

Real Talk Education | Sprout

Australian & New Zealand Curriculum Mapping



Real Talk Education's Sprout Program was designed with the Australian Curriculum in mind. 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.

Foundation					
Real Talk Content	Australian Curriculum QLD – Prep SA – Reception TAS – Prep NT – Transition ACT – Kinder	NSW Curriculum Kinder – Early Stage 1	Victorian Curriculum Foundations	Western Australian Curriculum Pre-Primary	New Zealand Curriculum Year 0/1
Module 1 – Personal Identity					
1.1: About Me LI – We are learning to describe similarities and differences between ourselves and others.	AC9HPFP01: Investigate who they are and the people in their world.	PHE-IHW-01: Identifies factors that contribute to identity, health and wellbeing.	VC2HPFP01: Investigate who they are and the people in their world.	WAPHEHPP1: Personal strengths and qualities of individuals and a sense of belonging to groups and communities.	A4 Personal identity: Students will describe themselves in relation to a range of contexts. C3 Interpersonal skills: Students will express their own ideas, needs, wants, and feelings clearly and listen to those of other people.
1.2: My Body LI – We are learning to describe similarities and differences between ourselves and others.	AC9HPFP05: Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe.	PHE-RRS-01: Identifies how respectful relationships and safety contribute to wellbeing. PHE-IHW-01: Identifies factors that contribute to identity, health and wellbeing.	VC2HPFP02: Name parts of the body and describe how their body is growing and changing.	WAPHEHPP2: Body parts, visible and private, and where they are located.	A3 Safety management: Students will describe and use safe practices in a range of contexts and identify people who can help. C3 Interpersonal skills: Students will express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Module 2 – Relationships					
2.1: My Emotions LI – We are learning to describe the different emotions people feel.	AC9HPFP03: Express and describe the emotions they feel.	PHE-SMI-01: Identifies and demonstrates self-management and interpersonal skills.	VC2HPFP04: Identify emotions they experience.	WAPHEHP12: Emotional responses individuals may experience in different situations.	A1 Personal growth and development: Students will describe feelings and ask questions about their health, growth, development, and personal needs and wants.
2.2: Being Friendly LI – We are learning to discuss personal and social skills and what we need to do to have positive relationships.	AC9HPFP02: Practice personal and social skills to interact respectfully with others.	PHE-RRS-01: Identifies how respectful relationships and safety contribute to wellbeing. PHE-SMI-01: Identifies and demonstrates self-management and interpersonal skills.	VC2HPFP03: Practise personal and social skills to interact respectfully with others.	WAPHEHP11: Personal and social skills to interact respectfully with others.	C1 Relationships: Students will explore and share ideas about relationships with other people. C2 Identity, sensitivity, and respect: Students will demonstrate respect through sharing and cooperation in groups.
Module 3 – Safety					
3.1: Speaking Up LI – We are learning to identify and demonstrate protective behaviours and help-seeking strategies.	AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space.	PHE-RRS-01: Identifies how respectful relationships and safety contribute to wellbeing.	VC2HPFP05: Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy.	WAPHEHPS4: Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space.	A3 Safety management: Students will describe and use safe practices in a range of contexts and identify people who can help. C2 Identity, sensitivity, and respect: Students will demonstrate respect through sharing and cooperation in groups.
3.2: Being Safe LI – We are learning to identify and demonstrate strategies to keep themselves safe.	AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space. AC9HPFP05: Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe.	PHE-RRS-01: Identifies how respectful relationships and safety contribute to wellbeing.	VC2HPFP06: Identify protective behaviours and rehearse help-seeking strategies that help keep them safe.	WAPHEHPS1: Protective behaviours and help-seeking strategies to keep safe. WAPHEHPS2: Trusted people in the community who can help individuals feel safe. WAPHEHPS3: Actions that promote safety in a range of situations.	A3 Safety management: Students will describe and use safe practices in a range of contexts and identify people who can help. D2 Community resources: Students will identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.
3.3: Online Safety LI – We are learning to use technology safely.	AC9HPFP05: Demonstrate protective behaviours, name body parts and rehearse help-	PHE-RRS-01: Identifies how respectful relationships and safety contribute to wellbeing.	VC2HPFP06: Identify protective behaviours and rehearse help-seeking strategies that help keep them safe.	WAPHEHPS1: Protective behaviours and help-seeking strategies to keep safe.	A3 Safety management: Students will describe and use safe practices in a range of contexts and identify people who can help.

	seeking strategies that help keep them safe.	PHE-IHW-01: Identifies factors that contribute to identity, health and wellbeing.		WAPHEHPS2: Trusted people in the community who can help individuals feel safe. WAPHEHPS3: Actions that promote safety in a range of situations.	D2 Community resources Students will identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.
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Year 1-2					
Real Talk Education Content	Australian Curriculum QLD, SA, TAS, NT, ACT	NSW Curriculum Stage 1	Victorian Curriculum	Western Australian Curriculum	New Zealand Curriculum Year 2 & 3
Module 1 – Personal Identity					
1.1: About Me LI – We are learning to explain how personal qualities contribute to identities.	AC9HP2P01: Describe their personal qualities and those of others, and explain how they contribute to developing identities.	PH1-IHW-01: Describes factors that contribute to identity, health and wellbeing.	VC2HP2P01: Describe their personal characteristics and those of others, and explain how they contribute to developing identities. VC2HP2P02: Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these.	<i>Year 1</i> WA1HEHPP1: Personal strengths and qualities and how they change over time. <i>Year 2</i> WA2HEHPP1: Personal strengths, qualities and achievements, and how they contribute to developing identities.	<i>Level 2:</i> A4 Personal identity: Students will identify personal qualities that contribute to a sense of self-worth. <i>Level 3:</i> A4 Personal identity: Students will describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.
1.2: My Body LI – We are learning to help keep our bodies safe.	AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.	PH1-IHW-01: Describes factors that contribute to identity, health and wellbeing.	VC2HP2P06: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.	<i>Year 1</i> WA1HEHPP2: Changes to the body, visible and private, as individuals grow older. <i>Year 2</i> WA2HEHPP2: The body's reactions to emotions, and strategies to help manage these reactions. WA2HEHPS1: Protective behaviours and communication skills to respond to unsafe situations.	<i>Level 2:</i> A1 Personal growth and development: Students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. A3 Safety management: Students will identify risk and use safe practices in a range of contexts. <i>Level 3:</i> A1 Personal growth and development: Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. A3 Safety management: Students will identify risks and their causes and describe safe practices to manage these.

Module 2 – Relationships

<p>2.1: My Emotions LI – We are learning to describe how different emotional responses can affect our own and others' feelings.</p>	<p>AC9HP2P03: Identify how different situations influence emotional response.</p>	<p>PH1-SMI-01: Describes and demonstrates self-management and interpersonal skills in a range of contexts.</p>	<p>VC2HP2P04: Identify how different situations influence emotional responses.</p>	<p><i>Year 1</i> WA1HEHP13: Positive ways to react to their own emotions in different situations.</p> <p><i>Year 2</i> WA2HEHPP2: The body's reactions to emotions, and strategies to help manage these reactions.</p>	<p><i>Level 2:</i> C3 Interpersonal skills: Students will express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p><i>Level 3:</i> C3 Interpersonal skills: Students will identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</p>
<p>2.2: Being Friendly LI – We are learning to discuss friendship and how to maintain good relationships.</p>	<p>AC9PH2P02: Identify and explore skills and strategies to develop respectful relationships.</p>	<p>PH1-RRS-01: Describes and demonstrates actions that support respectful relationships and safety offline and online.</p> <p>PH1-SMI-01: Describes and demonstrates self-management and interpersonal skills in a range of contexts.</p>	<p>VC2HP2P03: Identify and explore personal and social skills and strategies to develop respectful relationships.</p>	<p><i>Year 1</i> WA1HEHP11: Skills and strategies to develop respectful relationships.</p> <p>WA1HEHP12: Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> • culturally appropriate manners • positive language • praise <p><i>Year 2</i> WA2HEHP11: Ways to interpret the feelings of others in different situations to develop respectful relationships as individuals grow older.</p>	<p><i>Level 2:</i> C1 Relationships: Students will identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p>C2 Identity, sensitivity, and respect: Students will describe how individuals and groups share characteristics and are also unique.</p> <p><i>Level 3:</i> C1 Relationships: Students will identify and compare ways of establishing relationships and managing changing relationships.</p> <p>C2 Identity, sensitivity, and respect: Students will identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p>

Module 3 – Safety

<p>3.1: Speaking Up LI – We are leaning to apply protective behaviours and help-seeking strategies to keep ourselves and others safe.</p>	<p>AC9HP2P04: Practise strategies they can use when they need to seek, give or deny permission respectfully.</p>	<p>PH1-SMI-01: Describes and demonstrates self-management and interpersonal skills in a range of contexts.</p>	<p>VC2HP2P05: Practise strategies they can use when they need to seek, give or deny permission respectfully.</p>	<p><i>Year 1</i> WA1HEHPS3: Strategies to use when needing to seek, give or deny permission are practised.</p> <p>WA1HEHPH3: Actions that support a safe and inclusive environment.</p> <p><i>Year 2</i> WA2HEHPS3: Strategies to use when needing to seek, give or deny permission are practised.</p>	<p><i>Level 2:</i> A3 Safety management: Students will identify risk and use safe practices in a range of contexts.</p> <p>C2 Identity, sensitivity, and respect: Students will describe how individuals and groups share characteristics and are also unique.</p> <p><i>Level 3:</i> A3 Safety management: Students will identify risks and their causes and describe safe practices to manage these.</p> <p>C2 Identity, sensitivity, and respect: Students will identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p>
<p>3.2: Being Safe LI – We are learning to apply protective behaviours and help-seeking strategies.</p>	<p>AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.</p>	<p>PH1-RRS-01: Describes and demonstrates actions that support respectful relationships and safety offline and online.</p>	<p>VC2HP2P06: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.</p>	<p><i>Year 1</i> WA1HEHPS1: Protective behaviours and help-seeking strategies to keep safe.</p> <p>WA1HEHPS2: Strategies to use when help is needed.</p> <p><i>Year 2</i> WA2HEHPP2: The body's reactions to emotions, and strategies to help manage these reactions.</p> <p>WA2HEHPS1: Protective behaviours and communication skills to respond to unsafe situations.</p> <p>WA2HEHPS2: Strategies to use when help is needed.</p>	<p><i>Level 2:</i> A3 Safety management: Students will identify risk and use safe practices in a range of contexts.</p> <p>D2 Community resources: Students will identify and use local community resources and explain how these contribute to a healthy community.</p> <p>D3 Rights, responsibilities, and laws; D4 People and the environment Students will contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p> <p><i>Level 3:</i></p>

				WA2HEHPH3: Actions that keep people safe and healthy.	A3 Safety management: Students will identify risks and their causes and describe safe practices to manage these.
3.3: Online Safety LI – We are learning to identify strategies that can be used at school and home to promote the healthy use of digital tools.	AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.	PH1-RRS-01: Describes and demonstrates actions that support respectful relationships and safety offline and online.	VC2HP2P06: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.	<p><i>Year 1</i></p> WA1HEHPS1: Protective behaviours and help-seeking strategies to keep safe. <p>WA1HEHPS2: Strategies to use when help is needed.</p> <p><i>Year 2</i></p> WA2HEHPP2: The body's reactions to emotions, and strategies to help manage these reactions. <p>WA2HEHPS1: Protective behaviours and communication skills to respond to unsafe situations.</p> <p>WA2HEHPS2: Strategies to use when help is needed.</p> <p>WA2HEHPH3: Actions that keep people safe and healthy.</p>	<p><i>Level 2:</i></p> A3 Safety management: Students will identify risk and use safe practices in a range of contexts. <p>D2 Community resources: Students will identify and use local community resources and explain how these contribute to a healthy community.</p> <p>D3 Rights, responsibilities, and laws; D4 People and the environment</p> <p>Students will contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p> <p><i>Level 3:</i></p> A3 Safety management: Students will identify risks and their causes and describe safe practices to manage these.

Year 3-4					
Real Talk Education Content	Australian Curriculum QLD, SA, TAS, NT, ACT	NSW Curriculum Stage 2	Victorian Curriculum	Western Australian Curriculum	New Zealand Curriculum Year 4 & 5
Module 1 – Personal Identity					
1.1: About Me LI – We are learning to describe the influences that inclusion and stereotypes have on choices and actions.	AC9HP24P03: Describe how choices and actions can be influenced by stereotypes. AC9HP24P05: Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.	PH2-IHW-01: Explains how related factors influence identity, health and wellbeing.	VC2HP4P03: Describe how choices and actions can be influenced by stereotypes VC2HP4P05: Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.	<i>Year 3</i> WA3HEHPP1: Factors that strengthen personal identities, including family, friends, and school. <i>Year 4</i> WA4HEHP11: Positive influence of respect, empathy, and the valuing of differences in relationships and in society.	<i>Level 4</i> A4 Personal identity: Students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. C2 Identity, sensitivity, and respect: Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. <i>Level 5</i> A4 Personal identity: Students will investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.
1.2: My Body LI – We are learning to identify and describe strategies to manage changes and transitions.	AC9HP4P02: Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty.	PH2-IHW-01: Explains how related factors influence identity, health and wellbeing.	VC2HP4P02: Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes.	<i>Year 3</i> WA3HEHPP2: Physical, social and emotional changes that occur as individuals grow older. <i>Year 4</i> WA4HEHPP2: Changes associated with puberty. WA4HEHPP3: Strategies to manage changes associated with puberty.	<i>Level 4</i> A1 Personal growth and development: Students will describe the characteristics of pubertal change and discuss positive adjustment strategies. <i>Level 5</i> A1 Personal growth and development: Students will describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective

					self-management strategies.
1.3: Bouncing Back LI – We are learning to identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.	AC9HP4P01: Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.	PH2-IHW-01: Explains how related factors influence identity, health and wellbeing.	VC2HP4P01: Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts. VC2HP4P10: Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.	Year 3 WA3HEHP11: Behaviours that show empathy and respect for others. Year 4 WA4HEHP11: Ways to respond positively to challenges and failures, including the use of resilience and persistence.	Level 4 B2 Positive attitudes: Students will demonstrate willingness to accept challenges, learn new skills and strategies, [and extend their abilities in movement-related activities.] Level 5 B2 Positive attitudes: Students will develop skills and responsible attitudes [in challenging physical situations.]
Module 2 – Relationships					
2.1: My Emotions LI – We are learning to explain how and why emotional responses can vary and practice strategies to manage emotional responses.	AC9HP4PO6: Explain how and why emotional responses can vary and practice strategies to manage their emotions.	PH2-SMI-01: Explains and applies self-management and interpersonal skills in a range of contexts.	VC2HP4P06: Explain how and why emotional responses can vary and practise strategies to manage their emotions.	Year 3 WA3HEHP12: Circumstances that can influence the level of emotional response to situations. Year 4 WA4HEHP13: Strategies to identify and manage emotions before reacting.	Level 4 C2 Identity, sensitivity, and respect: Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. Level 5 C2 Identity, sensitivity, and respect: Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
2.2: Being Friendly LI – We are learning to discuss personal and social skills that can be used to establish, manage and strengthen relationships.	AC9HP4PO4: Select, use and refine personal and social skills to establish, manage and strengthen relationships. AC9HP4PO5: Describe how valuing diversity influences wellbeing and identify actions that promote including in their communities.	PH2-RRS-01: Describes and applies skills and strategies to strengthen respectful relationships.	VC2HP4P04: Select, use and refine personal and social skills to establish, manage and strengthen relationships.	Year 3 WA3HEHP11: Behaviours that show empathy and respect for others. Year 4 WA4HEHP12: Strategies to cope with adverse situations and the demands of others.	Level 4 C1 Relationships: Students will identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. C3 Interpersonal skills: Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

					<p><i>Level 5</i> C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes.</p>
Module 3 – Safety					
<p>3.1: Speaking Up LI – We are learning to rehearse and refine strategies for seeking, giving and denying permission.</p>	<p>AC9HP4P07: Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required.</p>	<p>PH2-SMI-01: Explains and applies self-management and interpersonal skills in a range of contexts.</p>	<p>VC2HP4P07: Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline).</p>	<p><i>Year 3</i> WA3HEHPS3: Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described.</p> <p><i>Year 4</i> WA4HEHPS3: Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described.</p>	<p><i>Level 4</i> A3 Safety management: Students will access and use information to make and action-safe choices in a range of contexts.</p> <p>C3 Interpersonal skills: Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p> <p><i>Level 5</i> A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>C3 Interpersonal skills: Students will demonstrate a range of interpersonal skills and processes that help them make safe choices for themselves and other people in a variety of settings.</p>
<p>3.2: Being Safe LI – We are learning to describe and apply protective behaviours and help-seeking strategies.</p>	<p>AC9HP4PO8: Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations.</p>	<p>PH2-RRS-02: Describes and applies skills and strategies to interact safely in offline and online contexts.</p>	<p>VC2HP4P08: Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.</p>	<p><i>Year 3</i> WA3HEHPS1: Protective behaviours and communication skills to respond to unsafe situations.</p> <p>WA3HEHPS2: Strategies to use when help is needed.</p> <p><i>Year 4</i> WA4HEHPS1: Protective behaviours and strategies</p>	<p><i>Level 4</i> A3 Safety management: Students will access and use information to make and action-safe choices in a range of contexts.</p> <p>D3 Rights, responsibilities, and laws; D4 People and the environment: Students will specify individual responsibilities and take collective action for the care and safety of</p>

				<p>to remain safe in uncomfortable or unsafe situations.</p> <p>WA4HEHPS2: Strategies to ensure safety at home and at school.</p>	<p>other people in their school and in the wider community.</p> <p><i>Level 5</i> A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>C3 Interpersonal skills: Students will demonstrate a range of interpersonal skills and processes that help them make safe choices for themselves and other people in a variety of settings.</p>
<p>3.3: Online Safety LI – We are learning to stay safe online including applying protective behaviours and help-seeking strategies in a range of online situations.</p>	<p>AC9HP4P10: Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.</p> <p>AC9HP4P08: Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations.</p>	<p>PH2-RRS-02: Describes and applies skills and strategies to interact safely in offline and online contexts.</p>	<p>VC2HP4P07: Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline).</p> <p>VC2HP4P08: Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.</p>	<p><i>Year 3</i> WA3HEHPS1: Protective behaviours and communication skills to respond to unsafe situations.</p> <p>WA3HEHPS2: Strategies to use when help is needed.</p> <p><i>Year 4</i> WA4HEHPS1: Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations.</p> <p>WA4HEHPS2: Strategies to ensure safety at home and at school.</p>	<p><i>Level 4</i> A3 Safety management: Students will access and use information to make and action-safe choices in a range of contexts.</p> <p>D3 Rights, responsibilities, and laws; D4 People and the environment: Students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p> <p><i>Level 5</i> A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>C3 Interpersonal skills: Students will demonstrate a range of interpersonal skills and processes that help them make safe choices for themselves and other people in a variety of settings.</p>