



### INTRODUCTION

This policy has been developed in accordance with the Department of Education and Training document ***Child Protection Policy: Responding to and reporting students at risk of harm***. This policy sets out roles and responsibilities of staff and the school community in relation to child protection including training, reporting on safety, supporting children and young people, as well as monitoring, evaluation and reporting requirements.

#### 1. Policy statement

##### 1.1

Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk.

##### 1.2

All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.

##### 1.3

Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services.

#### 2. Audience and applicability

##### 2.1

All departmental employees including those in state and network offices, and schools.

##### 2.2

All volunteers and contractors working at Forest Lodge Public School

##### 2.3

Parents and Carers of Forest Lodge Public School

#### 3. Context

##### 3.1

The NSW Government recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.

[Keep Them Safe](#): A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

#### 3.2. Legislation

##### 3.2.1

Children and Young Persons (Care and Protection) Act 1998; Crimes Act 1900, Privacy and Personal Information Protection Act 1998.

Other relevant legislation:

Privacy And Personal Information Protection Act 1998; Health Records And Information Privacy Act 2002; Commission for Children and Young People Act 1998; Ombudsman Act 1974, Education Act

1990

Student Wellbeing Practices and Procedures

### **3.2.2**

#### **The Care and Protection Act**

The NSW Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or wellbeing of a student must be reported to the Principal.

### **3.3**

#### **Who is a mandatory reporter?**

Under the Care and Protection Act persons who:

- a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.

All teachers are mandatory reporters. Other School employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Principal.

#### **3.3.1**

##### **When must a report be made to Community Services?**

A mandatory reporter should access the mandatory reporter guide (MRG) tree <https://reporter.childstory.nsw.gov.au/s/> if there are reasonable grounds and use this to guide their reporting. The tree will inform the reporter of who to report to.

#### **3.3.2**

##### **Reasonable grounds**

'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:

- a) first hand observations of the child, young person or family
- b) what the child, young person, parent or another person has disclosed
- c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

#### **3.3.3**

##### **Significant harm**

A child or young person may be 'at risk of significant harm' if current concerns exist for the safety, welfare or wellbeing of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic

violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,

f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,

g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

### **3.3.4**

#### **Policy definition of significant harm**

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

### **3.3.5**

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these.

Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

### **3.3.6**

#### **Child abuse and neglect**

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints.

Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self-esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or caregiver behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.

Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

### 3.3.7

#### Indicators to look out for

Bruises or marks on a child, a child who is scared of a particular gender consistently, a child with sexualised behaviours, a child who is aggressive, a child consistently late to school, a child looking consistently dirty or unclean, a child consistently appearing tired, a child who is consistently not picked up by a parent/caregiver, a child who has no lunch consistently (generally told by their own child), a child who's parent/caregiver appears substance affected (drug or alcohol), a parent who consistently speaks poorly to the child. Whilst it may be small things observed, they can add up and often are a small indicator of something much bigger happening within the home. It is important to notify relevant authorities so the child (and family) can be supported. Ensure even the smallest observation or feeling is worthwhile reporting to those who can help. Do not assume that someone else has raised concerns.

## 4. Responsibilities and delegations

### 4.1. Principals and workplace managers

#### 4.1.1. Training

- Ensure all staff have participated in an initial child protection induction and an update during the past year.
- Ensure all staff are aware of the indicators of abuse and neglect of children and young people.
- Ensure all staff are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work.
- Ensure that all staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so.
- Ensure that all staff have resources available to deliver child protection lessons.

#### 4.1.2. Reporting

- Use appropriate tools to inform decision making, such as the online Mandatory Reporter Guide, professional judgment or specialist advice, where there are concerns about risk of harm.
- Determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Family and Community Services.
- Seek advice from the **Child Wellbeing Unit (staff only)** where there is uncertainty about whether concerns amount to risk of significant harm.

#### 4.1.3. When the Child Wellbeing Unit must be contacted

There are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial.

- the [Mandatory Reporter Guide](#) (MRG) indicates this should be done
- A case has been reported to Family and Community Services and did not meet the risk of significant harm threshold.
- There is an observable pattern of cumulative harm that does not meet the threshold of significant harm.
- there are child protection concerns that do not meet the threshold of suspected risk of significant harm

#### 4.1.4 When else to contact the Child Wellbeing Unit

You should contact the Child Wellbeing Unit any time you need support or advice about responding to and/or reporting child protection concerns. This might include:

- whether a report to the Family and Community Services Child Protection Helpline is required,
- exchanging information with other agencies,

- referring to and working with other services, and
- discussing any concerns of a child protection nature that might arise about a student.

### **Working with other agencies**

Mandatory reporting responsibilities do not cease once a report is made to the FACS Child Protection Helpline or contact is made with the Department's Child Wellbeing Unit. It is the responsibility of staff to support students within their role and to communicate and collaborate with any other agencies and services that are working with a student or family.

The child protection system in NSW is one of shared responsibility. Schools and agencies are required to work together to prioritise the safety, welfare and wellbeing of children and young people while supporting each other's primary functions and expertise.

Further information about government and non-government agencies working together to deliver child wellbeing and protection services is available in the Child Wellbeing and Child Protection NSW Interagency Guidelines.

### **Exchanging information**

Sharing information between schools, agencies and local services is critical to provide effective support for families and strengthening the protection of children in our schools.

Information can be provided or requested with certain non-government and government agencies under Chapter 16A of the *Children and Young Persons Care and Protection Act 1998*. The following links provide details of what you need to know about exchanging information with other agencies:

- [Legal Issues Bulletin 50 - Exchanging Information with Other Agencies \(PDF 321.56KB\)](#)
- [Legal Issues Bulletin 47 - Requests for information from other government agencies \(PDF 310.14KB\)](#)
- [The Child Wellbeing and Child Protection – NSW Interagency Guidelines](#)
- [Information Sharing Between Principals and Schools – Fact Sheet \(PDF 127.56KB\)](#)

#### **4.1.5. Supporting children and young people**

- Establish effective systems in their workplace for:
  - Child protection concerns to be identified in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported.
  - Reasonable steps to be taken to coordinate decision making and coordinate services to children and young people and their families with other local service providers, if required.
  - Collaborative work with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider.
- Exchange relevant information, including Chapter 16A, to progress assessments, investigations and case management as permitted by law.
- Develop education plans to support the needs of individual/s
- Use best endeavours in responding to a request for a service from Family and Community Services provided that the request is consistent with departmental responsibilities and policies.

For more information see [https://education.nsw.gov.au/policy-library/associated-documents/protecting\\_proced.pdf](https://education.nsw.gov.au/policy-library/associated-documents/protecting_proced.pdf)

## **4.2. Employees**

### **4.2.1. Training**

- Participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and

casual staff and those who join during the year.

#### **4.2.2. Reporting**

- Adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager and Mandatory Reporter Guide.
- Adhere to mandatory procedures for reporting risk of significant harm to Family and Community Services.
- Ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Family and Community Services.
- Report directly to Family and Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Family and Community Services, and they still have concerns about risk of significant harm.
- Ensure that any relevant information that they become aware of, subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services.

#### **4.2.3. Supporting children and young people**

- Cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers.
- Avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Family and Community Services case officer.
- Inform students, including apprentices or trainees, of their right to be protected from abuse and of avenues of support if they have concerns about abuse.

#### **4.2.4 Education**

- Child protection units will be taught annually in years K-6. These units will inform all students on how they can report an incident, who they can report to and support they will receive.
- Attached Personal Development & Health scope and sequences for child protection education:
- Students are taught how to report an incident and who to report to.

### **5. Monitoring, evaluation and reporting requirements**

#### **5.1**

Principals and workplace managers must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.

#### **5.2**

A record is to be kept of reports by the reporter to Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded by the reporter.

#### **5.3**

The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.

#### **5.4**

Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.

#### **5.5**

If serious safety issues remain after a report has been made to, and accepted by, Family and

Community Services, principals or workplace managers will refer the matter to the departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.

## **6. Parents & Carers**

### **6.1**

If parents & carers have concerns about an incident or about potential risk of harm or abuse at school they can report to either a classroom teacher or directly to the Principal.

### **6.2**

The principal or workplace manager will investigate the incident and report confidentially, if necessary, to appropriate services including the Child Wellbeing unit and Family and Community Services.

### **6.3**

School will inform parents of programs taught annually.

## **7.**

### **Resources**

You may find the following sites of use to support you in talking to your child.

[www.studentwellbeinghub.edu.au](http://www.studentwellbeinghub.edu.au)

[www.safe4kids.com.au](http://www.safe4kids.com.au)

[www.bravehearts.org.au](http://www.bravehearts.org.au)

[www.raisingchildren.net.au](http://www.raisingchildren.net.au)

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education/resources>

## **8.**

### **Contact**

Leader, Child Protection Services ph (02) 9269 9454.

## **9.**

### **Scope and Sequence**

Attached Scope and Sequence for PDHPE (Personal Development, Health and Physical Education) that includes what and when Child Protection is being taught.

Personal Development/Health/Physical Education

Scope and Sequence ES1

Early stage one students describe physical changes that have occurred since birth. They can name and recognise a range of feelings and increasingly using self-control to deal with anger or excitements. Students learn and practice social skills such as listening, sharing and showing concern. They describe positive hygiene and nutrition practices and when it is safe to take medication. They can identify people who can help them. Students talk about feeling safe and unsafe and describe actions they can take if they feel unsafe (NO-GO-TELL). As students begin to make choices and decisions for themselves, they begin to experience a sense of control over their lives. Students are taught and practise the fundamental movement skills of balance, sprint, run, vertical jump and catch (with a small object). These skills will be further developed during state one. Students talk with each other about their achievements.

	<b>PDH</b>	<b>PE</b>
<b>Term 1</b>	<u>Growth and development</u> <ul style="list-style-type: none"> <li>- Personal identity</li> <li>- The body</li> <li>- Changes</li> <li>- values</li> </ul>	<ul style="list-style-type: none"> <li>- Class fitness and sport</li> <li>- Gymnastics</li> <li>- ES1 Monday afternoon sport - skills based</li> </ul>
<b>Term 2</b>	<u>Safe learning</u> <ul style="list-style-type: none"> <li>- Personal safety (child protection) – Y-Pep Program</li> <li>- Road safety (walk safely to school day)</li> </ul>	<ul style="list-style-type: none"> <li>- Class fitness and sport</li> <li>- athletics</li> <li>- ES1 Monday afternoon sport - skills based</li> </ul>
<b>Term 3</b>	<u>Interpersonal relationships</u> <ul style="list-style-type: none"> <li>- relationships</li> <li>- Communication</li> <li>- Families</li> <li>- Peers</li> <li>- groups</li> </ul>	<ul style="list-style-type: none"> <li>- Class fitness and sport</li> <li>- <b>ball skills (Got Game)</b></li> <li>- <b>athletics carnival</b></li> <li>- ES1 Monday afternoon sport - skills based</li> </ul>
<b>Term 4</b>	<u>Personal health choices</u> <ul style="list-style-type: none"> <li>- making decisions</li> <li>- nutrition</li> <li>- drug use</li> <li>- preventative measures</li> <li>- sun protection</li> <li>- safe living</li> <li>- water safety</li> </ul>	<ul style="list-style-type: none"> <li>- Class fitness and sport</li> <li>- yoga</li> <li>- ES1 Monday afternoon sport - skills based</li> </ul>



## Personal Development/Health/Physical Education

### Scope and Sequence Stage 1

Students participate and perform in dance, gymnastics, minor games and sports. They complete simple movement sequences that show an understanding of dynamics, spatial awareness, relationships, timing and rhythm of movement. They demonstrate fair play and cooperation in small groups. Students develop proficiency in the fundamental movement skills of the hop, side gallop, skip, overhand throw, kick and two-handed strike. They participate in physical activities that promote enjoyment and recognise the importance of these for health and lifestyle balance. Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations. Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

Complementary external programs are utilised by Stage 1 where available and appropriate. They may include but are not limited to: Bullying No Way, Peer support, Y-Pep and UR Brave.

Class sport and fitness may include but is not limited to: fundamental movement skills, yoga, stretching, dance, ball skills, skipping and team sports.

	Even years		Odd years	
	PDH	PE	PDH	PE
<b>Term 1</b>	<u>Interpersonal relationships</u> -Relationships -Communication -Peers	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> </ul>	<u>Interpersonal relationships</u> -Families -Groups -Making decisions  <u>Safe Living</u> -school and play safety	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> </ul>
<b>Term 2</b>	<u>Safe Living</u> -Personal Safety (Child protection) **	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> <li>◦ Dance (part of biannual concert)</li> </ul>	<u>Safe Living</u> -Personal Safety (Child protection) **	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> </ul>
<b>Term 3</b>	<u>Growth and Development</u> -The body and changes  <u>Personal health choices</u> -Drug use	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> <li>◦ Athletics</li> </ul>	<u>Growth and Development</u> -Personal identity -Values	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> <li>◦ Athletics</li> </ul>
<b>Term 4</b>	<u>Safe Living</u> -Water safety -Home safety  <u>Personal health choices</u> -Nutrition	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> <li>◦</li> </ul>	<u>Safe Living</u> -Sun safety -Road safety	<ul style="list-style-type: none"> <li>◦ Class fitness and sport</li> <li>◦ External fitness provider</li> </ul>

\*\*In child protection, students learn about warning signals and how to identify safe and unsafe situations. They discuss and demonstrate actions they can take when they feel unsafe and identify who can help them, including organisations and networks. Students learn about assertiveness using the No, Go, Tell strategy and how to respond to unsafe situations. They investigate the difference between secrets and learn about bribes and threats.

Personal Development/Health/Physical Education  
Scope and Sequence Stage 2 2018-2019

Values and attitudes are embedded within daily lessons for Stage 2 students at Forest Lodge Public School as part of our Positive Behaviour for Learning (PBL) ethos and culture. Complimentary external programs are utilised by Stage 2 where available and appropriate. These may include but are not limited to: Bullying No Way, Y-PEP, Y-BRAVE, URSTRONG, Peer Support Foundation program via Stage 3 students and NSW DEC Swim School. Various external sports providers are utilised including NSW AFL via the Sydney Swans, Got Game, Be Skilled Be Fit, Lifeskills Group, and Cricket NSW. These may take the form of a Gala Day, small or long series of workshops or whole term programs/initiatives.

	<b>2018</b>	<b>2019</b>
<i>Term 1</i>	<p><b><u>Power in Relationships and Values (as part of our unit on Australia: Community and Remembrance)</u></b> In Stage 2, particular attention is given to building confidence in relationships which are positive and caring. Students learn to identify strangers and how relationships can change. Students learn to identify and define bullying, the effects of bullying behaviour as well as protective and assertive ways they can deal with bullying behaviour.</p> <p>Students recognise individual strengths and limitations and they identify characteristics that make them unique. They recognise the rights, values and feelings of themselves and others and devise strategies to solve problems around abuse, bullying and the abuse of power.</p> <p><u>Basketball or netball*</u></p>	<p><b><u>Drugs and Tobacco</u></b> Students learn to identify a drug and the different types of drugs. They learn the ways in which tobacco can be dangerous to the body including passive smoking.</p> <p><b><u>Gymnastics or AFL*</u></b> Students are required to demonstrate control in performing sequences of introductory gymnastic movements.</p>
<i>Term 2</i>	<p><b><u>Protective Strategies/Making Decisions</u></b> Students learn to identify risky situations and “trusted adults” as people from whom they can seek advice and support in emergency situations. They learn to recognise how their body reacts and how they might feel in safe and unsafe situations. When learning about protective strategies, students are given the opportunity to analyse risky situations, to identify unsafe feelings, and to explore ways to keep themselves safe. They are explicitly taught safety strategies including “NO GO TELL”. They identify networks of trusted adults who can help them and how they can be assertive and powerful if they feel threatened.</p> <p><b><u>Dance (part of our biannual concert)</u></b> Students perform familiar movement patterns in a variety of dance situations.</p>	<p><b><u>Alcohol</u></b> Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the effects of alcohol on the body and how the use of alcohol can cause harm.</p> <p><b><u>Cricket*</u></b></p>
<i>Term 3</i>	<p><b><u>Nutrition</u></b> Students investigate nutritional choices they can make by examining food recommendations, food packaging, balanced eating habits and the effect of water on the body.</p> <p><b><u>Soccer and OzTag*</u></b></p>	<p><b><u>Home and Road Safety</u></b> Students learn about ways to stay safe at home, on and near roads, and when travelling to and from school.</p> <p><b><u>Water safety</u></b> Students at swim school and those not attending swim school complete a two-week unit on water safety.</p> <p><b><u>Athletics*</u></b></p>
<i>Term 4</i>	<p><b><u>Medicines</u></b> Students learn about how medicines are different to other drugs, where medicines should be kept, ways to safely use medicines and who should administer drugs to them.</p> <p><b><u>Yoga and mindfulness*</u></b></p>	<p><b><u>Recognising abuse</u></b> Students learn what “protection” means and to identify and correctly name the parts of the body, including those which are private. They learn about “feelings and warning signals” that occur from unsafe touch. Following this, students develop knowledge of what is abuse and the types of abuse: physical, sexual and emotional abuse. They discuss the effect of abuse on the individual. Students examine body changes that occur during life, including puberty.</p> <p><b><u>Yoga and mindfulness*</u></b></p>

\* Students apply movement skills in dance, gymnastics, games and sports, and practise manipulative skills in a range of minor games. They perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports.

## Personal Development/Health/Physical Education

### Scope and Sequence Stage 3

Students participate in a range of games and sports and apply movement skills with increased confidence and precision. They demonstrate teamwork, tactics and strategies when participating in team games and sports.

Stage 3 students investigate the effects of physical activity on health and monitor and evaluate physical activity levels. Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing.

Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

Complimentary programs are utilized by Stage 3, including: Bullying No Way, Racism No Way, Y-PEP, Y-BRAVE, URSTRONG & Interrelate. Our Stage 3 students also lead Peer Support sessions where they develop key skills in resilience, assertiveness, decision making, problem solving and leadership.

	Even Years	Odd Years
<b>Term 1</b>	<p><b>Growth and Development</b> Students will learn about the changes that occur in their bodies throughout their lives, in particular throughout puberty. They will devise strategies to cope with life changes and will also recognise a wide range of influences on personal identity, for example, peers, media and cultural beliefs. Students will participate in <b>Interrelate</b> sessions that focus on <i>Moving into the Teen Years</i>. The Year 5 program focuses on:</p> <ul style="list-style-type: none"> <li>• Acknowledging personal differences</li> <li>• Promoting respect for, and acceptance of others</li> <li>• Increasing awareness of personal safety and protective behaviours</li> <li>• Developing students' understanding of physical development at puberty</li> <li>• Strategies for managing changes</li> </ul> <p>The Year 6 program focuses on:</p> <ul style="list-style-type: none"> <li>• Revisiting what happens during puberty</li> <li>• Outlining the process of human reproduction, including conception, foetal development and birth</li> <li>• Exploring respectful relationships with self, family and friends</li> <li>• Enhancing students' self-esteem, communication and decision-making skills in relation to taking responsibility, taking care of themselves and respecting others</li> </ul>	<p><b>Interpersonal Relationships</b> Stage 3 students identify their roles and responsibilities within differing groups (friends, peers, family, teams, class). They analyse the effects of actions that enhance or disrupt relationships, in particular investigating peer influence, peer pressure, mediating, bullying and active listening. Students will practice assertive ways to deal with difficult situations and will engage in role plays to practise being assertive. Students will learn about using "I statements" to express their feelings. Stage 3 students will explore both positive and negative peer influence and will also discuss changing friendship groups. Students will also develop and maintain a personal network of trusted adults who could provide advice and support.</p> <p><b><i>Class sport focusing on teamwork and team positions and ball skills (throwing, catching, kicking, hitting).</i></b></p>

	<ul style="list-style-type: none"> <li>• Consequences of choices</li> <li>• Cybersafety</li> <li>• Expectations in high school</li> </ul> <p><b><i>Class sport focusing on teamwork and team positions and ball skills (throwing, catching, kicking, hitting).</i></b></p>	
<b>Term 2</b>	<p><b>Personal Safety</b></p> <p>Stage 3 students will identify risk situations, people and places. They will discuss factors that may promote or threaten their safety and will describe ways that they can identify if a situation is risky - including warning signals. Students will discuss the different types of abuse and will identify actions that constitute abuse. Stage 3 students will learn and discuss how abuse is not the child's fault and will discuss how abuse can affect self-concept. They will discuss how to report abuse and who to report abuse to. Students will practise the No-Go-Tell strategy when feeling unsafe (saying no, leaving the situation and telling a trusted adult).</p> <p>Students will identify the different types of bullying, including cyberbullying, physical bullying, verbal bullying and social bullying. Through role play students will identify the emotions people may feel in bullying situations. Stage 3 students will discuss the negative effects of bystander behaviour and will explore how to become an upstander. Students will discuss actions to take if they see any bullying behaviour.</p> <p><b><i>Gymnastics - balance, jumping/landing, climbing/hanging, spatial awareness, rolling, tucks, handstands, cartwheels.</i></b></p>	<p><b>Growth and Development</b></p> <p>Students will learn about the changes that occur in their bodies throughout their lives, in particular throughout puberty. They will devise strategies to cope with life changes and will also recognise a wide range of influences on personal identity, for example, peers, media and cultural beliefs. Students will participate in <b>Interrelate</b> sessions that focus on <i>Moving into the Teen Years</i>. The Year 5 program focuses on:</p> <ul style="list-style-type: none"> <li>• Acknowledging personal differences</li> <li>• Promoting respect for, and acceptance of others</li> <li>• Increasing awareness of personal safety and protective behaviours</li> <li>• Developing students' understanding of physical development at puberty</li> <li>• Strategies for managing changes</li> </ul> <p>The Year 6 program focuses on:</p> <ul style="list-style-type: none"> <li>• Revisiting what happens during puberty</li> <li>• Outlining the process of human reproduction, including conception, foetal development and birth</li> <li>• Exploring respectful relationships with self, family and friends</li> <li>• Enhancing students' self-esteem, communication and decision-making skills in relation to taking responsibility, taking care of themselves and respecting others</li> <li>• Consequences of choices</li> <li>• Cybersafety</li> <li>• Expectations in high school</li> </ul> <p><b><i>Gymnastics - balance, jumping/landing, climbing/hanging, spatial awareness, rolling, tucks, handstands, cartwheels.</i></b></p>
<b>Term 3</b>	<p><b>Active Lifestyles</b></p> <p>Students learn the importance of physical activity in keeping their minds and bodies healthy. They will generate personal goals that fit in with their lives to keep active. Students will explore the importance of getting enough sleep and investigate different ways to engage in physical</p>	<p><b>Personal Safety</b></p> <p>Students investigate their rights and responsibilities for their own health, safety and wellbeing. They learn about indicators of unsafe situations, including recognising warning signals. Students discuss safe and unsafe situations and scenarios and explore ways to reduce or</p>

	<p>activity. Stage 3 students will also develop fitness programs that integrate activities that they enjoy doing to keep active. Students will also modify physical activity programs for younger students and create a series of lessons that they teach fundamental movement skills like throwing, catching, jumping and skipping to Kindergarten and Year 1 students, developing their leadership capabilities.</p> <p><b>Dance: dynamics, time &amp; rhythm, space.</b></p>	<p>eliminate risks. Stage 3 students will develop a network of important people and organisations they can ask for help from. Students will practice being assertive, including practising the No-Go-Tell strategy when feeling unsafe (saying no, leaving the situation and telling a trusted adult). Through scenarios and role playing, students will discuss peer pressure, secrets, bribes and threats and what to do if these situations occur - including using the No-Go-Tell strategy, confiding in a trusted adult.</p> <p><b>Class sport focusing on teamwork and team positions and ball skills (throwing, catching, kicking, hitting).</b></p>
<p><b>Term 4</b></p>	<p><b>Personal Health Choices</b> Stage 3 students will investigate ways to keep themselves healthy.</p> <ul style="list-style-type: none"> <li>• Students will investigate nutrition and balanced eating habits. They will explore sources of nutritional information and investigate influences on food choices, diet and eating habits. Stage 3 students will compare food labels and suggest ways to improve the nutritional value of meals.</li> <li>• Students will investigate the effects of medicines, tobacco and alcohol on the body. They will describe the effects of tobacco and alcohol on physical and mental health and demonstrate refusal skills to enhance their own health.</li> </ul> <p><b>Yoga - balance, mindfulness, flexibility, coordination, strength, breathing, resilience.</b></p>	<p><b>Safe Living</b> Students will explore ways to keep themselves safe within different environments including school, home, water and road environments. They will identify unsafe places and the need for safety rules and laws within our schools and society.</p> <p>Stage 3 students will identify ways for pedestrians to keep safe including using pedestrian crossings and traffic lights. They will identify and discuss ways to keep safe while cycling, including safe places to ride and using bike safety equipment.</p> <p>Stage 3 students will explore emergency procedures including recognising emergency situations, contacting emergency services and basic first aid.</p> <p><b>Yoga - balance, mindfulness, flexibility, coordination, strength, breathing, resilience.</b></p>