

Focus Area 1 RIGHT TO BE SAFE	Focus Area 2 RELATIONSHIPS	Focus Area 3 RECOGNISING & REPORTING ABUSE	Focus Area 4 PROTECTIVE STRATEGIES
<p>Topic 1: Risk-taking and Emergencies</p> <p>1.1 Reviewing warning signs (HED) 1.2 Assessing risk (HED) 1.3 Positive psychology (HED) 1.4 Listen to music for relaxation and imagination (M)</p>	<p>Topic 1: Rights and Responsibilities</p> <p>1.1 Rights and responsibilities (HED, CS, HUM -Year10) 1.2 Abuse of rights (CS) 1.3 Sexual consent (EPCG) 1.4 Rights and responsibilities in intimate relationships (EPCG)</p>	<p>Topic 1: Privacy and the Body</p> <p>1.1 Your body (EPCG – Wellbeing Journals) 1.2 Privacy Health and Safety (EPCG – Wellbeing Journals)</p>	<p>Topic 1: Strategies for Keeping Safe</p> <p>1.1 Situations for self-protection (EPCG) 1.2 Problem-solving strategies (EPCG) 1.3 Effective communication (DR) 1.5 Role-play to demonstrate listening skills and practice responses (DR) 1.6 Role play scenarios about resilience (DR)</p>
<p>Topic 2: Psychological Pressure and Manipulation</p> <p>2.1 Defining psychological pressure and manipulation (HUM) 2.2 Examples of psychological pressure and manipulation (HED - Year 10) 2.3 Persuasive debate (ENG)</p>	<p>Topic 2: Identity and Relationships</p> <p>2.1 Explore relationships (HED, U) 2.2 Gender as a social construction(ENG,DR, CE) 2.3 Gender stereotypes (ENG)</p>	<p>Topic 2: Recognising Abuse</p> <p>2.1 Types of abuse (ENG, CS) 2.2 Abuse in relationships (ENG) 2.3 Sexual abuse (EPCG) 2.4 Grooming (EPCG) 2.5 Dating violence and date rape (EPCG – Willcox) 2.6 Myths and realities about child abuse (EPCG) 2.7 Explore poems about sexual abuse (ENG -Years 11 and 12)</p>	<p>Topic 2: Network Review and Community Support</p> <p>2.1 Networks as self-protection (EPCG) 2.2 Intervention orders 2.3 Reviewing support services (EPCG)</p>
<p>Topic 3: Power in Relationships</p> <p>3.1 Types and use of power (EPCG) 3.2 Discrimination (EPCG) 3.3 Sexual harassment (EPCG) 3.4 Positive use or abuse of power (EPCG)</p>	<p>Topic 3: Cyber Safety</p> <p>3.1 Cyberbullying – Types of power (CS, DR, VA) 3.2 Sexting – Discrimination and the law (CS, HUM - Year10) 3.3 Digital reputation (EPCG) 3.4 Explore the construction of gender and stereotyping (HED, ENG, DR, VA, CE) 3.5 Brainstorm the characteristics of bullying and harassment (HED, ENG)</p>	<p>Topic 3: Online Leadership</p> <p>3.1 Types of abuse (TECH) 3.2 Online safety and laws (ENG - Social Networking, TECH) 3.3 Cyberbullying/reporting (TECH) 3.4 Image based abuse (ENG, TECH) 3.5 Digital reputation (TECH)</p>	
<p>Topic 4: Trust and Networks</p> <p>4.1 Networks 4.2 Peer networks</p>	<p>Topic 4: Domestic and Family Violence</p> <p>4.1 Exploring domestic and family violence (CS, M) 4.2 Underlying issues of domestic and family violence (CS) 4.3 Cycle of violence (M, VA) 4.4 Bystander intervention (EPCG)</p>	<p>Topic 4: Domestic and Family Violence</p> <p>4.1 Explore domestic and family violence and discuss support services available to support (HED, CS, M) 4.2 Bystander intervention (HED)</p>	

Legend

Extended Pastoral Care Program – EPCG
Health and Physical Education - HED
Christian Education – CE
Humanities – HUM
English – ENG
Technologies – TECH
Child Studies - CS
Visual Arts - VA
Music - M
Drama – DR
Media – MED
UNITE - U

Reference

Keeping Safe: Child Protection Curriculum, SA Government

Extended PCG

- Red Frogs – Party safety, Life after school and Leavers safety
- AWE Survey
- Zero2Hero – Mental Health
- Choizes
- Jane Genovese
- Sexting
- Ysafe
- Sergeant Gary Menzies