

KENNEDY PROTECTIVE BEHAVIOURS CURRICULUM: YEARS 10-12

	Focus Area: The right to be safe	Relationships	Recognising and reporting abuse	Protective strategies
Year 10	<p>Topic 1: Recognising and assessing risk</p> <p>1.1 Reviewing warning signs (H)</p> <p>1.2 Assessing risk (H)</p> <p>1.3 Relaxation strategy (H)</p> <p>Topic 2: Psychological pressure and manipulation</p> <p>2.1 Defining psychological pressure and manipulation (EF)</p> <p>2.2 Exploring examples of psychological pressure and manipulation (EF)</p>	<p>Topic 1: A matter of rights</p> <p>1.1 What are rights? (H)</p> <p>1.2 Abuse of rights (H)</p> <p>1.3 Care and protection (H)</p> <p>Topic 2: Rights and responsibilities in relationships</p> <p>2.1 Exploring healthy relationships (H)</p> <p>2.2 Exploring unhealthy aspects of relationships (H)</p> <p>2.3 Abuse within relationships (H)</p> <p>2.4 Developing a relationship charter</p> <p>2.5 Rights and responsibilities in sexual relationships (H)</p> <p>2.6 Explaining rights and responsibilities in sexual relationships (H)</p> <p>2.7 Sexual consent (H)</p> <p>2.8 What does 'no' mean? (H)</p> <p>2.9 Networks – general (EF)</p> <p>2.10 Networks – personal (EF)</p> <p>2.11 Being a peer supporter (EF)</p> <p>Topic 3: Power in relationships</p> <p>3.1 Defining power (H)</p> <p>3.2 Levels of power (H)</p> <p>3.3 Discrimination as an abuse of power (H)</p> <p>3.4 Discrimination and the law (H)</p> <p>3.5 Gender as a social construction (EF)</p> <p>3.6 Examining stereotypes (EF)</p> <p>3.7 Sexual harassment as an abuse of power (H)</p> <p>3.8 A sexual harassment scenario (H)</p> <p>3.9 Positive use and abuse of power (H)</p>	<p>Topic 1: Identifying abuse and neglect</p> <p>1.1 Categories of abuse (H)</p> <p>1.4 Cyberbullying (H/EF)</p> <p>1.7 Sexual abuse statistics (H)</p> <p>1.8 Grooming (H)</p> <p>1.9 Abuse case studies (H)</p> <p>1.10 Sexting and digital reputations (H/EF)</p> <p>1.11 Dating violence and date rape (EF)</p> <p>Topic 3: Acting to report abuse and neglect</p> <p>3.1 Protecting children and young people (EF)</p> <p>3.2 Legislated responsibility to protect children</p> <p>3.3 Mandatory notification (EF)</p> <p>3.4 Using communication media focus on abuse (EF)</p>	<p>Topic 1: Protecting yourself</p> <p>1.1 Identifying situations for self-protection (H)</p> <p>1.2 Problem-solving strategies (H)</p> <p>1.3 Networks as a self-protection strategy (H)</p> <p>1.4 Communicating with parents/caregivers (H)</p> <p>1.5 Practising effective communication (H)</p> <p>Topic 2: Community support</p> <p>2.1 Reviewing support services (EF)</p> <p>2.2 Child-safe environments (EF)</p> <p>2.3 Knowledge of community services (H)</p> <p>2.4 Mapping an area or district</p> <p>2.5 Intervention orders</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 11	<p>Topic 1: Recognising and assessing risk</p> <p>1.1 Reviewing warning signs (EF)</p> <p>1.2 Assessing risk (I)</p> <p>1.3 Relaxation strategy (EF)</p> <p>Topic 2: Psychological pressure and manipulation</p> <p>2.1 Defining psychological pressure and manipulation (EF)</p> <p>2.2 Exploring examples of psychological pressure and manipulation (EF)</p>	<p>Topic 1: A matter of rights</p> <p>1.1 What are rights? (I)</p> <p>1.2 Abuse of rights (I)</p> <p>1.3 Care and protection (I)</p> <p>Topic 2: Rights and responsibilities in relationships</p> <p>2.1 Exploring healthy relationships (I)</p> <p>2.2 Exploring unhealthy aspects of relationships (I)</p> <p>2.3 Abuse within relationships (I)</p> <p>2.5 Rights and responsibilities in sexual (I)relationships (I)</p> <p>2.6 Explaining rights and responsibilities in sexual relationships (I)</p> <p>Topic 3: Power in relationships</p> <p>3.1 Defining power (I)</p> <p>3.2 Levels of power (I)</p> <p>3.3 Discrimination as an abuse of power (I)</p> <p>3.4 Discrimination and the law (I)</p>	<p>Topic 1: Identifying abuse and neglect</p> <p>1.1 Categories of abuse (EF)</p> <p>1.2 Myths and realities about child abuse(EF)</p> <p>1.3 Emotional abuse (EF)</p> <p>1.5 Neglect (EF)</p> <p>1.6 Sexual abuse (EF/I)</p> <p>1.9 Abuse case studies (EF)</p> <p>1.10 Sexting and digital reputations (EF)</p> <p>1.12 Research</p> <p>Topic 2: Family violence</p> <p>2.1 Abuse in close, personal relationships (EF/I)</p> <p>2.2 Definition of domestic and family violence</p> <p>2.3 Cycle of violence (I/EF)</p> <p>2.4 Myths about domestic violence (I/EF)</p> <p>2.5 Novels about family relationships</p>	<p>Topic 1: Protecting yourself</p> <p>1.1 Identifying situations for self-protection (I)</p> <p>1.2 Problem-solving strategies (EF/I)</p> <p>1.3 Networks as a self-protection strategy (I)</p> <p>1.4 Communicating with parents/caregivers (EF)</p> <p>1.5 Practising effective communication (EF)</p> <p>Topic 2: Community support</p> <p>2.1 Reviewing support services (I)</p> <p>2.2 Child-safe environments (I)</p> <p>2.3 Knowledge of community services (I)</p> <p>2.4 Mapping an area or district</p> <p>2.5 Intervention orders</p>
Year 12	<p>Topic 2: Psychological pressure and manipulation</p> <p>2.1 Defining psychological pressure and manipulation (EF)</p> <p>2.2 Exploring examples of psychological pressure and manipulation (EF)</p> <p>Focus Area 2: Relationships</p> <p>Topic 2: Rights and responsibilities in relationships</p> <p>2.7 Sexual consent (EF)</p> <p>2.8 What does 'no' mean? (EF)</p> <p>2.9 Networks – general (EF)</p> <p>2.10 Networks – personal (EF)</p> <p>2.11 Being a peer supporter (EF)</p> <p>Topic 3: Power in relationships</p> <p>3.5 Gender as a social construction (EF)</p> <p>3.7 Sexual harassment as an abuse of power (EF)</p> <p>3.9 Positive use and abuse of power(EF)</p>	<p>Focus Area 3: Recognising and reporting</p> <p>Topic 1: Identifying abuse and neglect</p> <p>1.1 Categories of abuse (EF)</p> <p>1.4 Cyberbullying (EF)</p> <p>1.8 Grooming (EF)</p> <p>1.11 Dating violence and date rape (EF)</p> <p>Topic 3: Acting to report abuse and neglect</p> <p>3.1 Protecting children and young people (EF)</p> <p>3.2 Legislated responsibility to protect children (EF)</p> <p>3.3 Mandatory notification (EF)</p> <p>3.4 Using communication media focus on abuse (EF)</p>	<p>Focus Area 4: Protective strategies</p> <p>Topic 1: Protecting yourself</p> <p>1.1 Identifying situations for self-protection (EF)</p> <p>1.2 Problem-solving strategies (EF)</p> <p>1.3 Networks as a self-protection strategy (EF)</p> <p>1.4 Communicating with parents/caregivers</p> <p>1.5 Practising effective communication (EF)</p> <p>Topic 2: Community support</p> <p>2.1 Reviewing support services (EF)</p> <p>2.2 Child-safe environments (EF)</p> <p>2.3 Knowledge of community services (EF)</p> <p>2.4 Mapping an area or district (EF)</p> <p>2.5 Intervention orders (EF)</p>	

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