

KENNEDY PROTECTIVE BEHAVIOURS CURRICULUM: YEARS 7-9

	Focus Area: The right to be safe	Relationships	Recognising and reporting abuse	Protective strategies
Year 7	<p>Topic 1: Safety and risk-taking</p> <p>1.2 Risk-taking (H/T)</p> <p>1.3 Exploring resiliency (H/T)</p> <p>Topic 2: Warning signs and emergencies</p> <p>2.1 Warning signs in unsafe situations (T)</p> <p>2.2 What if someone does not have warning signs? (T)</p> <p>2.3 A-Z examples of psychological pressure, manipulation and 'brainwashing' (T)</p> <p>2.4 Exploring emergencies (T)</p> <p>2.5 Planning for a serious emergency (T)</p> <p>2.6 Relaxation activity (T)</p>	<p>Topic 1: Rights and responsibilities in relationships</p> <p>1.1 What rights do children and young people have? (T)</p> <p>1.2 Exploring relationships (H)</p> <p>1.3 Defining healthy relationships (H)</p> <p>1.4 Trust (H)</p> <p>1.5 Networks (H)</p> <p>1.6 Personal relationship circle (H)</p> <p>Topic 2: Power in relationships</p> <p>2.1 Defining power (T)</p> <p>2.2 Use of power (T)</p> <p>2.3 Power in relationships (T)</p> <p>2.4 Use or abuse of power (T)</p> <p>2.5 Guilt (T)</p> <p>Topic 3: Bullying as an abuse of power</p> <p>3.1 Characteristics of bullying (H)</p> <p>3.2 Bullies and people who are bullied (H)</p> <p>3.3 Bystanders (H)</p> <p>3.4 Futures (H)</p> <p>3.5 School policy on bullying (H)</p>	<p>Topic 1: Recognising abuse</p> <p>1.1 Revisit group norms</p> <p>1.2 Personal space (H)</p> <p>1.3 Defining public and private (H)</p> <p>1.4 Privacy (H)</p> <p>1.5 Anatomical names (H)</p> <p>1.6 Defining abuse (T)</p> <p>1.7 Recognising abuse (T)</p> <p>1.8 Using warning signs to recognise abuse (T)</p> <p>Topic 2: Identifying abuse and neglect</p> <p>2.1 Neglect and physical and emotional abuse (T)</p> <p>2.5 Domestic violence (T)</p> <p>Topic 3: Electronic media abuse</p> <p>3.1 Being aware on the internet (H)</p> <p>3.2 Online abuse (H)</p> <p>3.3 Abuse using mobile devices (H)</p> <p>3.4 Sexting (H)</p> <p>3.5 Developing an electronic media safety brochure (H)</p> <p>3.6 Exploring legal implications of electronic media abuse (H)</p>	<p>Topic 1: Problem-solving strategies</p> <p>1.3 Assertiveness (T/H)</p> <p>1.4 Strategies for talking about difficult topics (T/H)</p> <p>1.5 Strategies when a friend discloses (T)</p> <p>1.6 Language of resilience (T/H)</p> <p>1.7 Persistence (T)</p> <p>Topic 2: Network review and community support</p> <p>2.1 Network review challenge (T)</p> <p>2.2 Network support card (T)</p> <p>2.3 Community support networks (T)</p>

H = Health Classes I = Incursion T = Thrive Course

EF = Extended form Pastoral Care program

Reference Keeping Safe: Child Protection Curriculum, SA Government

	Focus Area: The right to be safe	Relationships	Recognising and reporting abuse	Protective strategies
Year 8	<p>Topic 1: Safety and risk-taking</p> <p>1.1 Exploring Theme 1 'We all have the right to be safe' (T/H)</p> <p>1.3 Exploring resiliency (H)</p> <p>Topic 2: Warning signs and emergencies</p> <p>2.1 Warning signs in unsafe situations (T)</p> <p>2.2 What if someone does not have warning signs? (T)</p> <p>2.3 A-Z examples of psychological pressure, manipulation and 'brainwashing'</p> <p>2.4 Exploring emergencies (T)</p> <p>2.5 Planning for a serious emergency (T)</p> <p>2.6 Relaxation activity (T)</p>	<p>Topic 1: Rights and responsibilities in relationships</p> <p>1.1 What rights do children and young people have? (H)</p> <p>1.2 Exploring relationships (H / EF)</p> <p>1.3 Defining healthy relationships (H / EF)</p> <p>1.4 Trust (H / EF)</p> <p>1.5 Networks (H / EF)</p> <p>1.6 Personal relationship circle (H)</p> <p>Topic 2: Power in relationships</p> <p>2.1 Defining power (H)</p> <p>2.2 Use of power (H)</p> <p>2.3 Power in relationships (H / EF)</p> <p>2.4 Use or abuse of power (H)</p> <p>2.5 Guilt (H)</p> <p>2.6 Power and the construction of gender (H /EF)</p>	<p>Topic 1: Recognising abuse</p> <p>1.1 Revisit group norms (H)</p> <p>1.2 Personal space (H)</p> <p>1.3 Defining public and private (H)</p> <p>1.4 Privacy (H)</p> <p>1.5 Anatomical names (H)</p> <p>1.6 Defining abuse (T/H)</p> <p>1.7 Recognising abuse (T/H)</p> <p>1.8 Using warning signs to recognise abuse (T/H)</p> <p>Topic 2: Identifying abuse and neglect</p> <p>2.1 Neglect and physical and emotional abuse (T/EF)</p> <p>2.2 Why is it difficult to talk about sexual abuse ? (T/EF)</p> <p>2.3 Sexual Abuse (H)</p> <p>2.4 Dating violence (H)</p>	<p>Topic 1: Problem-solving strategies</p> <p>1.1 Trust, talk, take control (T)</p> <p>1.2 Problem-solving card activity (T)</p> <p>1.5 Strategies when a friend discloses (T)</p> <p>1.6 Language of resilience (T)</p> <p>1.7 Persistence (T)</p> <p>Topic 2: Network review and community support</p> <p>2.1 Network review challenge (T)</p> <p>2.2 Network support card (T)</p> <p>2.3 Community support networks (T)</p>
Year 9	<p>Topic 1: Safety and risk-taking</p> <p>1.2 Risk taking (H / EF)</p> <p>1.3 Exploring resiliency (H / EF)</p> <p>Topic 2: Warning signs and emergencies</p> <p>2.1 Warning signs in unsafe situations (EF)</p> <p>2.2 What if someone does not have warning signs? (EF)</p> <p>2.3 A-Z examples of psychological pressure, manipulation and 'brainwashing' (EF)</p> <p>2.4 Exploring emergencies (EF)</p> <p>2.5 Planning for a serious emergency (EF)</p> <p>2.6 Relaxation activity (EF)</p>	<p>Topic 1: Rights and responsibilities in relationships</p> <p>1.1 What rights do children and young people have? (EFI)</p> <p>1.2 Exploring relationships (H / EF)</p> <p>1.3 Defining healthy relationships (H / EF)</p> <p>1.4 Trust (H)</p> <p>1.5 Networks (H)</p> <p>1.6 Personal relationship circle (H)</p> <p>Topic 2: Power in relationships</p> <p>2.1 Defining power (H)</p> <p>2.2 Use of power (H)</p> <p>2.3 Power in relationships (H+EF)</p> <p>2.4 Use or abuse of power (H)</p> <p>2.5 Guilt (H)</p> <p>Topic 3: Bullying as an abuse of power</p> <p>3.1 Characteristics of bullying (H/I)</p> <p>3.2 Bullies and people who are bullied (H/I)</p> <p>3.3 Bystanders (H/I)</p> <p>3.4 Futures (H/I)</p> <p>3.5 School policy on bullying (H/I)</p>	<p>Topic 1: Recognising abuse</p> <p>1.1 Revisit group norms (H)</p> <p>1.2 Personal space (H)</p> <p>1.3 Defining public and private (H/EF)</p> <p>1.4 Privacy (H)</p> <p>1.5 Anatomical names (H)</p> <p>1.6 Defining abuse (EF)</p> <p>1.7 Recognising abuse (EF)</p> <p>1.8 Using warning signs to recognise abuse (EF)</p> <p>Topic 2: Identifying abuse and neglect</p> <p>2.1 Neglect and physical and emotional abuse (EF)</p> <p>2.5 Domestic violence (EF/H)</p> <p>Topic 3: Electronic media abuse</p> <p>3.1 Being aware on the internet (H)</p> <p>3.2 Online abuse (H)</p> <p>3.3 Abuse using mobile devices (EF)</p> <p>3.4 Sexting (EF)</p> <p>3.5 Developing an electronic media safety brochure</p> <p>3.6 Exploring legal implications of electronic media abuse (H)</p>	<p>Topic 1: Problem solving strategies</p> <p>1.3 Assertiveness (H+EF)</p> <p>1.4 Strategies for talking about difficult topics (H)</p> <p>1.5 Strategies when a friend discloses (H)</p> <p>1.6 Language of resilience (H+EF)</p> <p>1.7 Persistence (H)</p> <p>Topic 2: Network review and community support</p> <p>2.1 Network review challenge (H)</p> <p>2.2 Network support card (H)</p> <p>2.3 Community support networks (H)</p>

H = Health Classes I = Incursion T = Thrive Course

EF = Extended form Pastoral Care program (e.g.: Strength and Shine – Yr 9's)

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