

SCOPE AND SEQUENCE: FOUNDATION TO YEAR 8

Based on the *Australian Curriculum (AC)* the following table provides a scope and sequence of learning for the focus area of *Relationships and sexuality (RS)* – Foundation to Year 8. Divided into relevant *Health and Physical Education (HPE)* threads, it identifies the relationships and sexual health (R&SH) topics students are expected to have access to and builds a continuum of learning based on content descriptors, elaborations and key learning outcomes.

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AC-HPE threads	R&SH topics	Foundation	Years 1-2	Years 3-4	Years 5-6	Years 7-8
<p>Community health promotion</p> <p>In the context of learning about relationships and sexual health</p>	<p>Safe and supportive environments</p> <p>Contributing to the learning and wellbeing of others</p> <p>Protective behaviours to ensure safe sharing of stories and information</p>	<p>Recognises that being kind and fair supports the health and wellbeing of self and others</p> <p>Describes ways they can help to make the class a safe place to be</p> <p>Can distinguish between behaviours that make working together easy and those that make it difficult</p> <p>Is aware that a story can identify a person, place or thing</p>	<p>Can explain and demonstrate how respecting and including others contributes to a positive class environment</p> <p>Describes how they contribute to building a safe learning space and how they care for and assist others</p> <p>Uses active listening skills and verbal and non-verbal cues when communicating and working with others</p>	<p>Identifies various communities they belong to and describes how they contribute to these environments</p> <p>Participates in the development of class norms and reflects on their actions and behaviours to implement these</p> <p>Creates posters, text and other materials to promote positive health messages within the class and school</p>	<p>Contributes to practices and strategies that help promote and maintain safe learning environments</p> <p>Proposes and implements protective behaviours that promote safe participation</p> <p>Recognises and uses third-person narration</p>	<p>Analyses personal and social responsibilities to plan and implement safe and supportive learning environments</p> <p>Demonstrates respectful attitudes and interactions to promote safety and inclusivity</p> <p>Investigates and can discuss preventive sexual health practices relevant to young people</p>

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AC-HPE threads	R&SH topics	Foundation	Years 1-2	Years 3-4	Years 5-6	Years 7-8
Identities	<p>Values and beliefs</p> <p>Sexuality</p> <p>Self-worth and body positivity</p> <p>Diversity</p> <p>Gender identity</p> <p>Sexual diversity</p> <p>Attractions</p> <p>Personal networks</p>	<p>Identifies personal strengths</p> <p>Shares values that are important to them</p> <p>Indicates personal preference in a range of contexts</p> <p>Names people who are important to them</p> <p>Describes how people are similar and different</p> <p>Understands that people hold many points of view</p> <p>Identifies examples from stories and experiences to show perception and understanding of gender</p>	<p>Describes personal achievements</p> <p>Reflects on stories where characters demonstrate strengths, shares how these strengths helped the character be successful and recognises which of these strengths they possess</p> <p>Explains values and accepts that others may think differently</p> <p>Identifies and appreciates similarities and differences in people and groups</p>	<p>Explores factors that influence values and the development of personal identities</p> <p>Suggests ways to build self-worth and self-confidence</p> <p>Persists with new activities and examines how success can strengthen identity and confidence</p> <p>Considers the impact media has on identity</p> <p>Describes their gender identity and shows preferences for how they want to express themselves</p> <p>Identifies examples from stories, text and other media to show perception and understanding of diversity of attraction to others</p> <p>Identifies people who positively influence their sense of identity and wellbeing</p>	<p>Explores how personal identities change over time</p> <p>Investigates how their identity is influenced by the groups and communities to which they belong</p> <p>Explores how family, peers, popular culture and the media influence values and beliefs</p> <p>Explores gender identity and the diversity of how people understand and reflect who they are</p> <p>Can discuss sexual attraction as an aspect of a person's sexuality</p> <p>Recognises diversity of sexual attraction</p> <p>Examines the negative impact appearance-based talk can have on identity and discusses how alternative comments and self-talk can contribute to body positivity</p>	<p>Demonstrates awareness of changing personal, gender and sexual identities and the factors that influence them</p> <p>Examines the impact of physical changes on gender, cultural and sexual identities</p> <p>Investigates how changing feelings and attractions are part of a person's developing sexuality</p> <p>Practises self-talk and help-seeking strategies to manage transitions and associated responsibilities</p> <p>Examines online profiles and identities and reflects on the influence they have on how people view themselves</p>

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<p>Changes and transitions</p>	<p>Physical changes Changing relationships Emotional changes Puberty Public and private Body parts and function Risk-taking Hygiene and self-care</p>	<p>Identifies and names parts of the body</p> <p>Describes how their body grows and changes</p> <p>Identifies and labels private sexual body parts</p> <p>Understands when body parts should be kept private</p> <p>Understands basic hygiene practices e.g. showering or bathing, washing hands</p>	<p>Describes changes in their physical appearance</p> <p>Identifies significant relationships and how these change and evolve</p> <p>Understands the concepts of public and private</p> <p>Assumes increased responsibility for personal hygiene</p>	<p>Demonstrates awareness of physical, social, and emotional changes that occur at puberty</p> <p>Describes how puberty impacts on how they think and feel about themselves</p> <p>Can access people and resources if they have questions about puberty</p> <p>Describes how friendships change as they get older</p> <p>Identifies strategies to manage changing relationships</p> <p>Explores general health messages about personal hygiene and how to protect self and others from infection</p>	<p>Understands that people experience puberty differently and with differing levels of intensity</p> <p>Can confidently discuss topics of menstruation, wet dreams and masturbation</p> <p>Can name and explain the function of the organs associated with puberty and the reproductive systems</p> <p>Recognises the changing nature of relationships and feelings for others</p> <p>Can access relevant resources to gain understanding of changes associated with puberty</p> <p>Is aware of and makes use of products to manage the physical changes associated with puberty</p> <p>Has strategies to manage the physical, social, and emotional changes that occur during puberty</p>	<p>Evaluates strategies and resources to manage changes and transitions</p> <p>Takes responsibility for care and health of own body</p> <p>Understands sexual development</p> <p>Recognises the changing nature of peer and family relationships and has strategies to manage these changes</p> <p>Analyses how roles and responsibilities change and has strategies for managing increased responsibility</p> <p>Understands risk and risk-taking decision-making</p>

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Help-seeking	Networks Relationships Online support Problem-solving The Law Communication KS: CPC Language	<p>Understands what safe means</p> <p>Displays skills to help keep them safe</p> <p>Identifies people that make them feel loved, safe, and supported</p> <p>Can name trusted people in their community who can help them stay safe and healthy</p> <p>Identifies with characters in picture books who access help when needed</p> <p>Practises asking for help in a range of different scenarios</p> <p>Can distinguish between safe and unsafe touch</p> <p>Uses correct names for body parts</p>	<p>Identifies situations that require help</p> <p>Explores strategies they can use to seek assistance</p> <p>Demonstrates ability to solve simple problems</p> <p>Identifies a network of trusted adults they can seek help from</p> <p>Can describe warning signs (physical, emotional and external)</p> <p>Is aware of the rules and laws about touch and has strategies to respond e.g. 'No Go Tell'</p> <p>Follows class guidelines when accessing ICT</p>	<p>Responds to their body's physical messages that indicate they are feeling unsafe or uncomfortable</p> <p>Uses assertive behaviours and strong non-verbal communication skills</p> <p>Demonstrates appropriate responses to unsafe situations</p> <p>Is aware of risk and can describe and role play protective behaviours to stay safe in different situations and scenarios</p> <p>Applies basic online protocols to remain safe when communicating online</p>	<p>Can assess relevant and reliable information sources and services to effectively seek help</p> <p>Understands rights and has strategies to deal with situations that may be unsafe</p> <p>Proposes problem-solving techniques for situations and scenarios</p> <p>Discusses rules and laws that relate to relationships, touch and online activities</p> <p>Uses criteria to critique online information to assess its credibility</p>	<p>Examines scenarios to consider how personal characteristics and decision-making can affect outcomes</p> <p>Collaborates with peers to apply problem-solving strategies</p> <p>Demonstrates communication techniques to persuade someone to seek help</p> <p>Explores help-seeking scenarios and resources to develop strategies for dealing with real life situations</p> <p>Is aware of emotional responses to interactions within relationships, and proposes strategies to seek help</p>

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<p>AC-HPE threads</p> <p>Making healthy and safe choices In relation to knowledge and understanding of sexual health and sexual reproduction</p>	<p>R&SH topics</p> <p>Reproduction Conception Pregnancy Contraception Masturbation Consent STIs Decision-making</p>	<p>Years 1-2</p> <p>Displays an understanding of where babies come from, pregnancy and birth</p>
<p>Foundation</p> <p>Can discuss:</p> <ul style="list-style-type: none"> • what is pregnancy • caring for babies • what babies need 	<p>Years 3-4</p> <p>Is aware of how pregnancy occurs, the stages of pregnancy and birth</p> <p>Explores and dispels myths about pregnancy and childbirth</p> <p>Understands their changing bodies including sexual development and safe behaviours e.g. masturbation is OK but in private</p> <p>Understands the basics of menstruation</p>	<p>Years 5-6</p> <p>Describes the function of parts of the reproductive system</p> <p>Explains the role of testes and ovaries in the production of sperm and eggs</p> <p>Explains pregnancy and childbirth</p> <p>Is aware of caring for a baby after birth and child development</p> <p>Is aware of practices that support reproductive and sexual health</p>
<p>Years 7-8</p> <p>Understands reproduction including sexual intercourse and assisted fertility methods, eg. IVF and donors</p> <p>Understands conception and the concept of contraception, including responsibility to avoid pregnancy</p> <p>Explores how people would know when they are ready to be a parent and/or engage in sexual activity</p> <p>Is aware of consequences and risks of teenage pregnancy</p> <p>Is aware of pregnancy options – adoption, parenting, and abortion</p> <p>Can discuss values relating to sex and sexual activity</p> <p>Explores reasons why people engage in sexual activity or choose not to</p> <p>Develops an understanding of decision-making, and laws of consent in relation to sexual activity</p> <p>Is aware of the risks relating to STIs</p> <p>Proposes and practises strategies for safety, including assertiveness and refusal skills</p>	<p>Years 7-8</p> <p>Understands reproduction including sexual intercourse and assisted fertility methods, eg. IVF and donors</p> <p>Understands conception and the concept of contraception, including responsibility to avoid pregnancy</p> <p>Explores how people would know when they are ready to be a parent and/or engage in sexual activity</p> <p>Is aware of consequences and risks of teenage pregnancy</p> <p>Is aware of pregnancy options – adoption, parenting, and abortion</p> <p>Can discuss values relating to sex and sexual activity</p> <p>Explores reasons why people engage in sexual activity or choose not to</p> <p>Develops an understanding of decision-making, and laws of consent in relation to sexual activity</p> <p>Is aware of the risks relating to STIs</p> <p>Proposes and practises strategies for safety, including assertiveness and refusal skills</p>	

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Interacting with others	<p>Relationships</p> <p>Making and keeping friends</p> <p>Personal space</p> <p>Relationships and touch</p> <p>Consent</p> <p>Rights and responsibilities</p> <p>Communication and conflict resolution</p> <p>Peer pressure</p>	<p>Can express needs, wants and feelings</p> <p>Displays understanding of personal space</p> <p>Shares ideas on how to make friends</p> <p>Understands the concepts of consent and sharing</p> <p>Explains how it feels to be included in activities</p> <p>Can discuss stories about characters who have been excluded from a group and explores how the character could deal with the situation</p> <p>Listens and responds to others when working together</p>	<p>Explains who their friends are and why they like them</p> <p>Identifies ways to care for others, including ways of making and keeping friends</p> <p>Can express appreciation and encourages others using a variety of communication techniques</p> <p>Identifies their rights and associated responsibilities and those of their classmates</p> <p>Practises solving simple interpersonal problems</p>	<p>Identifies the qualities that form the foundation of sustainable relationships</p> <p>Demonstrates behaviours that show empathy and respect for the rights of others</p> <p>Predicts and reflects on how others might feel in a range of situations</p> <p>Explores how to support others in challenging situations</p> <p>Identifies the differences between healthy and unhealthy relationships</p> <p>Identifies strategies to manage unhealthy relationships</p> <p>Describes safe bystander behaviour when they notice unfair treatment</p> <p>Investigates children's rights and responsibilities at school and in the local community</p> <p>Identifies a range of conflict resolution strategies to negotiate positive outcomes to problems</p>	<p>Explores reasons why relationships may change, such as starting a new school, changing priorities or family break-up</p> <p>Assesses the impact of different relationships on personal health and wellbeing</p> <p>Proposes strategies for building new friendships and managing relationships</p> <p>Selects and practises appropriate ways to share power within relationships</p> <p>Identifies types of touch and the key indicators which confirm if touch is OK or Not OK</p> <p>Monitors consistency between rights and responsibilities when interacting with others</p> <p>Identifies causes and effects of conflict, and practises different strategies to diffuse or resolve conflict situations</p>	<p>Applies protocols, both online and offline, to enhance relationships</p> <p>Analyses different types of relationships and attraction including intimate, romantic, and sexual</p> <p>Analyses how behaviours, actions, and responses to situations can change depending on the context and who they are with</p> <p>Explores skills and strategies needed to communicate and engage in relationships in respectful ways</p> <p>Identifies indicators of possible problems in relationships</p> <p>Examines the concept of power in relationships, including equality vs inequality</p> <p>Assesses the appropriateness of various conflict resolution strategies in a range of contexts</p>

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<p>Valuing diversity</p> <p>Inclusive of knowledge and understanding about the influence and impact of gender, power and discrimination</p>	<p>Diversity</p> <p>Personal power</p> <p>Positive use of power</p> <p>Abuse of power</p> <p>Gender stereotypes</p> <p>Gender expectations</p> <p>Discrimination, harassment and bullying</p> <p>Violence</p>	<p>Explores ideas of where we learn about our values and how to behave</p> <p>Identifies their likes and dislikes, needs and wants, and explores what influences these</p> <p>Can describe their personal power and how they use it</p> <p>Explores differences and similarities between boys and girls and considers:</p> <ul style="list-style-type: none"> • are these ideas fixed • where do we learn about our gender • is information about gender helpful or harmful <p>Demonstrates strategies for interacting positively with others</p> <p>Shares examples of rights and responsibilities in given situations</p> <p>Explores situations through play and group experiences and can share their thinking about possible courses of action</p>	<p>Examines images or descriptions of different families and communities to identify the features that make them similar and different</p> <p>Shares ideas on how to celebrate and respect difference and diversity</p> <p>Discusses how their culture passes on significant information about gender and diversity</p> <p>Expresses their own perspectives on what picture books and other media are telling them about gender and gender roles</p> <p>Expresses their own point of view and listens to the views of others</p> <p>Discusses people's actions and considers how power influences behaviour</p> <p>Displays assertive behaviour and standing up for themselves</p> <p>Identifies ways to care for others, including standing up for their peers and challenging bullying behaviour</p>	<p>Plans for and actions events that celebrate the diversity of students in their class and community</p> <p>Identifies the value of diverse perspectives and describes a point of view that is different from their own</p> <p>Describes factors that contribute to positive relationships</p> <p>Identifies how gender stereotypes contribute to expectations and informs attitudes and behaviour</p> <p>Identifies and responds to hurtful/bullying behaviour (offline and online)</p> <p>Can discuss and action strategies for dealing with relationships when there is an imbalance of power</p> <p>Can discuss and role play activities that demonstrate power being used in positive ways to contribute to the wellbeing of self and others</p>	<p>Identifies how valuing diversity positively influences the wellbeing of the community</p> <p>Proposes strategies to help others understand points of view that differ from their own</p> <p>Engages in discussion about individual and cultural similarities and differences in order to tackle discrimination</p> <p>Analyses media and the influence it has on attitudes and ideas regarding gender roles and expectations</p> <p>Identifies media messages that are harmful or limiting in relation to gender and power, and the impact this has on self and others</p> <p>Explores initiatives to counter bullying and harassment to support the wellbeing of their peers and others</p> <p>Role plays actions that bystanders, friends and family can take to prevent and/or stop harassment, bullying, violence and discrimination</p> <p>Uses personal and social power in positive ways</p> <p>Explores ways to create safe and inclusive schools for minority groups</p>	<p>Investigates how respecting diversity and challenging discrimination, including sexism, homophobia, and transphobia, is beneficial to individual and community health and wellbeing</p> <p>Acknowledges the values, opinions, and attitudes of different groups within society and compares these to their own points of view</p> <p>Examines values and beliefs about cultural and social issues such as gender, sexuality and violence</p> <p>Explores how stereotypes, prejudice, violence, and discrimination can negatively impact wellbeing</p> <p>Recognises the impact bullying and harassment can have on relationships, including online relationships</p> <p>Demonstrates strategies for resisting stereotypes and supporting others to be themselves</p> <p>Challenges harmful views about gender, gender and sexual diversity, and engages in strategies that contribute to inclusive communities</p>

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Health literacy	<p>Social networking e-safety Evaluating online health information Diversity in media Influence of popular media The Law Sexting Pornography and explicit content</p>	Engages in teacher-led activities using animated videos to practise key behaviours associated with online safety	<p>Applies class guidelines and follows protocols regarding security and use of ICT</p> <p>Understands the risks of strangers befriending them online</p> <p>Considers the best choice of action using the TEC tool – Think, Evaluate, Choose – to achieve positive outcomes online</p> <p>Recognises when to seek help with online dilemmas</p>	<p>Demonstrates strategies for establishing and managing relationships online</p> <p>Identifies the risks to their identity, privacy and emotional safety when using ICT</p> <p>Applies generally accepted social protocols when sharing information in online environments</p> <p>Describes and uses help-seeking strategies in situations where they feel uncomfortable or unsafe online</p> <p>Recognises that people they meet online may pretend to be someone else</p>	<p>Examines how media and public identities influence the way people act and the choices they make</p> <p>Analyses sexual health messages in various forms of media, critiquing reliability of source and content</p> <p>Explores the level of representation of diversity in media and considers how this impacts on community values</p> <p>Develops and evaluates strategies for using social media, apps and other platforms to build and maintain respectful relationships</p> <p>Is aware of the media classification ratings and how to respond if exposed to inappropriate material</p>	<p>Identifies and values the rights to identity, privacy and emotional safety for self and others when using ICT</p> <p>Applies generally accepted social protocols when using ICT to collaborate with others online</p> <p>Examines the consequences of sending or sharing intimate or sexually explicit messages, images, photos or videos</p> <p>Is aware of the legal implications associated with using technology</p>

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Understanding emotions	Language of feelings and emotions Self-awareness Understanding feelings and emotions Sexual feelings Self-management Red flags and self-care skills Social awareness Social management	Identifies and describes basic emotions (happy, sad, excited, tired, angry, scared) Uses language and actions to communicate feelings Identifies connections between feelings, body reactions and body language Recalls emotional responses to different situations	Recognises own emotions Responds positively to emotions Recognises how others are feeling Uses words to describe feelings Understands the body's reaction to situations Recognises facial expressions and body language Recognises a person's reaction to a situation can affect others	Recognises levels of emotional response Identifies possible triggers and warning signs to predict emotional responses Identifies and manages their emotions before deciding to act Understands emotions can vary according to different contexts and situations	Analyses situations in which emotions can influence decision-making and the impact this can have on relationships Is aware that emotional responses can be unpredictable Recognises sexual feelings as part of the repertoire of human responses Recognises emotions associated with feeling unsafe or uncomfortable	Is aware that individuals have varied emotional responses to different situations Practises being empathetic and can consider alternative ways to respond Can recognise and interpret emotional responses Proposes strategies for managing emotional responses