

| Semester One | | Semester Two |
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| Topic 1: Personal and social awareness Theme B: Valuing diversity | Topic 2: Respectful interactions Theme B: Conflict management | Topic 3: Protective behaviours Theme B: Recognise, respond, report Safety in online context C2C Health Unit 4 |
| Curriculum links: Explain how different factors influence identities. Propose strategies to demonstrate respect, empathy and inclusion. Explain how stereotypes influence roles and responsibilities. | Curriculum links: Propose strategies to manage emotions, developmental changes and transitions. Propose strategies to demonstrate respect, empathy & inclusion. Explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. | Curriculum links: Explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. |
| Key concepts: Valuing diversity positively impacts on identities and wellbeing. | Key Concepts: Emotional responses influence behaviour and relationships. Conflict situations can be diffused and resolved in respectful ways. | Key Concepts: Recognise and assess risk in online contexts and report concerns. |
| Learning intent: Students will: <ul style="list-style-type: none"> > challenge unfair stereotypes about minority groups to promote the wellbeing of others > promote positive identities for minority groups to support wellbeing. | Learning intent: Students will: <ul style="list-style-type: none"> > explore how appropriate emotional responses and 'I' language can diffuse situations > select and practise appropriate strategies to diffuse and resolve conflict situations. | Learning intent: Students will: <ul style="list-style-type: none"> > understand how to recognise and assess, respond and report risky situations, in online contexts > identify preventative strategies for safety for self and others, in online contexts > identify help-seeking strategies including how to access and communicate with support services in the school, local community and online services, about online issues > practise responding to risky situations, including bullying, sexual harassment and assault online. |
| Assessment: explain the terms 'stereotype', 'prejudice' and 'discrimination' <ul style="list-style-type: none"> > explain the impact of unfair stereotypes, prejudice and discrimination on the identity and wellbeing of those in minority groups > explain the impact of stereotyping, prejudice and discrimination on minority groups on local and national community cohesion > suggest ways to challenge unfair stereotypes, prejudice and discrimination. | Assessment: <ul style="list-style-type: none"> > describe the type of body language and communication skills most likely to support resolution of a conflict situation > explain how emotional tone and the use of 'I' and 'You' language, can diffuse or escalate a conflict-related conversation > role-play examples of assertive responses to resolve conflict situations. | Assessment: <ul style="list-style-type: none"> > identify and assess risk factors in online situations > explain a proactive and responsive strategy to help manage online risky situations before and after they happen. > Students recognise the influence of emotions and discuss factors that influence how people interact in new situations. Students investigate developmental changes and transitions, and explain the influence of people and places on identities. |
| No. of lessons provided: 10 | No. of lessons provided: 9 | No of lessons provided: 6 |

