

Semester One		Semester Two
Topic 1: Personal and social awareness Theme A: Influences on personal identity	Topic 2: Respectful interactions Theme A: Power in peer, family and community relations Growing up (C2C Unit 4)	Topic 3: Protective behaviours Theme A: Recognise, respond, report Safety in offline contexts
Curriculum links: Students explain how different factors influence identities. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities.	Curriculum links: Students propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.	Curriculum links: Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.
Key concepts: People, popular culture and the media influence self-identity.	Key Concepts: Peer, family and community relationships involve management of power.	Key Concepts: Recognise and assess risk in offline contexts and report concerns.
Learning intent: Students will: <ul style="list-style-type: none"> > explore how people, popular culture and the media influence their developing identities. 	Learning intent: Students will: <ul style="list-style-type: none"> > understand the concepts of power, control and coercion > examine the impact of the balance of power on relationships. > Students investigate developmental changes and transitions associated with growing up 	Learning intent: Students will: <ul style="list-style-type: none"> > understand how to recognise, assess and report risky situations in offline contexts > identify preventative strategies for safety in offline contexts, for self and others > identify help-seeking strategies including how to access support services in the school, local community and online, about offline issues > practise responding to risky offline situations, including bullying, sexual harassment and assault.
Assessment: <ul style="list-style-type: none"> > describe how people, popular culture and the media influence their developing identities. 	Assessment: <ul style="list-style-type: none"> > explain the concepts of power, coercive control and power imbalance in the context of relationships > categorise situations as either a positive or negative use of power and justify their thinking > explain how responsible use of power supports human rights compared to negative use of power. 	Assessment: <ul style="list-style-type: none"> > recognise and assess risky (offline) situations, and justify responses > identify safety strategies, including help-seeking > describe how to access and communicate with support services in the school, local community and online.
No. of lessons provided: 4 - * <i>reportable</i>	No. of lessons provided: 5	No of lessons provided: 14 - <i>non reportable</i>

