



Scope and Sequence — Learning Intent

Prep to Year 12

* New concept 2022 Δ Strengthened ✓ Consent education #Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

Teachers make decisions on how this program is implemented, and will use the resources as best suits the needs of their students.

Topic 1: Personal and social awareness

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme A	Emotional awareness	Emotional responses and empathy *	Gender stereotypes, choices and behaviours *	Influences on personal identity *	Managing emotions Δ	Media and stereotypes *	Theme A Human rights *	Theme C Power dynamics in relationships Δ
Key concepts	People experience a range of feelings in different situations.	Emotional responses to safe and unsafe situations can be shown in body language. *	Gender stereotypes influence choices and behaviours. Gender stereotypes evolve from culture, history and social expectations.	People, popular culture and the media influence self-identity. *	Emotional awareness supports self-regulation.	Gender identities represented in the media can be challenged. *	Key idea 1 Human rights and ethical responsibilities Key idea 2 Human rights for diverse groups Key idea 3 Human rights in intimate relationships *	Key idea 1 Power dynamics influence relationships Key idea 2 Gendered drivers of violence against women Key idea 3 Consent and coercive control ✓ Key idea 4 Changing the power narrative ✓
Learning intent	Students will: > identify and describe different feelings (emotions) (happy, sad, excited, tired, angry, scared or confused) > use appropriate language to make connections between feelings, body reactions and body language. Δ	Students will: > use their senses to recognise safe and unsafe situations > make connections between sensory information and emotions > role-play how to respond to safe and unsafe situations. *	Students will: > understand the concepts assigned sex, gender, and gender stereotypes > understand how aspects of culture, history and social expectations influence choices and behaviours of genders. *	Students will: > explore how people, popular culture and the media influence their developing identities. *	Students will: > analyse the personal, social and cultural factors that influence emotional responses > identify coping, communication and problem-solving skills and strategies used to self-regulate in emotional situations > select, apply and justify skills and strategies to manage changes and transitions associated with the emotional landscape of adolescence. *	Students will: > identify how gender is represented in the media > investigate how media representations of gender can impact personal identity > explain the influence of gender expectations in the media on designating roles within relationships. *	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.

Prep to Year 12

* New concept 2022 ✓ Consent education △ Strengthened # Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme B	Personal strengths	Changing responsibilities △	Impact of gender expectations: Social expectations *	Valuing diversity *	Gender stereotypes *	Emotional self-regulation *	Theme B Laws informing respectful relationships △ *	Theme D Respectful relationships △
Key concepts	An individual's interests and strengths help shape their identity. *	Responsibilities change with growing independence and maturity in behaviour.	Gender expectations/ stereotypes can be harmful, unfair or are unequal. Rights, respect, fairness and equality are ethical concepts. *	Valuing diversity positively impacts on identities and wellbeing.	Gender equality promotes fair outcomes.	Appropriate emotional responses support self-respect and respect for others. *	Key idea 1 Queensland sexual consent laws and mandatory reporting * # Key idea 2 Australian discrimination laws * Key idea 3 Legislating against coercive control * ✓	Key idea 1 Respect across social and cultural contexts △ Key idea 2 Interpersonal skills in social contexts △ Key idea 3 Reflecting on the respect in my relationships △
Learning intent	Students will: > identify their strengths and interests and how these contribute to their identity.	Students will: > define and understand age-appropriate responsibilities > identify and discuss tasks they can do now that they are older > identify how they can take responsibility for their body and keep their body safe.	Students will: > identify gender expectations that might be harmful and unfair > discuss rights, respect, fairness and equality in the context of gender stereotypes. *	Students will: > challenge unfair stereotypes about minority groups to promote the wellbeing of others > promote positive identities for minority groups to support wellbeing. *	Students will: > identify gender stereotypes for all genders > analyse data about the impact of gender stereotypes > identify and evaluate strategies to manage negative impacts of gender stereotypes. *	Students will: > explain the meanings of self-respect and respect for others * > describe emotional responses that show respect for self and others. *	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.

Prep to Year 12

* New concept 2022 ✓ Consent education △ Strengthened # Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

Topic 2: Respectful interactions

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme A	Interacting positively with others △	Friendship, inclusion and belonging △	Upholding human rights *	Power in peer, family and community relations	Proactive communication △	Advocating for gender equality *	Theme A Self-regulation in relationships △	Theme C Negotiation within relationships △
Key concepts	Interacting positively with others requires respectful and safe behaviour.	Respect, care and kindness are qualities of good friendship. Gender inclusive behaviours build respect and inclusion.	Human rights remind us to value ourselves, diversity and to treat others respectfully and equally. *	Peer, family and community relationships involve management of power. * ✓	Power within relationships is addressed through proactive communication strategies. ✓	Advocating for gender equality and equitable outcomes involves respecting human rights.	Key idea 1 Empathy skills Key idea 2 Anger management skills Key idea 3 Assertiveness in relationships ✓ Key idea 4 Managing relationship pressures ✓ Key idea 5 Conflict resolution △	Key idea 1 The negotiation process Key idea 2 Practising negotiation skills Key idea 3 Seeking, giving and denying sexual consent * ✓
Learning intent	Students will: > explore and practise respectful behaviours (for example: sharing, following directions, manners, kind talk and actions, cooperation, listening and consent) when cooperating with others ✓ > identify situations when they need to use safe behaviours. *	Students will: > identify the qualities of good friendship > practise respectful communication using appropriate language, encouraging and including others > identify how it feels to be included and excluded.	Students will: > understand the relationship between human rights, responsibilities and respect for self and others > practise human rights, including asserting own rights and defending others' rights. *	Students will: > understand the concepts of power, control and coercion > examine the impact of the balance of power on relationships. *	Students will: > examine the meanings of aggressive, submissive, assertive and passive, as applied to communication within relationships > identify overt and covert ways that power operates within relationships > identify and practise proactive strategies for assertive communication, including refusing. *	Students will: > explain the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships, sometimes leading to violence supportive attitudes and behaviours > propose countermeasures to prevent these attitudes and behaviours, and support human rights. *	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.

Prep to Year 12

* New concept 2022 ✓ Consent education △ Strengthened # Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme B	Including others △	Gender respect *	Challenging gender stereotypes *	Conflict management △	Promoting inclusion △	Ethical decision making △	Theme B Ethical decision making △	Theme D Advocating for equality △
Key concepts	Including others is important to develop a sense of belonging. *	Girls and boys should be afforded equal rights, respect and opportunities.	Gender stereotypes can be challenged to achieve fairness and equality. Respectful agreement and disagreement can address unfairness and inequality related to gender expectations.	Emotional responses influence behaviour and relationships. Conflict situations can be diffused and resolved in respectful ways.	Respectful values and beliefs about diversity underpin the building of community.	Respectful relationships involve understanding and managing the nuances of power. * ✓	Key idea 1 Relationship skills Key idea 2 Building an ethical relationship Key idea 3 Using ethics in intimate relationships	Key idea 1 Supporting gender equality Key idea 2 Supporting victims and survivors of gender-based violence Key idea 3 Addressing stereotypes, discrimination and harassment
Learning intent	Students will: > explore what it means to belong > explore how it feels to belong > identify groups to which they belong.	Students will: > explain why gender should not determine or limit activities, achievements and interactions with others > practise challenging unfair gendered labels.	Students will: > identify harms and unfairness in gender biased expectations > propose ways to assert their own and support others' human rights > practise ways to respectfully challenge gender stereotypes	Students will: > explore how appropriate emotional responses and 'I' language can diffuse situations * > select and practise appropriate strategies to diffuse and resolve conflict situations. *	Students will: > identify values and beliefs about cultural and social issues, such as race, ability, gender, sexuality and violence > identify the role that empathy plays in establishing and maintaining relationships across a variety of contexts > apply strategies to resist stereotypes, respect diversity and contribute to inclusive communities.	Students will: > identify positive and negative use of power △ > identify how relationships are impacted by the effects of power balances △ > examine coercive control in abusive relationships * ✓ # > propose actions that can be taken when respect in a relationship is diminished, or when the balance of power causes harm. * ✓ #	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.

Prep to Year 12

* New concept 2022 ✓ Consent education △ Strengthened # Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

Topic 3: Protective behaviours

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme A	Body privacy *	Speaking up about body safety △	Positive coping strategies in gendered situations △	Recognise, respond, report Safety in offline contexts△	Resilient behaviours △	Protective laws *	Theme A Bystanding and upstanding △	Theme C Self-protection (online) △ *
Key concepts	Parts of our bodies are private. *	Body safety is a responsibility.	Resilience, help-seeking and reporting are strategies for coping with uncomfortable or unsafe gendered situations.	Recognise and assess risk in offline contexts and report concerns.	Resilience is required to manage changes and challenges, in life and relationships.	Laws mandate that individuals have rights regarding consent and protection from abuse. * # Ethical decisions may require help seeking and reporting	Key idea 1 Ethical roles of bystanders Key idea 2 Responding to disclosures # Key idea 3 Help-seeking and reporting for gender-based violence # Key idea 4 Men's role in eliminating gender-based violence # Key idea 5 Promoting social change	Key idea 1 Online information, privacy and safety * Key idea 2 Responding to online disrespect *
Learning intent	Students will: > know that some body parts are private and need to be covered in public > identify the anatomical names for private body parts. *	Students will: > review emotional and physical warning signs about body safety > suggest and practise how to stay safe.	Students will: > understand and demonstrate how to respond positively and be resilient in difficult gendered situations, for example: isolation, bullying, harassment and abuse.	Students will: > understand how to recognise, assess and report risky situations in offline contexts > identify preventative strategies for safety in offline contexts, for self and others > identify help-seeking strategies including how to access support services in the school, local community and online, about offline issues > practise responding to risky offline situations, including bullying, sexual harassment and assault. *	Students will: > examine the meaning of the terms 'resilient' and 'resilience' in the context of changes and challenges in life and relationships > articulate changes and challenges in life and relationships that require young people to build resilience online and offline > identify personally relevant and inclusive strategies that young people might use to build resilience. *	Students will: > explain key terms including consent (informed and enthusiastic), abuse, sexual assault, domestic and family violence and coercion*✓# > examine Queensland law for the age of consent, and related consequences for infringement of the law. *✓# > identify options for reporting legal matters about consent and abuse, including contacts for advice and support	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.

Prep to Year 12

* New concept 2022 ✓ Consent education △ Strengthened # Addressing policy requirements (consent education, help seeking and reporting of sex abuse strategies)

	Prep	Years 1–2	Years 3–4	Years 5–6	Years 7–8	Years 9–10	Years 11–12 Themes A–B	Years 11–12 Themes C–D
Theme B	Seeking help from trusted persons *#	Help-seeking and reporting *#	Help-seeking in gendered situations △ #	Recognise, respond, report Safety in online contexts *	Help-seeking and reporting △	Responsible e-behaviour △	Theme B Self-protection (offline) △	Theme D Using the law to protect yourself and others *
Key concepts	We can ask people we trust for help when we feel unsafe or hurt.	People use strategies, including persistence, to seek safety and get help.	Help-seeking and reporting support the rights of self and others, and promote health, safety and wellbeing. Bystanders have an ethical role to support the rights of others.	Recognise and assess risk in online contexts and report concerns. *	Resources are available online and offline to assist young people to communicate health needs.	Consider consequences prior to sending or posting representations of self and others in digital formats.	Key idea 1 Personal values and boundaries Key idea 2 Personal safety in social situations Key idea 3 Asserting personal boundaries *	Key idea 1 Queensland sexual consent laws and mandatory reporting * # Key idea 2 Available assistance * #
Learning intent	Students will: > identify what it feels like to be safe and unsafe > understand they have the right to feel safe and to receive help > identify family, friends and others who they can trust to help them > practise ways to ask for help.	Students will: > identify the meaning of persistence > review the meaning of trust and identify trusted adults from family, friends and the broader community > make distinctions between safe and unsafe secrets > practise ways to stay safe and ask for help.	Students will: > discuss how helpseeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers > understand the ethical implications for bystanders who become aware that support and/or helpseeking are required > practise help-seeking and reporting strategies that promote the health, safety and wellbeing of themselves and/or peers.	Students will: > understand how to recognise and assess, respond and report risky situations, in online contexts > identify preventative strategies for safety for self and others, in online contexts > identify help-seeking strategies including how to access and communicate with support services in the school, local community and online services, about online issues > practise responding to risky situations, including bullying, sexual harassment and assault online. *	Students will: > identify and evaluate protective behaviours, including strategies to use in emergencies > identify and evaluate online and offline mental and physical health resources to seek help for themselves and others > identify and apply helpseeking strategies, including supporting others who are going through challenging times, communicating possible health concerns and persuading others to seek help. *	Students will: > identify the strategies for responsible digital citizenship > explain the positive and negative consequences of posting in digital formats > identify online and offline strategies to deal with challenging or inappropriate e-behaviours and content. *	Years 11–12 are organised under the same three topics as P-10.	In Yrs. 11 & 12 each topic has four themes with key ideas under each theme.