KS:CPC WA Curriculum Mapping Pre Primary

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	Protective behaviours to keep safe and healthy: • Saying 'no' • Moving away • Telling an adult • Asking for help Personal and social skills to interact with others: • Expressing needs, wants, feelings • Active listening Emotional responses individuals may experience in different situations, such as feeling: • Happy, sad, excited, tired, angry, scared, confused	**Topic 1: Feelings** 1.1 Character's feelings 1.2 1.2 Different feelings **Topic 2: Being safe** 2.1 How do we make it safe? 2.2 Stories about being safe **Topic 3: Warning signs** 3.1 Introducing warning signs 3.3 Warning signs	**English** • Understand that language can be used to explore ways of expressing needs, likes and dislikes • Share feelings and thoughts about the events and characters in texts • Use interaction skills, using appropriate voice levels, articulation, body language **Maths** • Compare, order and make correspondences between collections • Describe position and movement • Answer yes/no questions to collect information **Drama** • Explore role and dramatic action in dramatic play
Term 2 Relationships	Protective behaviours to keep safe and healthy: • Saying 'no' • Moving away • Telling an adult • Asking for help Trusted people in the community who can help individuals feel safe Emotional responses individuals may experience in different situations, such as feeling: • Happy, sad, excited, tired, angry, scared, confused	**Topic 1: Rights and responsibilities** 1.1 Needs and wants of pets **Topic 2: Identity and relationships** 2.1 Exploring identity 2.2 Exploring relationships **Topic 4: Trust and networks** 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.4 People I don't know who might help	**English** • Understand that language can be used to explore ways of expressing needs, likes and dislikes • Share feelings and thoughts about the events and characters in texts • Explore how language is used differently at home and at school **Maths** • Compare, order and make correspondences between collections • Answer yes/no questions to collect information • Sort, describe and name familiar 2D and 3D shapes
Term 3 Recognising and reporting abuse	The different parts of the body and where they are located Trusted people in the community who can help individuals feel safe	**Topic 1: Privacy and the body** 1.1 Body awareness 1.2 Parts of the body 1.5 Our whole body is private 1.6 Touching that is OK **Topic 3: Secrets** 3.1 Defining secrets	**English** • Share feelings and thoughts about the events and characters in texts **Maths** • Compare, order and make correspondences between collections • Answer yes/no questions to collect information • Describe position and movement **Drama** • Explore role and dramatic action in dramatic play **Visual Art** • Use and experiment with different materials to make artworks
Term 4 Protective strategies	Protective behaviours to keep safe and healthy: • Saying 'no' • Moving away • Telling an adult • Asking for help Trusted people in the community who can help individuals feel safe Actions that promote health, safety and well-being, such as: • Following safety symbols and procedures	**Topic 1: strategies for keeping safe** 1.1 Memory activities 1.2 Remembering name, address, telephone number 1.3 Revisiting trusted networks 1.8 Saying 'no'	**English** • Understand that language can be used to explore ways of expressing needs, likes and dislikes • Share feelings and thoughts about the events and characters in texts **Maths** • Answer yes/no questions to collect information **Visual Art** • Use and experiment with different materials to make artworks

KS:CPC WA Curriculum Mapping Year 1

Topic	WA Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	The strengths of others and how they contribute to positive outcomes , such as games and physical activities Strategies to use when help is needed, such as: • Dialing 000 in an emergency • Reading basic safety signs • Accessing a safe house or a trusted network • Asking a trusted adult Appreciation and encouragement of the behaviour of others through the use of: • Manners • Positive language • Praise	**Topic 1: Feelings** 1.3 Strategies to identify feelings **Topic 2: Being safe** 2.2 Stories about being safe 2.3 Identifying a safe place **Topic 3: Warning signs** 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs **Topic 4: Risk-taking and emergencies** 4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.4 Defining an emergency	**English** • Language as a communication tool – body language • Explore different ways of expressing emotions • Discuss features of plot, character, setting • Recreate texts, incl oral language **Maths** • Give and follow directions • Identify outcomes of familiar events • Represent data and describe displays **HASS** • Explore a point of view
Term 2 Relationships	The strengths of others and how they contribute to positive outcomes , such as games and physical activities Strategies to use when help is needed, such as: • Dialing 000 in an emergency • Reading basic safety signs • Accessing a safe house or a trusted network • Asking a trusted adult	**Topic 1: Rights and responsibilities** 1.2 Children's rights (p56) 1.3 Behaviour code and children's rights **Topic 2: Identity and relationships** 2.2 Exploring relationships 2.3 Relationships circle **Topic 3: Power in relationships** 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.4 Fair and unfair **Topic 4: Trust and networks** 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help	**English** • Language is used in conjunction with other means of communication • Discuss features of plot, character, setting • Recreate texts, incl oral language **Maths** • Recognise and classify 2D and 3D shapes • Represent data and objects and drawings where one object represents one data value **HASS** • Sort and record information and data in tables • Activities in the local place and reasons for their location
Term 3 Recognising and reporting abuse	Ways in which the body changes as individuals grow older Strategies to use when help is needed, such as: • Dialing 000 in an emergency • Reading basic safety signs • Accessing a safe house or a trusted network • Asking a trusted adult Positive ways to react to their own emotions in different situations, such as: • Walking away • Seeking help • Remaining calm	**Topic 1: Privacy and the body** 1.1 Exploring body awareness 1.2 Personal space 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private **Topic 2: Recognising abuse** 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse **Topic 3: Secrets** 3.2 Recognising unsafe secrets 3.3 Tricks and trust	**English** • Discuss features of plot, character and setting • Recreate texts imaginatively using drawing, writing, digital forms of communication **Maths** • Give and follow directions to familiar locations • Represent data and objects and drawings where one object represents one data value **HASS** • Sort and record information and data in tables • Explore a point of view
Term 4 Protective strategies	Strategies to use when help is needed, such as: • Dialing 000 in an emergency • Reading basic safety signs • Accessing a safe house or a trusted network • Asking a trusted adult Positive ways to react to their own emotions in different situations, such as: • Walking away • Seeking help • Remaining calm	**Topic 1: Strategies for keeping safe** 1.2 Remembering name, address, telephone numbers 1.3 revisiting trusted networks 1.4 Problem solving 1.5 'What if…?' scenarios 1.6 Being assertive 1.8 Saying no 1.9 Choosing strategies to keep safe **Topic 2: Persistence** 2.2 Introduction to persistence 2.4 Practising persistence	**English** • Discuss features of plot, character and setting • Recreate texts imaginatively using drawing, writing, digital forms of communication **Maths** • Identify outcomes of familiar events involving chance and describe them familiar language such 'will happen', 'might happen' etc

KS:CPC WA Curriculum Mapping Year 2

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	Strategies to use when help is needed: • Procedure for dialing 000 • Locating safety houses and trusted networks in the community Strategies to include others in activities and games Ways to interpret the feelings of others in different situations, such as: • Words other people use • Facial expressions • Body language	**Topic 1: Feelings** 1.3 Strategies to identify feelings 1.4 Miming feelings **Topic 2: Being safe** 2.3 Identifying a safe place **Topic 3: Warning signs** 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs **Topic 4: Risk-taking and emergencies** 4.3 Looking for clues about risks 4.4 Defining an emergency 4.5 Personal emergency 4.6 Thinking and feeling in an emergency	**English** • Identify language that can be used for appreciating texts and qualities of people • Discuss characters and settings of different texts • Create events and characters using different media • Use interaction skills including voicing disagreement and making positive statements **Maths** • Identify practical activities and everyday events that involve chance • Collect, check and classify data • Create displays of data **Drama** • Explore role in dramatic play • Use voice, facial expression, movement to imagine role and situation
Term 2 Relationships	Strategies to use when help is needed: • Procedure for dialing 000 • Locating safety houses and trusted networks in the community Strategies to include others in activities and games Actions that keep people safe and healthy in and outside the classroom	**Topic 1: Rights and responsibilities** 1.2 Children's rights 1.3 Behaviour code and children's rights **Topic 2: Identity and relationships** 2.2 Exploring relationships 2.3 Relationship circles **Topic 3: Power in relationships** 3.3 Dealing with bullying behaviour 3.5 Introducing the concept of power 3.6 Adults using power **Topic 4: Trust and networks** 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help	**English** • Identify language that can be used for appreciating texts and qualities of people • Discuss characters and settings of different texts • Create events and characters using different media • Understand that language varies when people take on different roles in classroom/social contexts **Maths** • Collect, check and classify data • Create displays of data
Term 3 Recognising and reporting abuse	Strategies to use when help is needed: • Procedure for dialing 000 • Locating safety houses and trusted networks in the community	**Topic 1: Privacy and the body** 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.7 OK touching in relationships **Topic 2: Recognising abuse** 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying domestic and family violence 2.7 Online safety **Topic 3: Secrets** 3.2 Recognising unsafe secrets 3.3 Tricks and trust	**English** • Discuss characters and settings of different texts • Use interaction skills including voicing disagreement and making positive statements **Maths** • Create displays of data using lists, tables, picture graphs and interpret them **Drama** • Explore role and dramatic action in dramatic play • Use voice, facial expression, movement to imagine role and situation
Term 4 Protective strategies	Strategies to use when help is needed: • Procedure for dialing 000 • Locating safety houses and trusted networks in the community	**Topic 1: Strategies for keeping safe** 1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.6 Practising being assertive 1.7 Role playing assertive communication 1.8 Saying 'No' 1.10 Resilience **Topic 2: Persistence** 2.1 Theme reinforcement 2.3 Persistence	**English** • Discuss characters and settings of different texts • Create events and characters using different media • Use interaction skills including voicing disagreement and making positive statements **Maths** • Identify language that can be used for appreciating texts and qualities of people

KS:CPC WA Curriculum Mapping Year 3

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 **The right to be safe**	Factors that strengthen personal identities, such as the influence of: • Family • Friends • School Assertive behaviours and communication skills to respond to unsafe situations, such as: • Keeping calm • Using appropriate non-verbal communication skills • Seeking help Circumstances that can influence the level of emotional response to situations	**Topic 1: Being safe** 1.1 Definition of safety 1.2 Imagining a safe place **Topic 2: Warning signs** 2.1 Physical indicators 2.3 Exploring different types of feelings 2.4 Feeling unsafe **Topic 3: Risk-taking and emergencies** 3.1 Ideas about being unsafe 3.4 What is an emergency?	**English** • Understand that successful cooperation with others depends on shared use of social conventions • Discuss how language is used the describe the setting in texts • Discuss language devices used to enhance meaning • Identify point of view **Maths** • Collect data, organise into categories **Drama** • Explore ideas through roles and situations
Term 2 **Relationships**	Factors that strengthen personal identities, such as the influence of: • Family • Friends • School Physical, social and emotional changes that occur as individuals grow older, such as changes to: • The body • Friendships • Feelings	**Topic 1: Rights and responsibilities** 1.1 Rights and responsibilities **Topic 2: Identity and relationships** 2.1 Identity web 2.4 Relationship circle **Topic 3: Power in relationships** 3.1 Definition of power 3.4 Pressure 3.5 Bullying as an abuse of power **Topic 4: Trust and networks** 4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters	**English** • Understand that successful cooperation with others depends on shared use of social conventions • Discuss how language is used the describe the setting in texts • Identify point of view • Plan and deliver short presentations • Use interaction skills, including active listening **Maths** • Collect data, organise into categories **Drama** • Explore ideas through roles and situations
Term 3 **Recognising and reporting abuse**	Physical, social and emotional changes that occur as individuals grow older, such as changes to: • The body • Friendships • Feelings	**Topic 1: Privacy and the body** 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching **Topic 2: Recognising abuse** 2.1 Exploring abuse 2.2 definition of abuse 2.3 Physical abuse 2.6 Basic needs 2.7 Sexual abuse 2.9 Recognising safe and unsafe secrets **Topic 3: Cyber safety** 3.1 Media classifications 3.3 Television programs 3.5 Photographs and digital images 3.6 Magazines	**English** • Understand that successful cooperation with others depends on shared use of social conventions • Discuss how language is used the describe the setting in texts • Identify point of view • Listen to and contribute to conversations **Maths** • Collect data, organise into categories
Term 4 **Protective strategies**	Factors that strengthen personal identities, such as the influence of: • Family, friends, school Physical, social and emotional changes that occur as individuals grow older, such as changes to: • The body, friendships, feelings	**Topic 1: Strategies for keeping safe** 1.1 Helpful and unhelpful thinking 1.2 1.4 'What if…?' problem solving 1.3 1.5 POOCH problem solving **Topic 2: Network review and community support** 2.1 Network review 2.3 Persistence	**English** • Understand that successful cooperation with others depends on shared use of social conventions • Discuss how language is used the describe the setting in texts **Drama** • Explore ideas through roles and situations

KS:CPC WA Curriculum Mapping Year 4

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: • Use self-talk • Seeking help • Thinking optimistically Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: • Being alert and aware of unsafe situations • Using assertive behaviour and language • Knowing who or where to go for help in the community Strategies to ensure safety and well-being at school and at home	**Topic 1: Being safe** 1.2 Adults caring for children 1.3 Imagining a safe place **Topic 2: Warning signs** 2.1 Explore physical indicators 2.2 Develop a warning signs chart 2.4 Feeling unsafe – developing a chart **Topic 3: Risk-taking and emergencies** 3.3 Identifying risks 3.4 Explore emergencies and risks	**English** • Discuss how authors and illustrators make stories interesting by using various techniques • Understand, interpret and experiment with a range of devices • Identify and explain language features of texts eg viewing documentaries • Interpret ideas and information in spoken texts **Maths** • Construct data displays – with/without use of digital technologies **Drama** • Explore ideas through roles and situations
Term 2 Relationships	Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • Positive self-talk • Assertiveness • Seeking help • Sharing responsibilities The positive influence of respect, empathy and the valuing of differences in relationships Strategies to cope with adverse situations and the demands of others	**Topic 1: Rights and Responsibilities** 1.2 Examine the UN Convention on the rights of the child **Topic 2: Identity and relationships** 2.2 Gender stereotypes 2.3 Unsafe behaviour 2.4 Relationships circle **Topic 3: Power in relationships** 3.1 Definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure	**English** • Identify features of online texts that enhance readability • Discuss how authors and illustrators make stories interesting by using various techniques • Identify and explain language features of texts eg viewing documentaries • Use interaction skills such as acknowledging another's point of view **Maths** • Construct data displays – with/without use of digital technologies
Term 3 Recognising and reporting abuse	Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • Positive self-talk • Assertiveness • Seeking help • Sharing responsibilities The positive influence of respect, empathy and the valuing of differences in relationships Ways in which health information and messages can influence health decisions and behaviours	**Topic 1: Privacy and the body** 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching **Topic 2: Recognising abuse** 2.2 Definition of abuse 2.4 Emotional abuse 2.7 Sexual abuse 2.8 Domestic and family violence **Topic 3: Cyber safety** 3.2 Video media and computer games 3.3 Television games 3.4 Internet 3.5 Photographs and digital media	**English** • Identify features of online texts that enhance readability • Discuss how authors and illustrators make stories interesting by using various techniques • Interpret ideas and information in spoken texts • Use interaction skills such as acknowledging another's point of view **Maths** • Construct data displays – with/without use of digital technologies
Term 4 Protective strategies	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: • Use self-talk • Seeking help • Thinking optimistically Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • Positive self-talk • Assertiveness • Seeking help	**Topic 1: Strategies for keeping safe** 1.2 Assertive responses 1.4 'What if….' Problem solving 1.5 POOCH problem solving 1.6 Practising problem solving **Topic 2: Network review and community support** 2.1 Network review 2.3 Persistence	**English** • Identify and explain language features of texts eg viewing documentaries • Interpret ideas and information in spoken texts **Maths** • Construct data displays – with/without use of digital technologies **Drama** • Explore ideas through roles and situations

KS:CPC WA Curriculum Mapping Year 5

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	Strategies that promote a safe, healthy lifestyle, such as: • Comparing food labels • Sun safety Ways in which inappropriate emotional responses impact on relationships, such as: • Loss of trust • Fear • Loss of respect	**Topic 1: Being safe** 1.3 Discuss safe places **Topic 2: Warning signs** 2.1 Warning signs: physical indicators 2.4 Feeling unsafe **Topic 3: Risk-taking and emergencies** 3.2 Explore ideas about being safe 3.5 Personal emergency	**English** • Recognise that ideas in literary texts can be conveyed from different viewpoints • Use interaction skills and choose appropriate vocabulary for different audiences **Maths** • Construct displays, including column graphs and tables, appropriate for specific data type **Drama** • Explore dramatic action, empathy to develop characters and situations
Term 2 Relationships	Reliable sources of information that inform health, safety and well-being, such as: • Internet-based information • Community health organisations • Publications and other media Skills and strategies to establish and manage relationships over time, such as: • Exploring why relationships change • Assessing the impact of changing relationships on wellbeing • Building new friendships • Dealing with bullying and harassment	**Topic 1: Rights and responsibilities** 1.2 United Nations Convention on the Rights of the Child **Topic 2: Identity and relationships** 2.2 Gender stereotypes 2.4 Relationships circle **Topic 3: Power in relationships** 3.1 Explori9ng a definition of power 3.3 Understand tricks and bribes 3.5 Discuss bullying as an abuse of power **Topic 4:Trust and networks** 4.2 Developing a trusted network 4.3 Network letters	**English** • Recognise that ideas in literary texts can be conveyed from different viewpoints • Use interaction skills and choose appropriate vocabulary for different audiences **Maths** • Construct displays, including column graphs and tables, appropriate for specific data type **Drama** • Explore dramatic action, empathy to develop characters and situations
Term 3 Recognising and reporting abuse	Ways that individuals and groups adapt to different contexts and situations Changes associated with puberty which vary with individuals: • Physical • Mental • Emotional Skills and strategies to establish and manage relationships over time, such as: • Exploring why relationships change • Assessing the impact of changing relationships on wellbeing • Building new friendships • Dealing with bullying and harassment	**Topic 1: Privacy and the body** 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Discuss Ok and not OK **Topic 2: Recognising abuse** 2.2 Define abuse 2.3 Physical abuse 2.5 Identify neglect 2.7 Discuss sexual abuse 2.8 Discuss domestic and family violence **Topic 3: Cyber safety** 3.2 Video media and computer games 3.4 Internet safety 3.5 Examine and discuss photos and images	**English** • Recognise that ideas in literary texts can be conveyed from different viewpoints • Use interaction skills and choose appropriate vocabulary for different audiences **Maths** • Construct displays, including column graphs and tables, appropriate for specific data type
Term 4 Protective strategies	Reliable sources of information that inform health, safety and well-being, such as: • Internet-based information • Community health organisations • Publications and other media Ways in which inappropriate emotional responses impact on relationships, such as: • Loss of trust • Fear • Loss of respect	**Topic 1: Strategies for keeping safe** 1.3 Observational skills 1.4 'What if…' problem solving 1.5 POOCH problem solving 1.7 Scenarios dealing with abuse issues **Topic 2: Network review and community support** 2.1 Network review 2.2 Local network supports 2.3 Persistence	**English** • Recognise that ideas in literary texts can be conveyed from different viewpoints • Use interaction skills and choose appropriate vocabulary for different audiences **Drama** • Explore dramatic action, empathy to develop characters and situations

KS:CPC WA Curriculum Mapping Year 6

Topic	WA Curriculum Content Descriptor	KS:CPC Activities	Links to other Learning Areas
Term 1 The right to be safe	Strategies that promote a healthy lifestyle, such as • Refusing medicines, tobacco, alcohol or drugs • Improving the nutritional value in meals • Being safe in an online environment Situations in which emotions can influence decision-making: • In peer group • With friends • With family • During sporting or physical activities	**Topic 1: Warning signs** 1.1 Explore the right to be safe **Topic 2: Risk-taking and emergencies** 2.1 Using stories to explore risk-taking 2.2 Use stories to explore emergencies **Topic 1: Warning signs** 1.1 Explore the right to be safe 1.2 Understand warning signs in unsafe situations	**English** • Identify and explain how analytical images contribute to our understanding of verbal information • Compare texts, including media, that represent ideas and events in different ways • Participate in, and contribute to discussions • Use interaction skills appropriate for audience **Maths** • Interpret and compare a range of data displays

Term 2
Relationships
	Examine ways that personal identities change over time
	
	Skills to establish and manage positive relationships, such as:
	• Showing respect and empathy
	• Being cooperative
	• Actively listening
	• Being trustworthy
	• Accepting differences
	
	Criteria that can be applied to sources of information to assess their credibility
		Topic 1: Rights and responsibilities
		1.1 Explore children's rights
		Topic 2: Identity and relationships
		2.1 Explore relationships
		2.2 Define healthy and unhealthy relationships
		Topic 3: Power in relationships
		3.1 Define and examine the use of power
		   Explore the use of power in the media.
		   Discuss powerful people in the media
		3.6 Explore bullying
		3.9 Discuss the school's policy on bullying
		Topic 4: Trust and networks
		4.1 Trust activities
		4.2 Discuss the use of trusted networks
			English
			• Identify and explain how analytical images contribute to our understanding of verbal information
			• Compare texts, including media, that represent ideas and events in different ways
			• Participate in, and contribute to discussions
			• Use interaction skills appropriate for audience
			
			Maths
			• Interpret and compare a range of data displays
			Drama
			• Explore dramatic action, empathy in improvisations

Term 3 Recognising and reporting abuse	Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: • Minimizing and managing conflict • Recognizing and building self-esteem • Selecting and managing relationships Strategies that promote a healthy lifestyle, such as • Refusing medicines, tobacco, alcohol or drugs • Improving the nutritional value in meals • Being safe in an online environment Skills to establish and manage positive relationships, such as: • Showing respect and empathy • Being cooperative • Actively listening • Being trustworthy • Accepting differences	**Topic 1: Privacy and the body** 1.1 Define public and private 1.2 Use the anatomic names for sexual body parts **Topic 2: Recognising abuse** 2.2 Define abuse 2.3 Abuse scenarios including drugs and alcohol 2.4 Warning sign scenarios involving alcohol 2.5 use stories to identify neglect and physical and emotional abuse 2.7 Scenarios identifying sexual abuse **Topic 3: Cyber safety** 3.1 Use stories to examine internet risks 3.2 Use scenarios to examine online abuse 3.5 Develop a cyber safety fact sheet	**English** • Identify and explain how analytical images contribute to our understanding of verbal information • Compare texts, including media, that represent ideas and events in different ways • Use interaction skills appropriate for audience **Maths** • Interpret and compare a range of data displays
Term 4 Protective strategies	Strategies that promote a healthy lifestyle, such as • Refusing medicines, tobacco, alcohol or drugs • Improving the nutritional value in meals • Being safe in an online environment Situations in which emotions can influence decision-making: • In peer group • With friends • With family • During sporting or physical activities	**Topic 1: Strategies for keeping safe** 1.1 Use the "Trust, talk, take control" problem-solving model 1.2 Examine risky situations and problem-solving 1.6 Explore resilience 1.7 Use resilient language **Topic 2: Network review and community support** 2.1 Review a network 2.4 Use stories to explore persistence	**English** • Identify and explain how analytical images contribute to our understanding of verbal information • Participate in, and contribute to discussions • Use interaction skills appropriate for audience **Maths** • Interpret and compare a range of data displays **Drama** • Explore dramatic action, empathy in improvisations

Keeping Safe Curriculum Years 6-9

	Years 6-9 Curriculum	Learning Areas
Term 1 The right to be safe	**Topic 1: Warning Signs** 1.1 Exploring Theme: "We all have the right to be safe" 1.2 Warning signs 1.3 What if someone does not have warning signs? 1.4 Relaxation activity **Topic 2: Risk-taking & Emergencies** 2.1 Risk-taking 2.2 Exploring emergencies 2.3 Planning for a serious emergency	**Topic 1: Warning Signs** 1.1 Year 6& 8 Health – Year 7 & 8 KSD 1.2 Year 6 Health – Year 7 DT – Year 7&8 KSD - Year 9 English 1.3 Year 7 KSD – Year 8 Health 1.4 Year 7&8 KSD, PDP and RE Year 9 PCP, RE & Health **Topic 2: Risk Taking & Emergencies** 2.1 Year 6,7&9 Health – Year 8 KSD – Year 9 PCP 2.2 Year 6,7&9 Health – Year 9 PCP 2.3 Year 7&9 Health – Year 7&8 KSD - Year 9 PCP
Term 2 Relationships	**Topic 1: Rights and responsibilities** 1.1 What rights do children and young people have? 1.2 Rights and responsibilities in close relationships **Topic 2: Identity and relationships** 2.1 Exploring relationships 2.2 Healthy & Unhealthy relationships 2.3 Construction of gender **Topic 3: Power in relationships** 3.1 Types and use of power 3.2 Positive use or abuse of power 3.3 Power in relationships 3.4 Guilt 3.5 Power and gender 3.6 Characteristics of bullying 3.7 Bullies and people who are bullied **Topic 3: Power in relationships (continued)** 3.8 Bystanders 3.9 School Policy on bullying **Topic 4: Trust and networks** 4.1 Trust 4.2 Trusted networks	**Topic 1: Rights and responsibilities** 1.1 Year 6,8&9 Health – Year 8&9 HASS 1.2 Year 7&8 KSD – Year 8&9 HASS and Health **Topic 2: Identity and relationships** 2.1 Year 6,8&10 Health – Year 7 English – Year 10 PCP 2.2 Year 6&8 Health – Year 7&8 KSD – Year7 English - Year 8 RE - Year 9 PCP 2.3 Year 8 RE **Topic 3: Power in relationships** 3.1 Year 6&8 Health – Year 9 English 3.2 Year 7 Eng – Year 8 Health 3.3 Year 7 Eng – Year 8 Health 3.4 Year 9 RE 3.5 Year 9 Eng 3.6 Year 6 Health – Year 7&9 PCP – Year 8&9 Maths 3.7 Year 7&9 PCP – Year 7 English **Topic 3: Power in relationships (continued)** 3.8 Year 7&9 PCP – Year 7 English – Year 8 Health 3.9 Year 6 Health – Year 7&9 PCP – Year 8 Health and DT **Topic 4: Trust and networks** 4.1 Year 6 Health 4.2 Year 6 Health – Year 7&8 KSD

Keeping Safe Curriculum Years 6-9 continued

	Years 6-9 Curriculum	Learning Area
Term 3 Recognising and reporting abuse	**Topic 1: Privacy and the body** 1.1 Defining public and private 1.2 Privacy 1.3 Parts of the body **Topic 2: Recognising abuse** 2.1 Revisit group norms 2.2 Defining abuse 2.3 Recognising abuse 2.4 Using warning signs to recognise abuse 2.5 Neglect and physical and emotional abuse 2.6 Why is it difficult to talk about sexual abuse? 2.7 Sexual abuse 2.8 Dating violence **Topic 3: Cyber safety** 3.1 Being aware on the internet 3.2 Online abuse 3.3 Abuse using mobile phones 3.4 Sexting 3.5 Developing a Cyber safety fact sheet 3.6 Cyber safety and the law **Topic 4: Domestic and family violence** 4.1 What is domestic and family violence 4.2 Effects of domestic and family violence on children 4.3 Myths about domestic and family violence 4.4 Bystander intervention	**Topic 1: Privacy and the body** 1.1 Year 6&7 Health – Year 8 KSD – Year 9 Health 1.2 Year 6 Health – Year 7 Health – Year 7&8 KSD 1.3 Year 7 Health – Year 7&8 Science – Year 9 Health **Topic 2: Recognising abuse** 2.1 Year 7&8 KSD 2.2 Year 6 Health 2.3 Year 6 Health – Year 7&8 KSD 2.4 Year 6 Health – Year 7&8 KSD 2.5 Year 6 Health 2.6 Year 8 KSD 2.7 Year 6 Health – Year 7&8 KSD 2.8 Year 8 KSD and Health **Topic 3: Cyber safety** 3.1 Year 6 Health – Year 7 KSD – Year 8&9 Health 3.2 Year 6 Health – Year 7 KSD – Year 9 Health 3.3 Year 7&8 KSD – Year 8&9 Health 3.4 Year 8 KSD 3.5 Year 6 Health – Year 7 DT 3.6 Year 8 KSD **Topic 4: Domestic and family violence** 4.1 Year 8 KSD and HASS 4.2 Year 8 KSD 4.3 Year 8 KSD 4.4 Year 7&8 KSD
Term 4 Protective strategies	**Topic 1: Strategies for keeping safe** 1.1 Trust, talk, take control 1.2 Problem solving 1.3 Assertiveness 1.4 Strategies for talking about difficult topics 1.5 Strategies when a friend discloses 1.6 Exploring resilience 1.7 Language of resilience **Topic 2: Network review and community support** 2.2 Network support card 2.3 Community support networks 2.4 Persistence	**Topic 1: Strategies for keeping safe** 1.1 Year 6&9 Health – Year 7&8 KSD 1.2 Year 6 Health 1.3 Year 9 Health 1.4 Year 8&9 Health 1.5 Year 8 PCP – Year 9 Health 1.6 Year 6&8 Health – Year 9 PCP 1.7 Year 6&8 Health – Year 9 PCP **Topic 2: Network review and community support** 2.1 Year 9 PCP 2.3 Year 7&8 KSD - Year 9 PCP 2.4 Year 6 Health - Year 9 PCP

Keeping Safe Curriculum Years 10-12

Topic	Years 10 – 12 Curriculum	Learning Areas
Term 1 The right to be safe	**Topic 1: Risk-taking and emergencies** 1.1 Reviewing warning signs 1.2 Assessing risk 1.3 Positive psychology **Topic 2: Psychological pressure and manipulation** 2.1 Defining psychological pressure and manipulation 2.2 Examples of psychological pressure and manipulation 2.3 Persuasive debate	**Topic 1: Risk-taking and emergencies** 1.1 Year 10 Health 1.2 Year 10 Health 1.3 Year 11 PCP **Topic 2: Psychological pressure and manipulation** 2.1 Year 10 RE – Year 11 PAIR 2.2 Year 11 PAIR & History 2.3 Year 11 PAIR
Term 2 Relationships	**Topic 1: Rights and responsibilities** 1.1 Rights and Responsibilities 1.2 Abuse of Rights 1.3 Sexual Consent 1.4 Rights and responsibilities in intimate relationships **Topic 2: Identity and relationships** 2.1 Healthy and Unhealthy relationships 2.2 Gender as a social construction 2.3 Gender stereotypes **Topic 3: Power in relationships** 3.1 Types and use of power 3.2 Discrimination 3.3 Sexual Harassment 3.4 Positive us or abuse of power **Topic 4: Trust and networks** 4.1 Networks 4.2 Peer Networks	**Topic 1: Rights and responsibilities** 1.1 Year 10 Health – Year 11 PAIR 1.2 Year 10 Health – Year 11 PAIR 1.3 Year 10 Health – Year 11 PAIR 1.4 Year 11 PAIR **Topic 2: Identity and relationships** 2.1 Year 10 RE & Health 2.2 Year 10 RE – Year 11 PAIR & Arts 2.3 Year 10 RE – Year 11 PAIR & Arts **Topic 3: Power in relationships** 3.1 Year 10 Health 3.2 Year 10 English 3.3 Year 10 Health 3.4 Year 10 English **Topic 4: Trust and networks** 4.1 Year 10 RE & Health – Year 11 & 12 RE 4.2 Year 10, 11 & 12 RE
Term 3 Recognising and reporting abuse	**Topic 1: Privacy and the body** 1.3 Health & Safety **Topic 2: Recognising abuse** 2.1 Types of Abuse 2.2 Abuse in Relationships 2.3 Sexual Abuse 2.4 Grooming 2.5 Dating violence and Date Rape **Topic 3: Cyber safety** 3.1 Cyberbullying 3.2 Sexting 3.5 Digital Reputation **Topic 4: Domestic and family violence** 4.1 Exploring domestic and family violence 4.2 Underlying issues of domestic and family violence 4.3 Cycle of violence 4.4 Bystander intervention	**Topic 1: Privacy and the body** 1.1 Year 10 Health **Topic 2: Recognising abuse** 2.1 Year 12 RE 2.2 Year 10 Health – Year 11 PAIR – Year 12 RE 2.3 Year 11 PAIR 2.4 Year 10 PCP 2.5 Year 10 Health – Year 11 PAIR **Topic 3: Cyber safety** 3.1 Year 10 PCP 3.2 Year 10 PCP 3.3 Year 10 PCP **Topic 4: Domestic and family violence** 4.1 Year 11 PAIR – Year 12 RE 4.2 Year 11 PAIR – Year 12 RE 4.2 Year 11 PAIR – Year 12 RE 4.3 Year 11 PAIR – Year 12 RE 4.4 Year 11 PAIR – Year 12 RE
Term 4 Protective strategies	**Topic 1: Strategies for keeping safe** 1.1 Situations for self-protection 1.2 Problem solving strategies 1.3 Effective communication **Topic 2: Network review and community support** 2.1 Networks as self-protection 2.3 Reviewing support service	**Topic 1: Strategies for keeping safe** 1.1 Year 10 Health – Year 12 Pastoral Day 1.2 Year 10 Health – Year 11 PCP – Year 12 Pastoral Day 1.3 Year 10 Health **Topic 2: Network review and community support** 2.1 Year 10 Health – Year 11 RE & PCP – Year 12 RE 2.3 Year 10 Health – Year 11 PCP