

	Year 7	Year 8	Year 9	Year 10
Personal identity and change	<p>Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes</p> <p>Ways to manage physical, emotional, and social changes associated with puberty. E.g.</p> <ul style="list-style-type: none"> <li>• coping skills CS S</li> <li>• communication skills CS S</li> <li>• problem-solving skills and strategies CS S SRH</li> <li>• changing friendships/families CS VRC R</li> </ul>	<p>Strategies to cope with and manage the impact of changes and transitions. E.g.</p> <ul style="list-style-type: none"> <li>• changing peer and family relationships CS VRC UG R</li> <li>• the influence of values and beliefs on the development of identities CS VRC UGSSB</li> <li>• accessing relevant health information and services CS SRH</li> </ul> <p>Ways in which changing feelings and attractions form part of developing sexual identities. E.g.</p> <ul style="list-style-type: none"> <li>• how health information supports an individual to effectively manage change as they grow older CS VRC UGSSB SRH</li> </ul>	<p>Factors that shape personal identities and adolescent health behaviours VRC UG SSSB</p> <p>Strategies for managing changes and transitions CS UG R SRH</p>	<p>Impact of societal and cultural influences on personal identities and health behaviour. E.g.</p> <ul style="list-style-type: none"> <li>• how diversity and gender are represented in the media CS VRC UG R SRH</li> <li>• differing cultural beliefs and practices that surround transitions VRC UG</li> <li>• defending personal values CS VRC UG RSSB</li> </ul>
Staying safe	<p>Health information, services and help-seeking strategies that young people can use in a variety of situations CS S SRH</p>	<p>Credible health information that can support people in a variety of situations CS S SRH</p>	<p>Skills to determine the appropriateness and reliability of online health information CS S SRH</p>	<p>Analysis of health information and content related to: alcohol, drugs or other harmful substances; body image; processed food; road safety; relationships CS VRC UG R SSSB SRH</p>
	<p>Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online. E.g.</p> <ul style="list-style-type: none"> <li>• assertive responses CS R S SRH</li> <li>• refusal skills CS R SSSB SRH</li> </ul>	<p>Reasons why young people choose to use or not use alcohol, drugs or other harmful substances, and strategies that could be used if someone is being encouraged to use them CS VRC R S SRH</p>	<p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> <li>• refusal skills CS R SSSB SRH</li> <li>• initiating contingency plans CS SSSB SRH</li> <li>• acting assertively CS R SSSB SRH</li> </ul>	<p>No content</p>
	<p>Strategies to make informed choices to promote health, safety and wellbeing. E.g.</p> <ul style="list-style-type: none"> <li>• proposing alternatives to traditional medicine</li> <li>• demonstrating basic first aid in medical circumstances, such as asthma, allergies and anaphylaxis CS VRC S SRH</li> </ul>	<p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments. E.g.</p> <ul style="list-style-type: none"> <li>• assertive responses CS R SSSB SRH</li> <li>• stress management techniques CS S</li> <li>• refusal skills CS R SSSB SRH</li> <li>• making informed choices CS SSSB SRH</li> <li>• contingency planning CS SSSB SRH</li> <li>• demonstrating basic first aid in medical circumstances, such as non-life-threatening bleeds, sprains and strains</li> <li>• online environments (sharing intimate images or texts) CS VRC UG R SSSB SRH</li> </ul>	<p>Actions and strategies to enhance health and wellbeing in a range of environments. E.g.</p> <ul style="list-style-type: none"> <li>• the use of complementary health practices to support and promote good health</li> <li>• responding to emergency situations to administer first aid, such as Danger, Response, Send, Airway, Breathing, Compression, Defibrillation (DRSABCD)</li> <li>• identifying and managing unsafe situations</li> <li>• safe blood practices CS UG R SSSB SRH</li> </ul>	<p>Skills and strategies to manage situations where:</p> <ul style="list-style-type: none"> <li>• risk is encouraged by others; E.g. pressure to engage in intimate relationships CS VRC UG R SSSB SRH</li> <li>• response to an emergency situation is required; E.g. water-based activities, road trauma, alcohol, drugs and other harmful substances CS S SRH</li> </ul>
<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied. E.g.</p> <ul style="list-style-type: none"> <li>• exploring assertive and respectful communication CS UG R SSSB SRH</li> <li>• understanding and applying online and social protocols to enhance relationships with others and protect own wellbeing, including recognising and responding to online content that may be harmful to self or others, such as grooming or image-based abuse, and respectfully communicating needs or concerns to others CS UG R SSSB SRH</li> </ul>	<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied. E.g.</p> <ul style="list-style-type: none"> <li>• exploring assertive and respectful communication CS VRC UG R SSSB SRH</li> <li>• examining the nature of consent in different types of relationships CS VRC UG R SSSB SRH</li> </ul>	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships. E.g.</p> <ul style="list-style-type: none"> <li>• describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights CS VRC UG R SSSB SRH</li> <li>• investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions CS VRC UG R SSSB SRH</li> </ul>	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships. E.g.</p> <ul style="list-style-type: none"> <li>• reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others CS VRC UG R SSSB SRH</li> <li>• refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations CS VRC UG R SSSB SRH</li> </ul>	
Healthy and active communities	<p>Strategies to make informed choices to promote health and wellbeing. E.g. researching nutritious meals, examining accessible physical activity options, examining messages portrayed by the media and influential people CS SSB SRH</p> <p>Preventive health practices for young people to avoid and manage risk. CS SSB SRH E.g. sun-protective behaviours, adoption of the <i>Australian Guide to Healthy Eating</i>, application of road safety laws and guidelines</p> <p>Health and social benefits of physical activity and recreational pursuits</p> <p>Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours. E.g. television advertising CS UGSSB SRH</p>	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity. E.g.</p> <ul style="list-style-type: none"> <li>• affirming diversity CS UGSSB SRH</li> <li>• exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community VRC R</li> <li>• challenging racism, homophobia, sexism and disability discrimination CS UG R SSSB SRH</li> <li>• researching how stereotypes and prejudices have been challenged in various contexts CS UG RSSB SRH</li> </ul> <p>Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them CS UG SSSB SRH</p>	<p>Impact of external influences on the ability of adolescents to make safe and informed choices relating to:</p> <ul style="list-style-type: none"> <li>• sexual health behaviours</li> <li>• alcohol, drugs or other harmful substance use</li> <li>• risk-taking CS VRC UG R SSSB SRH</li> </ul> <p>Implications of attitudes and behaviours on individuals and the community. E.g. prejudice, marginalisation, homophobia, discrimination CS UG R SSSB SRH</p>	<p>Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours CS VRC UGSSB SRH</p> <p>Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community CS VRC UG SSB SRH</p> <p>Social, economic and environmental factors that can influence health. E.g.</p> <ul style="list-style-type: none"> <li>• level of knowledge and awareness of healthy behaviours, income/employment, social networks and supports (family, friends and community attachment), housing, access to services CS VRC UG R SSSB SRH</li> </ul>
Interacting with others	<p>Impact of relationships on a person's wellbeing. E.g.</p> <ul style="list-style-type: none"> <li>• the benefits of respectful relationships and the roles of respect, empathy, power and coercion in relationships CS UG R SSSB SRH</li> <li>• the influence of family and peers CS UG R SSSB SRH</li> <li>• applying online and social protocols to enhance relationships CS UG R SSSB SRH</li> </ul> <p>Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes CS UG R SSSB SRH</p>	<p>Strategies for managing the changing nature of peer and family relationships</p> <p>Impacts of bullying and harassment on relationships, including online relationships. E.g. psychological consequences, including decreased self-esteem and poor mental health; social consequences, including negative attitudes to school and increased loneliness CS UG R SSSB SRH</p> <p>Role of power and coercion within relationships, and how these can be influenced by gender stereotypes CS UG R SSB SRH</p>	<p>Characteristics of respectful relationships and how these can prevent violence and abuse. E.g. respecting the rights and responsibilities of individuals in the relationship, communication, respecting gender equality, respecting personal differences and opinions, empathy CS VRC UG R SSSB SRH</p>	<p>Skills and strategies to promote respectful relationships. E.g.</p> <ul style="list-style-type: none"> <li>• appropriate emotional responses in a variety of situations</li> <li>• challenging assumptions about gender</li> <li>• taking action if a relationship is not respectful CS UG R SSSB SRH</li> </ul> <p>Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing CS UG R SSSB SRH</p>
	<p>Factors that influence emotional responses and behaviour. E.g. personal experience, considering alternative ways to respond to situations, including showing empathy, self-management strategies to regulate emotions CS UG R SSSB SRH</p>	<p>Personal, social and cultural factors that influence emotional responses and behaviour. E.g. prior experience, norms and expectations, personal or cultural beliefs and attitudes CS UG R SSSB SRH</p>	<p>Managing emotional responses and resolving conflict in family or social situations. E.g. coping with rejection, negotiation skills CS VRC UG R SSSB SRH</p>	<p>Managing the effects of emotional responses on relationships. E.g.</p> <ul style="list-style-type: none"> <li>• the impact of extreme emotions on situations or relationships</li> <li>• the consequences of not recognising the emotions of others CS UG R SSSB SRH</li> </ul>