**Standards:**

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| **Year Level: Year 1** | | | | | |
| **Personal Safety** | **Body** | **Relationships** | **Identity** | **Digital Citizenship** | **Character Education** |
| Staying Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify people/roles in the community who help them  Describe ways in which they can ask for help  Identify safe/unsafe/unwanted touch  Understand they have the right to say no to unwanted touch  UN Convention on Rights of the Child  Students should be able to:  Recognize they have rights | Body changes  Students should be able to:  Identify growth/changes in the early years of life  Names of external body parts  Students should be able to:  Identify body parts including genitalia  Body Awareness  Students should be able to:  Identify personal space  Identify appropriate bathroom behaviour | Conflict Resolution  Students should be able to:  Identify the characteristics of bullying  Identify the characteristics of teasing  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Describe characteristics of a friendship  Recognize the existence of peer conflict among friends  Demonstrate conflict resolution strategies  Recognize fair and unfair behaviour | Emotions/Feelings  Students should be able to:  Identify a variety of emotions  Describe how emotions can affect the body  Describe ways in which they can express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Begin to understand that differences should be accepted  Begin to understand gender equality  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students should be able to:  Recognize that they are unique  Describe 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 is  Identify and report potentially unsafe situations online  Identify 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 Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify people/roles in the community who help them  Describe ways in which they can ask for help  Understand the idea of assertiveness and being able to say no  UN Convention on Rights of the Child  Students should be able to:  Describe what a right is  Understand they have rights | Body changes  Students should be able to:  Identify growth/changes in the early years of life  Names of external body parts  Students should be able to:  Identify body parts including genitalia  Body Awareness  Students should be able to:  Demonstrate personal space  Demonstrate appropriate bathroom behaviour | Conflict Resolution  Students should be able to:  Identify the characteristics of bullying  Identify the characteristics of teasing  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Describe characteristics of a friendship  Recognize the existence of peer conflict among friends  Demonstrate conflict resolution strategies  Recognize fair and unfair behaviour | Emotions/Feelings  Students should be able to:  Describe how our emotions can affect other people  Demonstrate ways in which they can express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Understand that differences should be accepted  Begin to understand gender equality  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students should be able to:  Recognize that they are unique  Describe 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 access  Identify and report potentially unsafe situations online  Identify 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 Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify people/roles in the community who help them  Describe ways in which they can ask for help  Describe the characteristics of a trustworthy person  Identify safe/unsafe/unwanted touch  Understand they have the right to say no to unwanted touch  UN Convention on Rights of the Child  Students should be able to:  Describe what a right is  Understand they have rights | Body changes  Students should be able to:  Identify growth/changes during human development  Names of external body parts  Students should be able to:  Identify body parts including genitalia  Body Awareness  Students should be able to:  Demonstrate personal space  Demonstrate appropriate bathroom behaviour | Conflict Resolution  Students should be able to:  Distinguish between bullying and peer conflict  Understand their responsibility in taking an active role to prevent bullying  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Demonstrate the traits of positive friendships  Explain the differences between a healthy and unhealthy relationship  Recognize peer conflict among friends  Apply conflict resolution strategies  Peer Pressure  Demonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/Feelings  Students should be able to:  Describe a variety of emotions  Understand that emotions can affect the body  Express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Understand that differences should be accepted  Understand the concepts of gender equality  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students 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 image  Explain 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 Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify people/roles in the community who help them  Describe the characteristics of a trustworthy person  Describe ways in which they can ask for help  Identify safe/unsafe/unwanted touch  Understand they have the right to say no to unwanted touch  UN Convention on Rights of the Child  Students should be able to:  Describe what a right is  Understand they have rights | Body changes  Students should be able to:  Understand growth and body changes during puberty and adolescence  Names of external body parts  Students should be able to:  Identify body parts including genitalia  Body Awareness  Students should be able to:  Demonstrate personal space  Demonstrate appropriate bathroom behaviour | Conflict Resolution  Students should be able to:  Distinguish between bullying and peer conflict  Understand their responsibility in taking an active role to prevent bullying  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Demonstrate the traits of positive friendships  Explain the differences between a healthy and unhealthy relationship  Recognize peer conflict among friends  Apply conflict resolution strategies  Peer Pressure  Demonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/Feelings  Students should be able to:  Describe a variety of emotions  Understand that emotions can affect the body  Express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Understand that differences should be accepted  Understand the concepts of gender equality  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students 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 image  Understand, 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 Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify safe/unsafe/unwanted touch  Identify safe/unsafe/unwanted situations  Demonstrate refusal skills to protect safety and personal boundaries  UN Convention on Rights of the Child  Students should be able to:  Describe what a right is  Identify rights that they have  Apply their knowledge of rights to given situations | Body changes  Students should be able to:  Explain growth and body changes during puberty and adolescence  Names of external body parts  Students should be able to:  Identify body parts including genitalia  Body Awareness  Students should be able to:  Demonstrate personal space  Demonstrate appropriate bathroom behavior  Understand that personal hygiene becomes increasingly important with the onset of puberty  Develop plans to maintain personal hygiene during puberty  Identify substances that can be harmful to health (i.e. tobacco and alcohol) | Conflict Resolution  Students should be able to:  Distinguish between bullying and peer conflict  Understand their responsibility in taking an active role to prevent bullying  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Demonstrate the traits of positive friendships  Explain the differences between a healthy and unhealthy relationship  Recognize peer conflict among friends  Apply conflict resolution strategies  Peer Pressure  Demonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/Feelings  Students should be able to:  Describe a variety of emotions  Understand that emotions can affect the body  Express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Discuss why differences should be accepted  Understand gender equality and the impact of external factors which influence gender perceptions  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students 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 image  Understand, 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 Safe  Students should be able to:  Demonstrate an understanding of essential knowledge and practices for ensuring personal safety by:  Identify people they trust in their lives  Identify safe/unsafe/unwanted touch  Identify safe/unsafe/unwanted situations  Demonstrate refusal skills to protect safety and personal boundaries  UN Convention on Rights of the Child  Students should be able to:  Describe what a right is  Identify rights that they have  Apply 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 behaviours  Differentiate between reliable and unreliable sources of information about puberty  Names of body parts  Students should be able to:  Identify internal and external body parts  Explain structure and function of the reproductive system  Body Awareness  Students should be able to:  Understand that personal hygiene becomes increasingly important with the onset of puberty  Develop plans to maintain personal hygiene during puberty  Describe the short and long-term effects of alcohol and tobacco use | Conflict Resolution  Students should be able to:  Distinguish between bullying and peer conflict  Understand their responsibility in taking an active role to prevent bullying  Demonstrate ways in which to get help  Social Skills  Students should be able to:  Demonstrate the traits of positive friendships  Explain the differences between a healthy and unhealthy relationship  Recognize peer conflict among friends  Apply conflict resolution strategies  Peer Pressure  Demonstrate ability to apply decision-making, assertiveness and refusal skills to deal with peer group pressures (i.e. alcohol consumption, risk taking etc.) | Emotions/Feelings  Students should be able to:  Identify a variety of emotions  Describe how emotions can affect the body  Express emotions appropriately  Differences  Students should be able to:  Recognize that people are unique  Understand that differences should be accepted (i.e. Third Culture Kids)  Understand gender equality and the impact of external factors which influence gender perceptions  Mindfulness  Students should be able to:  Confidence/ Self-esteem  Students 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 image  Understand, 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 |  |