

Semester One		Semester Two
Topic 1: Personal and social awareness Theme B: Changing Responsibilities	Topic 2: Respectful interactions Theme B: Gender Respect	Topic 3: Protective behaviours Theme B: Help-seeking reporting
Curriculum links: - Students explain how personal qualities contribute to identities. - They describe how emotional responses affect their own and others' feelings. - They demonstrate skills and describe strategies required to develop respectful relationships. - Students apply protective behaviours and help-seeking strategies to keep themselves and others safe	Curriculum links: - Students explain how personal qualities contribute to identities. - They describe how emotional responses affect their own and others' feelings. - They demonstrate skills and describe strategies required to develop respectful relationships.	Curriculum links: - Students demonstrate skills and describe strategies required to develop respectful relationships. - Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. - They explain why health information is important for making choices.
Key concepts: Responsibilities change with growing independence and maturity in behaviour.	Key Concepts: Girls and boys should be afforded equal rights, respect and opportunities.	Key Concepts: People use strategies, including persistence, to seek safety and get help.
Learning intent: Students will: <ul style="list-style-type: none"> > define and understand age-appropriate responsibilities > identify and discuss tasks they can do now that they are older > identify how they can take responsibility for their body and keep their body safe. 	Learning intent: Students will: <ul style="list-style-type: none"> > explain why gender should not determine or limit activities, achievements and interactions with others > practise challenging unfair gendered labels. 	Learning intent: Students will: <ul style="list-style-type: none"> > identify the meaning of persistence > review the meaning of trust and identify trusted adults from family, friends and the broader community > make distinctions between safe and unsafe secrets > practise ways to stay safe and ask for help.
Assessment: <ul style="list-style-type: none"> > define what it means to be responsible > suggest activities they do to show they are responsible > explain how they are responsible for their body safety. 	Assessment: <ul style="list-style-type: none"> > share their understanding of the term gender stereotypes > share ways they can challenge gender stereotypes > explain how their poster challenges gender stereotypes. 	Assessment: <ul style="list-style-type: none"> > explain trust, bravery and persistence > identify a trusted person amongst their family, friends or community > tell the difference between safe and unsafe secrets > role-play ways to ask for help.
No. of lessons provided: 5	No. of lessons provided: 5	No of lessons provided: 6