**Standards:**

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| **Year Level: Year 1** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify people/roles in the community who help themDescribe ways in which they can ask for helpIdentify safe/unsafe/unwanted touch Understand they have the right to say no to unwanted touchUN Convention on Rights of the ChildStudents should be able to:Recognize they have rights | Body changes Students should be able to:Identify growth/changes in the early years of lifeNames of external body partsStudents should be able to:Identify body parts including genitaliaBody AwarenessStudents should be able to:Identify personal space Identify appropriate bathroom behaviour | Conflict ResolutionStudents should be able to:Identify the characteristics of bullyingIdentify the characteristics of teasingDemonstrate ways in which to get help Social SkillsStudents should be able to:Describe characteristics of a friendshipRecognize the existence of peer conflict among friendsDemonstrate conflict resolution strategies Recognize fair and unfair behaviour | Emotions/FeelingsStudents should be able to:Identify a variety of emotionsDescribe how emotions can affect the bodyDescribe ways in which they can express emotions appropriatelyDifferencesStudents should be able to:Recognize that people are uniqueBegin to understand that differences should be acceptedBegin to understand gender equalityMindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Recognize that they are uniqueDescribe the characteristics that make them unique | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand what a digital footprint isIdentify and report potentially unsafe situations onlineIdentify how to protect themselves online (passwords)Identify how to keep personal information safe (passwords)Identify Cyber bullying (inappropriate stickers/ images) |  |

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| **Year Level: Year 2** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify people/roles in the community who help themDescribe ways in which they can ask for helpUnderstand the idea of assertiveness and being able to say noUN Convention on Rights of the ChildStudents should be able to:Describe what a right isUnderstand they have rights | Body changes Students should be able to:Identify growth/changes in the early years of lifeNames of external body partsStudents should be able to:Identify body parts including genitaliaBody AwarenessStudents should be able to:Demonstrate personal space Demonstrate appropriate bathroom behaviour | Conflict ResolutionStudents should be able to:Identify the characteristics of bullyingIdentify the characteristics of teasingDemonstrate ways in which to get help Social SkillsStudents should be able to:Describe characteristics of a friendshipRecognize the existence of peer conflict among friendsDemonstrate conflict resolution strategies Recognize fair and unfair behaviour | Emotions/FeelingsStudents should be able to:Describe how our emotions can affect other peopleDemonstrate ways in which they can express emotions appropriatelyDifferencesStudents should be able to:Recognize that people are uniqueUnderstand that differences should be acceptedBegin to understand gender equalityMindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Recognize that they are uniqueDescribe the characteristics that make them unique | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand that they have a digital footprint that other people can accessIdentify and report potentially unsafe situations onlineIdentify how to protect themselves online (passwords)Identify how to keep personal information safe (passwords)Identify Cyber bullying (inappropriate stickers/ images) |  |

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| **Year Level: Year 3** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify people/roles in the community who help themDescribe ways in which they can ask for helpDescribe the characteristics of a trustworthy personIdentify safe/unsafe/unwanted touch Understand they have the right to say no to unwanted touchUN Convention on Rights of the ChildStudents should be able to:Describe what a right isUnderstand they have rights | Body changes Students should be able to:Identify growth/changes during human developmentNames of external body partsStudents should be able to:Identify body parts including genitaliaBody AwarenessStudents should be able to:Demonstrate personal space Demonstrate appropriate bathroom behaviour | Conflict ResolutionStudents should be able to:Distinguish between bullying and peer conflictUnderstand their responsibility in taking an active role to prevent bullyingDemonstrate ways in which to get help Social SkillsStudents should be able to:Demonstrate the traits of positive friendshipsExplain the differences between a healthy and unhealthy relationshipRecognize peer conflict among friendsApply conflict resolution strategies Peer PressureDemonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/FeelingsStudents should be able to:Describe a variety of emotionsUnderstand that emotions can affect the bodyExpress emotions appropriately DifferencesStudents should be able to:Recognize that people are uniqueUnderstand that differences should be acceptedUnderstand the concepts of gender equality MindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Explain how culture, media, and other factors influence perceptions about body images, gender roles, and attractiveness | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand that they have a digital footprint that other people can access and recognize that this can be helpful or harmful to their reputation and imageExplain and report potentially unsafe situations online Identify how to protect themselves online Identify how to keep personal information safe Identify and report Cyber bullying  |  |

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| **Year Level: Year 4** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify people/roles in the community who help themDescribe the characteristics of a trustworthy personDescribe ways in which they can ask for helpIdentify safe/unsafe/unwanted touch Understand they have the right to say no to unwanted touchUN Convention on Rights of the ChildStudents should be able to:Describe what a right isUnderstand they have rights | Body changes Students should be able to:Understand growth and body changes during puberty and adolescenceNames of external body partsStudents should be able to:Identify body parts including genitaliaBody AwarenessStudents should be able to:Demonstrate personal space Demonstrate appropriate bathroom behaviour | Conflict ResolutionStudents should be able to:Distinguish between bullying and peer conflictUnderstand their responsibility in taking an active role to prevent bullyingDemonstrate ways in which to get help Social SkillsStudents should be able to:Demonstrate the traits of positive friendshipsExplain the differences between a healthy and unhealthy relationshipRecognize peer conflict among friendsApply conflict resolution strategies Peer PressureDemonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/FeelingsStudents should be able to:Describe a variety of emotionsUnderstand that emotions can affect the bodyExpress emotions appropriately DifferencesStudents should be able to:Recognize that people are uniqueUnderstand that differences should be acceptedUnderstand the concepts of gender equality MindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Explain how culture, media, and other factors influence perceptions about body images, gender roles, and attractiveness | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand that they have a digital footprint that other people can accessRecognize that when they create media this can be helpful or harmful to their reputation and imageUnderstand, report, and explain potentially unsafe situations online (I.e. Sharing photographs and implications)Use decision making to protect themselves online (I.e. online grooming, distribution of inappropriate images)Understand cyber bullying and take an active role in preventing and reporting cyber bullying of themselves and other people |  |

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| **Year Level: Year 5** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify safe/unsafe/unwanted touch Identify safe/unsafe/unwanted situations Demonstrate refusal skills to protect safety and personal boundariesUN Convention on Rights of the ChildStudents should be able to:Describe what a right isIdentify rights that they haveApply their knowledge of rights to given situations | Body changes Students should be able to:Explain growth and body changes during puberty and adolescenceNames of external body partsStudents should be able to:Identify body parts including genitaliaBody AwarenessStudents should be able to:Demonstrate personal space Demonstrate appropriate bathroom behaviorUnderstand that personal hygiene becomes increasingly important with the onset of pubertyDevelop plans to maintain personal hygiene during pubertyIdentify substances that can be harmful to health (i.e. tobacco and alcohol) | Conflict ResolutionStudents should be able to:Distinguish between bullying and peer conflictUnderstand their responsibility in taking an active role to prevent bullyingDemonstrate ways in which to get help Social SkillsStudents should be able to:Demonstrate the traits of positive friendshipsExplain the differences between a healthy and unhealthy relationshipRecognize peer conflict among friendsApply conflict resolution strategies Peer PressureDemonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/FeelingsStudents should be able to:Describe a variety of emotionsUnderstand that emotions can affect the bodyExpress emotions appropriately DifferencesStudents should be able to:Recognize that people are uniqueDiscuss why differences should be acceptedUnderstand gender equality and the impact of external factors which influence gender perceptionsMindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Explain how culture, media, and other factors influence perceptions about body images, gender roles, and attractiveness | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand that they have a digital footprint that other people can access.Recognize that when they create media this can be helpful or harmful to their reputation and imageUnderstand, report, and explain potentially unsafe situations online(I.e. Sharing photographs and implications)Use decision making to protect themselves online (I.e. online grooming, distribution of inappropriate images)Understand cyber bullying and take an active role in preventing and reporting cyber bullying of themselves and other people |  |

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| **Year Level: Year 6** |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying SafeStudents should be able to:Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:Identify people they trust in their livesIdentify safe/unsafe/unwanted touch Identify safe/unsafe/unwanted situations Demonstrate refusal skills to protect safety and personal boundariesUN Convention on Rights of the ChildStudents should be able to:Describe what a right isIdentify rights that they haveApply their knowledge of rights to given situations | Body changes Students should be able to:Explain growth and body changes during puberty Discuss how changes during puberty affect thoughts, emotions, and behavioursDifferentiate between reliable and unreliable sources of information about pubertyNames of body partsStudents should be able to:Identify internal and external body partsExplain structure and function of the reproductive systemBody AwarenessStudents should be able to:Understand that personal hygiene becomes increasingly important with the onset of pubertyDevelop plans to maintain personal hygiene during pubertyDescribe the short and long-term effects of alcohol and tobacco use | Conflict ResolutionStudents should be able to:Distinguish between bullying and peer conflictUnderstand their responsibility in taking an active role to prevent bullyingDemonstrate ways in which to get help Social SkillsStudents should be able to:Demonstrate the traits of positive friendshipsExplain the differences between a healthy and unhealthy relationshipRecognize peer conflict among friendsApply conflict resolution strategies Peer PressureDemonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/FeelingsStudents should be able to:Identify a variety of emotionsDescribe how emotions can affect the bodyExpress emotions appropriately DifferencesStudents should be able to:Recognize that people are uniqueUnderstand that differences should be accepted (i.e. Third Culture Kids)Understand gender equality and the impact of external factors which influence gender perceptionsMindfulnessStudents should be able to:Confidence/ Self-esteemStudents should be able to:Explain how culture, media, and other factors influence perceptions about body images, gender roles, and attractiveness  | Students recognize the rights responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students should be able to:Understand that they have a digital footprint that other people can access and recognize that this can be helpful or harmful to their reputation and imageUnderstand, report, and explain potentially unsafe situations online(I.e. Sharing photographs and implications)Use decision making to protect themselves online (I.e. online grooming, distribution of inappropriate images)Understand cyber bullying and take an active role in preventing and reporting cyber bullying of themselves and other people |  |