

Real Talk Education | Prosper

Australian & New Zealand Curriculum Mapping



Real Talk Education's Prosper 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.

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Year 7-8

Real Talk Education Content	Australian Curriculum QLD, SA, TAS, NT, ACT	NSW Curriculum Stage 4	Victorian Curriculum	Western Australian Curriculum	New Zealand Curriculum Years 8 & 9 (Level 5)
Module 1 – Personal Identity					
1.1 Personal Identity LI – We are learning how our sense of self (identity) can be shaped through interactions with our environment and people. We are learning how our sense of self (identity) develops and can change over time.	AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities. AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging. PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.	VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities. VC2HP8P02: Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes. VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	Year 7 WA7HEHPP1: Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes. Year 8 WA8HEHPP1: Strategies to cope with and manage the impact of changes and transitions. WA8HEHPP2: Ways in which changing feelings and attractions form part of developing sexual identities.	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. 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 Self-Image LI – We are learning about the importance of self-image and self-esteem, and how to distinguish between these two concepts. We are learning to reflect on our own person attributes and understand how they contribute to our self-esteem.	AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities. AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging. PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.	VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities. VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	Year 7 WA7HEHP13: Factors that influence emotional responses and behaviour. Year 8 WA8HEHPP2: Ways in which changing feelings and attractions form part of developing sexual identities. WA8HEHP14: Personal, social and cultural factors that influence emotional responses and behaviour.	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. 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.

<p>1.3 Made in the Image of God PART 1 LI – We are learning about what it means to be human and what it means to be created in the image of God. We are learning to understand the value of each person and the meaning of sacredness.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHP13: Factors that influence emotional responses and behaviour.</p> <p><i>Year 8</i> WA8HEHPP2: Ways in which changing feelings and attractions form part of developing sexual identities.</p> <p>WA8HEHP14: Personal, social and cultural factors that influence emotional responses and behaviour.</p>	<p>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.</p> <p>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.</p>
<p>1.4 Made in the Image of God PART 2 LI – We are learning to examine how identities are influenced by people. We are learning about what it means to be created in the image and likeness of God. We are learning about the concepts of self-control and free-will, and how these concepts apply in our life. We are learning about our purpose as human beings.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHP13: Factors that influence emotional responses and behaviour.</p> <p><i>Year 8</i> WA8HEHPP2: Ways in which changing feelings and attractions form part of developing sexual identities.</p> <p>WA8HEHP14: Personal, social and cultural factors that influence emotional responses and behaviour.</p>	<p>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.</p> <p>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.</p>
<p>1.5 Beauty and Body image LI – We are learning how standards for beauty and body image are different in different cultures and time periods, and the reasons for these differences.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P05: Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P05: Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.</p>	<p><i>Year 7</i> WA7HEHP4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p>WA7HEHP12: Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes.</p>	<p>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.</p> <p>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</p>

	AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	manage complex situations.	VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.	<p><i>Year 8</i> WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPH1: Benefits to individuals and communities of valuing diversity and promoting inclusivity.</p>	influences the ways in which they describe other people.
<p>1.6 Strength and Personal Character LI – We are learning to understand the concepts of personal character and strength of character. We are learning how we can achieve positive development in many areas of our lives.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P03: Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes.</p> <p>AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>AC9HP8P06: Analyse factors that influence emotional responses and devise strategies to self-manage emotions.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P03: Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes.</p> <p>VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>VC2HP8P06: Analyse factors that influence emotional responses and devise strategies to self-manage emotions.</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHPH4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p>WA7HEHPH2: Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes.</p> <p><i>Year 8</i> WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPH1: Benefits to individuals and communities of valuing diversity and promoting inclusivity.</p>	<p>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.</p> <p>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.</p>

Module 2 – Media and Technology

<p>2.1 Media and Technology LI – We are analysing how messages we receive from the media can impact personal identity. We are evaluating how external influences such as the media may impact our ability to make healthy and safe choices. We are evaluating situations where we receive messages from the media, proposing appropriate emotional responses and reflecting on possible outcomes of those different responses.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>Year 7 WA7HEHPS1: Health information, services and help-seeking strategies that young people can use in a variety of situations.</p> <p>WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p>WA7HEHPH4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p>Year 8 WA8HEHPS1: Credible health information that can support people in a variety of situations.</p> <p>WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p>	<p>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.</p> <p>D1 Societal attitudes and values: Students will investigate societal influences on the well-being of student communities.</p> <p>D2 Community resources: Students will investigate community services that support and promote people's well-being and take action to promote personal and group involvement.</p>
<p>2.2 Cyber Safety LI – We are learning to practise and apply strategies to seek help for ourselves and others in situations relating to the online world. We are proposing and evaluating responses in situations where external influences may impact our</p>	<p>AC9HP8P08: Refine protective behaviours and evaluate community resources to seek help for themselves and others.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in</p>	<p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P08: refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and</p>	<p>Year 7 WA7HEHPS1: Health information, services and help-seeking strategies that young people can use in a variety of situations.</p> <p>WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p>	<p>A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>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.</p>

<p>ability to make healthy and safe choices. We are evaluating what healthy and safe choices are when confronted with negative situations online.</p>	<p>relation to health, safety, relationships and wellbeing.</p> <p>AC9HP8P10: Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p>		<p>behaviours in relation to health, safety, relationships and wellbeing.</p> <p>VC2HP8P10: Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p>	<p><i>Year 8</i> WA8HEHPS1: Credible health information that can support people in a variety of situations.</p> <p>WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p>	
<p>2.3 Social Media LI – We are learning to practise and apply strategies to seek help for ourselves and others in situations relating to the online world. We are proposing and evaluating responses in situations where external influences on social media may impact our ability to make healthy and safe choices. We are evaluating what healthy and safe choices are when confronted with negative situations online.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p> <p>AC9HP8P10: Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p>	<p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p> <p>VC2HP8P10: Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p>WA7HEHPH4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p><i>Year 8</i> WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p>WA8HEHPI2: Impacts of bullying and harassment on relationships, including online relationships.</p>	<p>C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes.</p> <p>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.</p> <p>D1 Societal attitudes and values: Students will investigate societal influences on the well-being of student communities.</p>

<p>2.4 Pornography LI – We are learning to practise and apply strategies to help ourselves or others in the context of healthy relationships and online behaviour. We are evaluating how pornography can impact our own or others' health and wellbeing. We are investigating the negative impact that pornography can have on relationships and examining the importance of empathy and ethical decision-making in respectful relationships.</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p>WA7HEHPH4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p><i>Year 8</i> WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p>	<p>A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>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.</p>
<p>2.5 Sexting LI – We are practising and applying strategies to seek help for ourselves or others in situations involving sexting and/or image-based abuse. We are investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships. We are investigating how empathy and ethical decision making contribute to respectful relationships, especially around the topic of sending, receiving and/or possessing sexual images.</p>	<p>AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>AC9HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.</p> <p>AC9HP8P08: Refine protective behaviours and evaluate community resources to seek help for themselves and others.</p> <p>AC9HP8P10: Plan and implement strategies, using health resources, to enhance their own and others' health,</p>	<p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>VC2HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).</p> <p>VC2HP8P08: refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).</p> <p>VC2HP8P10: Plan and implement strategies, using health resources,</p>	<p><i>Year 7</i> WA7HEHPS1: Health information, services and help-seeking strategies that young people can use in a variety of situations.</p> <p>WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p>WA7HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p><i>Year 8</i> WA8HEHPS1: Credible health information that can support people in a variety of situations.</p> <p>WA8HEHPS3: Skills and strategies to promote</p>	<p>A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>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.</p>

	safety, relationships and wellbeing.		to enhance their own and others' health, safety, relationships and wellbeing.	physical and mental health, safety and wellbeing in various environments. WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied. WA8HEHPI2: Impacts of bullying and harassment on relationships, including online relationships.	
Module 3 – Life and Relationships					
3.1 Healthy Relationships LI – We are evaluating strategies to manage relationships and social changes that occur as we grow older. We are investigating the benefits of relationships and examining their impact on our own and others' health and wellbeing. We are investigating the characteristics of healthy relationships and behaviours that can impact relationships in a positive or negative way.	AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships. AC9HP8P06: Analyse factors that influence emotional responses and devise strategies to self-manage emotions.	PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging. PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts. PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.	VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships. VC2HP8P06: Analyse factors that influence emotional responses and devise strategies to self-manage emotions.	Year 7 WA7HEHPP2: Ways to manage physical, emotional, and social changes associated with puberty. Year 8 WA8HEHPP2: Ways in which changing feelings and attractions form part of developing sexual identities. WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments. WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied. WA8HEHPI1: Strategies for managing the changing nature of peer and family relationships. WA8HEHPI3: Role of power and coercion within relationships, and how these can be influenced by gender stereotypes.	C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes. 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. 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>3.2 Consent and Respect LI – We are investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships. We are investigating what is necessary for informed consent and examining the law associated with this topic. We are investigating how empathy and ethical decision-making contribute to respectful relationships, especially within the context of consent. We are proposing and evaluating responses where external influences may impact on our ability to make healthy and safe choices, especially within the context of physical intimacy.</p>	<p>AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>AC9HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.</p> <p>AC9HP8P08: Refine protective behaviours and evaluate community resources to seek help for themselves and others.</p>	<p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>VC2HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).</p> <p>VC2HP8P08: refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).</p>	<p><i>Year 7</i> WA7HEHPS1: Health information, services and help-seeking strategies that young people can use in a variety of situations.</p> <p>WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p>WA7HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p><i>Year 8</i> WA8HEHPS1: Credible health information that can support people in a variety of situations.</p> <p>WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p>WA8HEHPI3: Role of power and coercion within relationships, and how these can be influenced by gender stereotypes.</p>	<p>A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes.</p> <p>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.</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 Body Language and Sex LI – We are investigating the topics of physical and sexual intimacy and examining their impact on our own and others' health and wellbeing. We are evaluating skills and strategies needed to</p>	<p>AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>AC9HP8P07: Explain and apply skills and strategies to communicate assertively and</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p>	<p>VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p> <p>VC2HP8P07: Explain and apply skills and strategies to communicate assertively and respectfully when</p>	<p><i>Year 7</i> WA7HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p>WA7HEHPH4: Ways in which the media and influential people impact</p>	<p>A3 Safety management: Students will investigate and practise safety procedures and strategies to manage risk situations.</p> <p>C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes.</p>

<p>communicate and engage in relationships in respectful ways.</p> <p>We are investigating the Christian perspective on the meaning of physical and sexual intimacy and analysing our personal beliefs concerning this topic.</p>	<p>respectfully when seeking, giving or denying consent.</p>	<p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>seeking, giving or denying consent across multiple settings (including online and offline).</p>	<p>attitudes, beliefs, decisions and behaviours.</p> <p><i>Year 8</i> WA8HEHPS3: Skills and strategies to promote physical and mental health, safety and wellbeing in various environments.</p> <p>WA8HEHPS4: Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.</p> <p>WA8HEHPI3: Role of power and coercion within relationships, and how these can be influenced by gender stereotypes.</p>	
<p>3.4 Marriage and Family</p> <p>LI – We are investigating religious and cultural beliefs and practices surrounding marriage and family relationships, focusing in particular on Christian beliefs and practices.</p> <p>We are investigating the benefits of marital and family relationships and examining their impact on our own and others' health and wellbeing.</p> <p>We are analysing how societal norms, stereotypes and expectations influence the way young people think about marriage, relationships and family.</p> <p>We are analysing the role of family in supporting an individual's identity and proposing strategies to</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>AC9HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p>	<p>PH4-IBC-01: Investigates and explains factors that shape identity and sense of belonging.</p> <p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p> <p>VC2HP8P04: Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p>	<p><i>Year 7</i> WA7HEHP4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p>WA7HEHP11: Impact of relationships on a person's wellbeing.</p> <p><i>Year 8</i> WA8HEHPI1: Strategies for managing the changing nature of peer and family relationships.</p>	<p>C1 Relationships: Students will identify issues associated with relationships and describe options to achieve positive outcomes.</p>

enhance our own and others' wellbeing within this context.					
<p>3.5 STIs and Sexual Health LI – We are investigating the topic of sexually transmissible infections and evaluating preventive sexual health practices.</p> <p>We are examining scenarios relating to sexual health to highlight how emotions, dispositions and decision-making can affect outcomes. We are evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their sexual health. We are critically analysing and applying sexual health information from a range of sources to sexual health decisions and situations.</p>	<p>AC9HP8P08: Refine protective behaviours and evaluate community resources to seek help for themselves and others.</p> <p>AC9HP8P09: Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p>PH4-RRL-01: Explains and applies strategies for promoting safe and respectful relationships in a range of contexts.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p> <p>PH4-IPS-01: Investigates and uses health information, products and support services to propose strategies that enhance safety, health and wellbeing.</p>	<p>VC2HP8P08: refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).</p> <p>VC2HP8P09: Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p>	<p><i>Year 7</i> WA7HEHPS1: Health information, services and help-seeking strategies that young people can use in a variety of situations.</p> <p>WA7HEHPS2: Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.</p> <p><i>Year 8</i> WA8HEHPS1: Credible health information that can support people in a variety of situations.</p> <p>WA8HEHPH2: Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them.</p>	<p>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>D2 Community resources: Students will investigate community services that support and promote people's well-being and take action to promote personal and group involvement.</p>
<p>3.6 Reverence for Life LI – We are exploring different viewpoints about the value of life, practising being empathetic and considering how to effectively respond to those who hold different viewpoints.</p> <p>We are investigating the benefits to individuals and communities of valuing diversity and promoting inclusivity.</p> <p>We are investigating ethical issues relating to human life and autonomy, and the</p>	<p>AC9HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p>	<p>PH4-SHW-01: Assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing.</p> <p>PH4-SMI-01: Refines and applies self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP8P01: Analyse and reflect on the influence of values and beliefs on the development of identities.</p>	<p><i>Year 7</i> WA7HEHPH4: Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours.</p> <p><i>Year 8</i> WA8HEHPH4: Personal, social and cultural factors that influence emotional responses and behaviour.</p>	<p>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.</p>

<p>different perspectives on these issues.</p> <p>We are analysing the implications of attitudes and behaviours such as marginalisation, discrimination and violence on individuals and communities, and proposing countermeasures to prevent these behaviours.</p>					
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Year 9-10					
Real Talk Education Content	Australian Curriculum QLD, SA, TAS, NT, ACT	NSW Curriculum Stage 4	Victorian Curriculum	Western Australian Curriculum	New Zealand Curriculum Years 10 & 11 (Level 6)
Module 1 – Personal Identity					
1.1 Personal Identity LI – We are learning how our sense of self (identity) can be shaped through interactions with our environment and people. We are learning how our sense of self (identity) develops and can change over time.	AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.	PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities. PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.	VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.	Year 9 WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours. WA9HEHPP2: Strategies for managing changes and transitions. WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community. Year 10 WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.	A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.
1.2 Self-Image LI – We are learning about the importance of self-image and self-esteem, and how to distinguish between these two concepts. We are learning to reflect on our own person attributes and understand how they contribute to our self-esteem.	AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.	PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities. PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.	VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.	Year 9 WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours. WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community. Year 10 WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.	A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.

<p>1.3 Made in the Image of God PART 1 LI – We are learning about what it means to be human and what it means to be created in the image of God. We are learning to understand the value of each person and the meaning of sacredness.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p><i>Year 9</i> WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community.</p> <p><i>Year 10</i> WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p>	<p>A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p>
<p>1.4 Made in the Image of God PART 2 LI – We are learning to examine how identities are influenced by people. We are learning about what it means to be created in the image and likeness of God. We are learning about the concepts of self-control and free-will, and how these concepts apply in our life. We are learning about our purpose as human beings.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p><i>Year 9</i> WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community.</p> <p><i>Year 10</i> WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p>	<p>A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p>
<p>1.5 Beauty and Body image LI – We are learning how standards for beauty and body image are different in different cultures and time periods, and the reasons for these differences.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>AC9HP10P05: Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.</p>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p> <p>PH5-SMI-01: Evaluates and adapts self-</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>VC2HP10P05: Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.</p>	<p><i>Year 9</i> WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community.</p> <p><i>Year 10</i> WA10HEHPP1: Impact of societal and cultural influences on personal</p>	<p>A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p> <p>C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</p>

		management and interpersonal skills to manage complex situations.		identities and health behaviour. <i>WA10HEHPS1: Analysis of health information and content related to: alcohol, drugs or other harmful substances; body image; processed food; road safety; relationships.</i>	
1.6 Strength and Personal Character LI – We are learning to understand the concepts of personal character and strength of character. We are learning how we can achieve positive development in many areas of our lives.	AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others. AC9HP10P05: Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities. AC9HP10P06: Evaluate emotional responses in different situations to refine strategies for managing emotions.	PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities. PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing. PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities. PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.	VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others. VC2HP10P05: Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities. VC2HP10P06: Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing.	Year 9 WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours. WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community. Year 10 WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour. <i>WA10HEHPS1: Analysis of health information and content related to: alcohol, drugs or other harmful substances; body image; processed food; road safety; relationships.</i>	A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.
Module 2 – Media and Technology					
2.1 Media and Technology LI – We are analysing how messages we receive from the media can impact personal identity. We are evaluating how external influences such as the media may impact our ability to make healthy and safe choices.	AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others. AC9HP10P09: Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to	PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing. PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.	VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others. VC2HP10P09: Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate	Year 9 WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours. WA9HEHPS1: Skills to determine the appropriateness and reliability of online health information. WA9HEHPS4: Strategies are examined, such as communicating choices,	C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. D3 Rights, responsibilities, and laws: Compare and contrast personal values and practices with policies, rules, and laws, and investigate how the latter contribute to

<p>We are evaluating situations where we receive messages from the media, proposing appropriate emotional responses and reflecting on possible outcomes of those different responses.</p>	<p>evaluate their influence on individual attitudes and actions.</p>	<p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>their influence on their own, others' and community's attitudes and actions.</p>	<p>seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p><i>Year 10</i> WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA10HEHPH3: Social, economic and environmental factors that can influence health.</p>	<p>safety in the school and community.</p>
<p>2.2 Cyber Safety LI – We are learning to practise and apply strategies to seek help for ourselves and others in situations relating to the online world. We are proposing and evaluating responses in situations where external influences may impact our ability to make healthy and safe choices. We are evaluating what healthy and safe choices are when confronted with negative situations online.</p>	<p>AC9HP10P08: Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.</p> <p>AC9HP10P09: 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>	<p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P08: Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.</p> <p>VC2HP10P09: Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.</p>	<p><i>Year 9</i> WA9HEHPS1: Skills to determine the appropriateness and reliability of online health information.</p> <p>WA9HEHPS3: Actions and strategies to enhance health and wellbeing in a range of environments.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p><i>Year 10</i></p>	<p>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.</p> <p>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.</p>

				<p>WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	
<p>2.3 Social Media</p> <p>LI – We are learning to practise and apply strategies to seek help for ourselves and others in situations relating to the online world. We are proposing and evaluating responses in situations where external influences on social media may impact our ability to make healthy and safe choices. We are evaluating what healthy and safe choices are when confronted with negative situations online.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p> <p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p><i>Year 9</i></p> <p>WA9HEHPS1: Skills to determine the appropriateness and reliability of online health information.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA9HEHPI2: Managing emotional responses and resolving conflict in family or social situations.</p> <p><i>Year 10</i></p> <p>WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	<p>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.</p> <p>C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</p> <p>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.</p>

<p>2.4 Pornography LI – We are learning to practise and apply strategies to help ourselves or others in the context of healthy relationships and online behaviour. We are evaluating how pornography can impact our own or others' health and wellbeing. We are investigating the negative impact that pornography can have on relationships and examining the importance of empathy and ethical decision-making in respectful relationships.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P09: 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>	<p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p> <p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P09: Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.</p>	<p><i>Year 9</i> WA9HEHPS2: Skills to deal with challenging or unsafe situations: refusal skills; initiating contingency plans; acting assertively.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p><i>Year 10</i> WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	<p>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.</p> <p>D3 Rights, responsibilities, and laws: Compare and contrast personal values and practices with policies, rules, and laws, and investigate how the latter contribute to safety in the school and community.</p>
<p>2.5 Sexting LI – We are practising and applying strategies to seek help for ourselves or others in situations involving sexting and/or image-based abuse. We are investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships. We are investigating how empathy and ethical decision making contribute to respectful</p>	<p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P07: Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful</p>	<p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P07: 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>	<p><i>Year 9</i> WA9HEHPS2: Skills to deal with challenging or unsafe situations: refusal skills; initiating contingency plans; acting assertively.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	<p>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.</p> <p>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.</p> <p>C2 Identity, sensitivity, and respect: Plan and evaluate</p>

relationships, especially around the topic of sending, receiving and/or possessing sexual images.	relationships, including sexual relationships. AC9HP10P08: Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.		VC2HP10P08: Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.	<p><i>Year 10</i> WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	<p>strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.</p> <p>D3 Rights, responsibilities, and laws: Compare and contrast personal values and practices with policies, rules, and laws, and investigate how the latter contribute to safety in the school and community.</p>
Module 3 – Life and Relationships					
<p>3.1 Healthy Relationships LI – We are evaluating strategies to manage relationships and social changes that occur as we grow older.</p> <p>We are investigating the benefits of relationships and examining their impact on our own and others' health and wellbeing.</p> <p>We are investigating the characteristics of healthy relationships and behaviours that can impact relationships in a positive or negative way.</p>	<p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P06: Evaluate emotional responses in different situations to refine strategies for managing emotions.</p>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P06: Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing.</p>	<p><i>Year 9</i> WA9HEHPS3: Actions and strategies to enhance health and wellbeing in a range of environments.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA9HEHP11: Characteristics of respectful relationships and how these can prevent violence and abuse.</p> <p>WA9HEHP12: Managing emotional responses and resolving conflict in family or social situations.</p> <p><i>Year 10</i> WA10HEHPS1: Analysis of health information and content related to: alcohol, drugs or other harmful substances; body image;</p>	<p>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.</p> <p>C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</p> <p>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.</p>

				<p><i>processed food; road safety; relationships.</i></p> <p>WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA10HEHPH1: Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.</p> <p>WA10HEHP1: Skills and strategies to promote respectful relationships.</p> <p>WA10HEHP13: Managing the effects of emotional responses on relationships.</p>	
<p>3.2 Consent and Respect</p> <p>LI – We are investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships. We are investigating what is necessary for informed consent and examining the law associated with this topic. We are investigating how empathy and ethical decision-making contribute to respectful</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P07: Examine how strategies, such as communicating choices,</p>	<p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P07: Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and</p>	<p><i>Year 9</i></p> <p>WA9HEHPS2: Skills to deal with challenging or unsafe situations: refusal skills; initiating contingency plans; acting assertively.</p> <p>WA9HEHPS3: Actions and strategies to enhance health and wellbeing in a range of environments.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the</p>	<p>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.</p> <p>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.</p> <p>D3 Rights, responsibilities, and laws: Compare and contrast personal values and</p>

relationships, especially within the context of consent. We are proposing and evaluating responses where external influences may impact on our ability to make healthy and safe choices, especially within the context of physical intimacy.	<p>seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships.</p> <p>AC9HP10P08: Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.</p>		<p>needs can support the development of respectful relationships, including sexual relationships.</p> <p>VC2HP10P08: Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.</p>	<p>development of respectful relationships, including sexual relationships.</p> <p><i>Year 10</i> WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA10HEHPI1: Skills and strategies to promote respectful relationships.</p>	practices with policies, rules, and laws, and investigate how the latter contribute to safety in the school and community.
<p>3.3 Body Language and Sex LI – We are investigating the topics of physical and sexual intimacy and examining their impact on our own and others' health and wellbeing. We are evaluating skills and strategies needed to communicate and engage in relationships in respectful ways. We are investigating the Christian perspective on the meaning of physical and sexual intimacy and analysing our personal beliefs concerning this topic.</p>	<p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P07: 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>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P07: 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>	<p><i>Year 9</i> WA9HEHPS2: Skills to deal with challenging or unsafe situations: refusal skills; initiating contingency plans; acting assertively.</p> <p>WA9HEHPS3: Actions and strategies to enhance health and wellbeing in a range of environments.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p><i>Year 10</i> WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p>	<p>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.</p> <p>C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</p> <p>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.</p> <p>C3 Interpersonal skills: Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.</p>

				<p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA10HEHP11: Skills and strategies to promote respectful relationships.</p>	
<p>3.4 Marriage and Family</p> <p>LI – We are investigating religious and cultural beliefs and practices surrounding marriage and family relationships, focusing in particular on Christian beliefs and practices.</p> <p>We are investigating the benefits of marital and family relationships and examining their impact on our own and others' health and wellbeing.</p> <p>We are analysing how societal norms, stereotypes and expectations influence the way young people think about marriage, relationships and family.</p> <p>We are analysing the role of family in supporting an individual's identity and proposing strategies to enhance our own and others' wellbeing within this context.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>AC9HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>AC9HP10P07: 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>	<p>PH5-IBC-01: Analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities.</p> <p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p> <p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p> <p>VC2HP10P04: Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p> <p>VC2HP10P07: 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>	<p><i>Year 9</i></p> <p>WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p> <p>WA9HEHP12: Managing emotional responses and resolving conflict in family or social situations.</p> <p><i>Year 10</i></p> <p>WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p> <p>WA10HEHPS4: Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.</p>	<p>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.</p> <p>A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p> <p>C1 Relationships: Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</p> <p>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.</p>

				<p>WA10HEHPH1: Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.</p> <p>WA10HEHPI1: Skills and strategies to promote respectful relationships.</p> <p>WA10HEHPI3: Managing the effects of emotional responses on relationships.</p>	
<p>3.5 STIs and Sexual Health</p> <p>LI – We are investigating the topic of sexually transmissible infections and evaluating preventive sexual health practices.</p> <p>We are examining scenarios relating to sexual health to highlight how emotions, dispositions and decision-making can affect outcomes. We are evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their sexual health. We are critically analysing and applying sexual health information from a range of sources to sexual health decisions and situations.</p>	<p>AC9HP10P08: Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.</p> <p>AC9HP10P09: 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> <p>AC9HP10P10: Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing.</p>	<p>PH5-RRL-01: Evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p> <p>PH5-IPS-01: Evaluates the effectiveness and suitability of health information, products and support services for improved individual and community safety, health and wellbeing.</p>	<p>VC2HP10P08: Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.</p> <p>VC2HP10P09: Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.</p> <p>VC2HP10P10: Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing.</p>	<p><i>Year 9</i></p> <p>WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPS1: Skills to determine the appropriateness and reliability of online health information.</p> <p>WA9HEHPS3: Actions and strategies to enhance health and wellbeing in a range of environments.</p> <p><i>Year 10</i></p> <p>WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p> <p>WA10HEHPS2: Skills and strategies to manage situations where risk is encouraged by others.</p> <p>WA10HEHPH1: Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.</p> <p>WA10HEHPH2: Health promotion designed to</p>	<p>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.</p> <p>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.</p> <p>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.</p>

				<p>raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community.</p> <p>WA10HEHPI2: Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing.</p>	
<p>3.6 Reverence for Life</p> <p>LI – We are exploring different viewpoints about the value of life, practising being empathetic and considering how to effectively respond to those who hold different viewpoints.</p> <p>We are investigating the benefits to individuals and communities of valuing diversity and promoting inclusivity.</p> <p>We are investigating ethical issues relating to human life and autonomy, and the different perspectives on these issues.</p> <p>We are analysing the implications of attitudes and behaviours such as marginalisation, discrimination and violence on individuals and communities, and proposing countermeasures to prevent these behaviours.</p>	<p>AC9HP10P01: Analyse factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p>PH5-SHW-01: Analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing.</p> <p>PH5-SMI-01: Evaluates and adapts self-management and interpersonal skills to manage complex situations.</p>	<p>VC2HP10P01: Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</p>	<p><i>Year 9</i></p> <p>WA9HEHPP1: Factors that shape personal identities and adolescent health behaviours.</p> <p>WA9HEHPH2: Implications of attitudes and behaviours on individuals and the community.</p> <p><i>Year 10</i></p> <p>WA10HEHPP1: Impact of societal and cultural influences on personal identities and health behaviour.</p> <p>WA10HEHPH1: Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.</p>	<p>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.</p> <p>A4 Personal identity: Students will demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p>