

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal identity and change	Personal strengths and qualities of individuals and a sense of belonging to groups and communities. E.g. CS VRC <ul style="list-style-type: none"> <li>the right to belong and contribute to a variety of groups CS VRC</li> <li>ways to use their strengths to help themselves and others be successful CS</li> <li>recognise and value personal culture and place VRC</li> </ul>	Personal strengths and qualities and how they change over time. E.g. CS <ul style="list-style-type: none"> <li>valuing self and others, and what strengths and qualities they may have CS</li> <li>acknowledging personal change and growth over time CS</li> </ul>	Personal strengths, qualities and achievements, and how they contribute to developing identities. E.g. <ul style="list-style-type: none"> <li>personal qualities, such as perseverance and resilience CS</li> <li>personal achievements and relevant feelings CS</li> <li>how culture and place develops personal identity VRC</li> </ul>	Factors that strengthen personal identities, including family, friends, and school. E.g. <ul style="list-style-type: none"> <li>how challenges provide opportunities for growth CS</li> <li>how personal and cultural identities are influenced by the groups and communities to which we belong VRC</li> <li>how stereotypes can influence choices and actions UG</li> </ul>	Ways to respond positively to challenges and failures, including the use of resilience and persistence. E.g. <ul style="list-style-type: none"> <li>the influence of stereotypes on responses CS UG</li> </ul>	Ways that individuals and groups adapt to different contexts and situations. E.g. <ul style="list-style-type: none"> <li>the influence of stereotypes CS UG</li> </ul>	Ways that positive self-identities can develop and change over time. E.g. <ul style="list-style-type: none"> <li>the influence of social groups and cultural norms on identity CS VRC UG</li> </ul>
	Body parts, visible and private, and where they are located. E.g. <ul style="list-style-type: none"> <li>identifying which body parts are private S GB</li> </ul>	Changes to the body, visible and private, as individuals grow older. E.g. <ul style="list-style-type: none"> <li>how the body changes in an age-appropriate way S GB CS</li> </ul>	The body's reactions to emotions, and strategies to help manage these reactions. S CS R E.g. <ul style="list-style-type: none"> <li>early warning signs, such as butterflies in the stomach and a racing heart</li> <li>taking deep breaths</li> <li>walking away</li> <li>closing your eyes</li> </ul>	Physical, social and emotional changes that occur as individuals grow older. GB CS R E.g., changes to: <ul style="list-style-type: none"> <li>the body GB</li> <li>friendships R CS</li> <li>feelings CS R</li> </ul>	Changes associated with puberty. GB CS E.g. <ul style="list-style-type: none"> <li>physical and emotional changes involved with growing up GB CS</li> <li>puberty occurs at different times for different people, and it can affect individuals differently GB CS</li> </ul> Strategies to manage changes associated with puberty. E.g. asking questions; being assertive; using positive self-talk GB CS	Strategies to manage physical, mental/emotional and social changes associated with puberty. GB CS R SSB E.g. <ul style="list-style-type: none"> <li>use reliable resources and information to investigate developmental changes that occur GB CS R</li> </ul>	Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty GB CS R SSB
Staying safe	Protective behaviours and help-seeking strategies to keep safe. S CS E.g. <ul style="list-style-type: none"> <li>identifying early warning signs</li> <li>understanding secrets versus surprises, including safe and unsafe secrets</li> <li>moving away</li> <li>understanding body autonomy</li> <li>asking an adult or trusted person for help</li> </ul> Trusted people in the community who can help individuals feel safe S	Protective behaviours and help-seeking strategies to keep safe. S E.g. <ul style="list-style-type: none"> <li>identifying the body's reaction to a range of safe and unsafe situations S</li> <li>identifying and comparing different emotional responses S CS</li> <li>identifying a personal safety network S R</li> </ul>	Protective behaviours and communication skills to respond to unsafe situations. S CS E.g. <ul style="list-style-type: none"> <li>seeking help to ensure the safety of self and others S CS</li> <li>identifying and practising strategies to use when requiring assistance S CS</li> </ul>	Protective behaviours and communication skills to respond to unsafe situations. S CS E.g. <ul style="list-style-type: none"> <li>keeping calm</li> <li>using appropriate verbal and non-verbal communication skills, including assertive language S CS</li> </ul>	Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations. S CS E.g. <ul style="list-style-type: none"> <li>being alert and aware of unsafe situations</li> <li>using assertive behaviour and language</li> </ul>	Protective behaviours that can be implemented in uncomfortable or unsafe situations. S CS E.g. <ul style="list-style-type: none"> <li>normalising and encouraging help-seeking behaviour so all students feel comfortable and confident to seek help S CS</li> <li>maintaining online safety when using digital tools and environments S CS R</li> <li>options and processes for reporting negative or harmful behaviour S CS</li> </ul>	Protective behaviours and help-seeking strategies that can be used when students feel unsafe online. S CS E.g. <ul style="list-style-type: none"> <li>stepping away from negative online social interactions S CS R</li> <li>speaking to trusted people if someone posts a picture of them without permission S CS R</li> </ul>
	Actions that promote safety in a range of situations. S CS E.g. <ul style="list-style-type: none"> <li>rehearsing help-seeking strategies that contribute to keeping self and others safe</li> <li>following safety symbols and procedures at home, in water and road environments</li> <li>identifying household substances that can be dangerous and explaining what symbols are used to identify the danger</li> </ul>	Strategies to use when help is needed. S CS E.g. <ul style="list-style-type: none"> <li>dialling 000 in an emergency and providing relevant information</li> <li>reading basic road and safety signs</li> <li>identifying a trusted network in the local community S CS R</li> <li>asking a trusted adult for help or support S CS R</li> </ul>	Strategies to use when help is needed. S CS R E.g. <ul style="list-style-type: none"> <li>knowing and practising the procedure for dialling 000 in an emergency, such as responding to an allergic reaction</li> <li>identifying and accessing trusted networks in the local community S CS R</li> </ul>	Strategies to use when help is needed. S CS R E.g. <ul style="list-style-type: none"> <li>seeking help to ensure the safety of themselves and others</li> </ul>	Strategies to ensure safety at home and at school. S CS R E.g. <ul style="list-style-type: none"> <li>making decisions that keep self and others safe in a range of situations S CS R</li> </ul>	Strategies that promote safety. S CS R E.g. <ul style="list-style-type: none"> <li>using action plans for emergency situations to ensure the safety of themselves and others</li> </ul> Reliable sources of information that inform health and safety decisions: <ul style="list-style-type: none"> <li>internet-based information, publications and other media</li> <li>community health organisations</li> </ul>	Strategies that promote safety. S CS R E.g. <ul style="list-style-type: none"> <li>developing and practising action plans for emergency situations to ensure the safety of themselves and others</li> </ul>
	Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space. S CS R UG E.g. <ul style="list-style-type: none"> <li>practising and refining how to ask for permission</li> <li>negotiating roles and demonstrating awareness of rights, such as body autonomy/integrity, and respect for different perspectives through imaginative and shared play experiences</li> <li>sharing or negotiating in play and respecting someone's right to say 'no'</li> </ul>	Strategies to use when needing to seek, give or deny permission are practised. S CS R UG E.g. <ul style="list-style-type: none"> <li>saying 'yes' and 'no' in an assertive manner, and using non-verbal body cues and gestures</li> <li>interacting with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality</li> </ul>	Strategies to use when needing to seek, give or deny permission are practised. S CS R UG E.g. <ul style="list-style-type: none"> <li>saying 'no' to inappropriate touching</li> </ul>	Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described. S CS R UG E.g. <ul style="list-style-type: none"> <li>exploring giving consent for their photo to be shared</li> <li>actions they can take if someone has done something hurtful or disrespectful to them</li> <li>actions they can take if someone has done something without their permission or consent, including in online environments</li> </ul>	Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described. S CS R UG E.g. <ul style="list-style-type: none"> <li>exploring actions they can take when they or others are unsafe, such as saying 'no', leaving the situation and reporting the incident</li> <li>discussing how to use strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence</li> </ul>	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed. S CS R UG E.g. <ul style="list-style-type: none"> <li>exploring the steps of asking, responding, listening, reacting, and practising how to communicate their intentions effectively at each step</li> <li>interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations</li> </ul>	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed. S CS R UG E.g. <ul style="list-style-type: none"> <li>analysing how a person's reaction to being denied permission to do something can affect others' feelings and discussing options for dealing with situations when this may occur, such as feelings of disappointment, shame and anger associated with rejection</li> </ul>
Healthy and active communities	Actions that promote health and wellbeing. E.g. <ul style="list-style-type: none"> <li>identifying symbols on food packages that indicate healthier choices</li> <li>practising appropriate personal hygiene routines GB</li> </ul>	Benefits of healthy eating and regular physical activity on health and wellbeing. E.g. <ul style="list-style-type: none"> <li>building healthy bones and muscles</li> <li>maintaining a healthy body GB</li> </ul>	Strategies and behaviours that promote health and wellbeing. GB E.g. <ul style="list-style-type: none"> <li>personal hygiene practices</li> <li>positive nutrition choices</li> <li>sufficient sleep</li> <li>hydration</li> <li>regular physical activity</li> </ul>	Actions in daily routines that promote health and wellbeing. GB E.g. <ul style="list-style-type: none"> <li>healthy eating</li> <li>engaging with the community</li> <li>participating in physical activity</li> </ul>	Strategies that promote a healthy lifestyle. GB E.g. <ul style="list-style-type: none"> <li>participation in physical activities</li> <li>sun safety practices</li> <li>positive nutrition choices</li> </ul>	Strategies that promote a safe, healthy lifestyle. GB E.g. <ul style="list-style-type: none"> <li>comparing food and drink labels on products</li> <li>awareness of mental health and wellbeing CS R</li> </ul>	Strategies that promote a safe, healthy lifestyle. GB E.g. <ul style="list-style-type: none"> <li>refusing alcohol, drugs, or other harmful substances S</li> <li>improving the nutritional value of meals</li> <li>increasing physical activity</li> <li>community engagement R</li> </ul>
	No content	Ways health messages are communicated in the media CS UG	Ways health messages are communicated in the media and how they can influence personal health choices CS UG	Choices and behaviours conveyed in health information and messages CS UG	Ways in which health information can influence health decisions and behaviours CS S UG	Health messages that support and maintain an individual's health, safety and wellbeing CS S UG	Criteria that can be applied to sources of information, including online, to assess their credibility CS S UG
	No content	Actions that support a safe and inclusive environment. S CS R VRC E.g. moving around safely; sharing appropriately; following rules <ul style="list-style-type: none"> <li>being respectful to others</li> </ul>	Actions that keep people safe and healthy. S CS R VRC E.g. <ul style="list-style-type: none"> <li>respecting body autonomy; being sun smart; following school rules; wearing helmets and seatbelts</li> </ul>	No content	No content	No content	No content
Interacting with others	Personal and social skills to interact respectfully with others. R CS UG E.g. <ul style="list-style-type: none"> <li>use self-regulation when expressing needs, wants and feelings</li> <li>identify different types of communication, verbal and non-verbal</li> <li>active listening</li> <li>identify behaviours that may be disrespectful</li> </ul>	Skills and strategies to develop respectful relationships. R CS UG VRC E.g. <ul style="list-style-type: none"> <li>engaging with others respectfully</li> <li>self-regulation, negotiation skills and empathy</li> </ul> Appreciation and encouragement of the behaviour of others through the use of: <ul style="list-style-type: none"> <li>culturally appropriate manners, positive language, praise R CS VRC</li> </ul>	Ways to interpret the feelings of others in different situations to develop respectful relationships as individuals grow older. R CS VRC UG GB E.g. <ul style="list-style-type: none"> <li>paying attention to words other people use</li> <li>noticing facial expressions and body language</li> <li>recognising and respecting cultural diversity</li> </ul>	Behaviours that show empathy and respect for others. R CS VRC UG E.g. <ul style="list-style-type: none"> <li>how games can build understanding and appreciation of others' cultural heritage</li> </ul>	Positive influence of respect, empathy, and the valuing of differences in relationships and in society. R CS VRC UG E.g. <ul style="list-style-type: none"> <li>the influence of inclusion on mental health and wellbeing</li> </ul>	Skills and strategies to establish and maintain respectful relationships. R CS VRC UG E.g. <ul style="list-style-type: none"> <li>building new friendships</li> <li>dealing with bullying and harassment, including strategies to challenge disrespect and discrimination</li> <li>assessing the impact of changing relationships on health and wellbeing</li> </ul>	Skills to establish and manage positive relationships. R CS VRC UG E.g. <ul style="list-style-type: none"> <li>showing respect and empathy</li> <li>being cooperative</li> <li>actively listening</li> <li>being trustworthy</li> <li>accepting differences and valuing diversity in the community</li> </ul>
	Emotional responses individuals may experience in different situations. CS R E.g. <ul style="list-style-type: none"> <li>happiness and sadness</li> <li>how responses may affect others</li> </ul>	Positive ways to react to their own emotions in different situations. CS R UG E.g. <ul style="list-style-type: none"> <li>walking away; seeking help; remaining calm</li> </ul>	No content	Circumstances that can influence the level of emotional response to situations CS R UG	Strategies to identify and manage emotions before reacting CS R UG	Ways in which inappropriate emotional responses impact on relationships CS R UG	Situations in which emotions can influence decision-making: in peer groups; with friends; with family. CS R UG