and wellbeing, including when to give and receive consent.	AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. AC9HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully.	PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. VC2HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline).	*Year 5* WA5HEHPS4: Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed. WA5HEHPI1: Skills and strategies to establish and maintain respectful relationships. *Year 6* WA6HEHPS3: Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed. WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* C2 Identity, sensitivity, and respect: Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. *Level 7* C3 Interpersonal skills: Students will evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.
2.3: Body Language (Part 1: Our bodies say something) LI – We are learning to identify how our body language and emotions can impact the relationships we have with others.	AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	*Year 5* WA5HEHPI2: Ways in which inappropriate emotional responses impact on relationships. *Year 6* WA6HEHPI2: Situations in which emotions can influence decision-making: • in peer groups • with friends • with family	*Level 6* A1 Personal growth and development: Students will investigate and understand the reasons for the choices people make that affect their well-being and explore and evaluate options and consequences. C2 Identity, sensitivity, and respect: Plan and evaluate strategies recognising their

					own and other people's rights and responsibilities to avoid or minimise risks in social situations. *Level 7* C2 Identity, sensitivity, and respect: Students will analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.
2.4: Body Language (Part 2: An intimate gift of self) LI – We are learning to identity how our body language and emotions can impact the relationships we have with others.	AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	*Year 5* WA5HEHPI2: Ways in which inappropriate emotional responses impact on relationships. *Year 6* WA6HEHPI2: Situations in which emotions can influence decision-making: • in peer groups • with friends • with family	*Level 6* A1 Personal growth and development: Students will investigate and understand the reasons for the choices people make that affect their well-being and explore and evaluate options and consequences. C2 Identity, sensitivity, and respect: Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. *Level 7* C2 Identity, sensitivity, and respect: Students will analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.
2.5: Marriage and Family LI – We are learning to identity the importance of family relationships, including marriage.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities.	*Year 5* WA5HEHPP1: Ways that individuals and groups adapt to different contexts and situations. *Year 6* WA6HEHPP1: Ways that positive self-identities can develop and change over time.	*Level 6* C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. *Level 7*

					C1 Relationships: Students will analyse the nature and benefits of meaningful interpersonal relationships.

Module 3 – Media and Technology					
3.1: Critical Thinking LI – We are learning to recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.	AC9HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations. AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-RRS-02: Explains and applies skills and strategies to interact safely in offline and online contexts. PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P01: Explain how identities can be influenced by people and places, and how we can create positive self-identities. VC2HP6P08: Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community. VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	*Year 5* WA5HEHPS1: Protective behaviours that can be implemented in uncomfortable or unsafe situations. WA5HEHPS2: Strategies that promote safety. *Year 6* WA6HEHPS1: Protective behaviours and help-seeking strategies that can be used when students feel unsafe online. WA6HEHPS2: Strategies that promote safety.	*Level 6* A3 Safety management: Students will demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. *Level 7* A3 Safety management: Students will analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.
3.2: Cyber Safety Part 1 – Feeling Safe, Staying Safe LI – We are learning to stay safe and healthy and keep others safe and healthy.	AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations. AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-RRS-02: Explains and applies skills and strategies to interact safely in offline and online contexts. PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline). VC2HP6P08: Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community. VC2HP6P10: Analyse how various strategies influence the health,	*Year 5* WA5HEHPS1: Protective behaviours that can be implemented in uncomfortable or unsafe situations. WA5HEHPS2: Strategies that promote safety. *Year 6* WA6HEHPS1: Protective behaviours and help-seeking strategies that can be used when students feel unsafe online. WA6HEHPS2: Strategies that promote safety.	*Level 6* A3 Safety management: Students will demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. *Level 7* A3 Safety management: Students will analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.

			safety, relationships and wellbeing of individuals and communities.		
3.3: Cyber Safety Part 2 – Cyberbullying LI – We are learning to stay safe and healthy and keep others safe and healthy.	AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. AC9HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully. AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations. AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.	PH3-RRS-02: Explains and applies skills and strategies to interact safely in offline and online contexts. PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. VC2HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline). VC2HP6P08: Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community. VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	*Year 5* WA5HEHPS1: Protective behaviours that can be implemented in uncomfortable or unsafe situations. WA5HEHPS2: Strategies that promote safety. *Year 6* WA6HEHPS1: Protective behaviours and help-seeking strategies that can be used when students feel unsafe online. WA6HEHPS2: Strategies that promote safety.	*Level 6* A3 Safety management: Students will demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. *Level 7* A3 Safety management: Students will analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.
3.4: Be Social Media Savvy LI – We are learning to apply online and social protocols to enhance our relationships with others and protect our wellbeing.	AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.	PH3-RRS-02: Explains and applies skills and strategies to interact safely in offline and online contexts. PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. VC2HP6P07: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline).	*Year 5* WA5HEHPS1: Protective behaviours that can be implemented in uncomfortable or unsafe situations. WA5HEHPS2: Strategies that promote safety. *Year 6* WA6HEHPS1: Protective behaviours and help-seeking strategies that can be used when students feel unsafe online.	*Level 6* A3 Safety management: Students will demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. *Level 7* A3 Safety management: Students will analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for

	AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.		VC2HP6P08: Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community. VC2HP6P10: Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.	WA6HEHPS2: Strategies that promote safety.	managing responsible action.
3.5: Inappropriate Images (Optional Content) LI – We are learning to apply online and social protocols to enhance our relationships with others and protect our wellbeing.	AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.	PH3-RRS-02: Explains and applies skills and strategies to interact safely in offline and online contexts.	VC2HP6P08: Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community.	*Year 5* WA5HEHPS1: Protective behaviours that can be implemented in uncomfortable or unsafe situations. *Year 6* WA6HEHPS1: Protective behaviours and help-seeking strategies that can be used when students feel unsafe online.	*Level 6* A3 Safety management: Students will demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. *Level 7* A3 Safety management: Students will analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.
Module 4 – Puberty					
4.1 – 4.10: Let's Talk … LI – We are learning to manage change and transitions that happen during puberty.	AC9HP6P02: Investigate resources and strategies to manage changes and transitions, including changes associated with puberty.	PH3-IHW-01: Examines and explains factors that influence identity, health and wellbeing of individuals and groups. PH3-SMI-01: Evaluates and applies self-management and interpersonal skills in a range of contexts.	VC2HP6P02: Investigate resources and strategies to manage changes and transitions, including changes associated with puberty.	*Year 5* WA5HEHPP2: Strategies to manage physical, mental/emotional and social changes associated with puberty. *Year 6* WA6HEHPP2: Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty.	*Level 6* C3 Interpersonal skills: Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately. *Level 7* A1 Personal growth and development: Students will assess their health needs and identify strategies to ensure personal well-being across their lifespan.