

Tool 5.b Relationships and Sexuality Program mapped to the Victorian Curriculum CAPABILITIES CURRICULUM Foundation - 10

Level	Capability	Strand	Content Description	Suggested Activities	Suggested Assessment
- Foundation – Level 2	Critical and Ethical Thinking	Questions and possibilities	Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)	Level 1 Learning Sequence 1 When I was a baby Catching on Early 6 p39-43 (Also covers Health & PE VCHPEP057)	The Catching On Learning Sequences have ideas for formative and summative assessment.
		Reasoning	Compare and contrast information and ideas in own and others reasoning (VCCCTR005)	Level 2 Learning Sequence 3 Say Hello Catching On Early 71 – 75 (Also covers Health and PE VCHPEP073)	
		Meta-Cognition	Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)	Explore the feelings people have when they are learning something. List the feelings that can occur through the whole learning experience. Choose three of these and then write a story, make a role play, draw a picture that represents the feelings and the expressions of them.	
	Ethical Capability	Understanding concepts	Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001)	Explore well-known stories with symbolic meaning eg 'Little Red Riding Hood', 'Cinderella', 'Three little pigs'. Look at characters' actions and motives. Challenge thinking and explore the evidence from the story concerning "good" and "bad". Re-write the stories changing motives and therefore outcomes.	
		Decision Making and Actions	Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)	Level 1 Learning Sequence 5 Whom can we ask for help at school? Catching On Early 6 p57-60 (Also covers Health & PE VCHPEP059)	
	Intercultural Capability	Cultural Practices	Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VICCCB001)	Level 1 Learning Sequence 4 Family Circles Catching On Early p53-56 (Also covers Health & PE VCHPEP072)	

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	<p>Personal and Social Capability</p>	<p>Self-Awareness and Management</p>	<p>FOUNDATION Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (<u>VCPSCSE001</u>)</p> <p>Identify their likes and dislikes, needs and wants, abilities and strengths (<u>VCPSCSE002</u>)</p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (<u>VCPSCSE003</u>)</p> <p>Level 1 - 2 Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (<u>VCPSCSE008</u>)</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life (<u>VCPSCSE009</u>)</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (<u>VCPSCSE010</u>)</p>	<p>Discuss the difference between emotions and feelings. Make a list of different emotions. Choose an emotion and draw a picture that represents it. Present it to the class.</p> <p>Level 1 Learning Sequence 2 Baby Olympics Catching On Early p44-47 (Also covers Health & PE VCHPEP058)</p> <p>Think of 'safe' and 'unsafe' risks that can be taken. E.g. crossing the road without an adult, running really fast through the playground, trying to make a new friend, climbing on the monkey bars. Create flowcharts of possible outcomes. (Also covers VCHPEP062)</p> <p>Individual writing about things that make you happy, sad, angry, etc. Share with others</p> <p>Learning Sequence 1 Robot Buddy Catching on Early p62-65 (Also covers Health & PE VCHPEP076)</p> <p>Level 2 Learning Sequence 3 Say Hello Catching On Early 71 – 75 (Also covers Health and PE VCHPEP073)</p>	
		<p>Social Awareness and Management</p>	<p>Foundation Identify a range of groups to which they, their family and members of their class belong (<u>VCPSCSO004</u>)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (<u>VCPSCSO005</u>)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<u>VCPSCSO007</u>)</p> <p>Levels 1 -2 Identify how families can have a range of relationships (<u>VCPSCSO011</u>)</p> <p>Listen to others' ideas, and recognise that others may see things differently (<u>VCPSCSO012</u>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (<u>VCPSCSO013</u>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<u>VCPSCSO015</u>)</p>	<p>Level 1 Learning Sequence 4 Family Circles Catching On Early p53-56 (Also covers Health & PE VCHPEP072)</p> <p>Level 2 Learning Sequence 3 Say Hello Catching On Early p71 – 75 (Also covers Capabilities VCHPEP073)</p> <p>Level 1 Learning Sequence 4 Family Circles Catching On Early p53-56 (Also covers Health & PE VCHPEP072)</p> <p>Level 2 Learning Sequence 2 Robot Buddy p62-66 (Also covers Health & PE VCHPEP076)</p> <p>Level 2 Learning Sequence 2 Same and Different Catching on Early p67-70 (Also covers Health & PE VCHPEP076)</p> <p>Level 2 Learning Sequence 3 Say Hello Catching On Early p71 – 75 (Also cover Health & PE VCHPEP078)</p>	

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Levels 3 - 4	Critical and Ethical Thinking	Questions and possibilities	Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011)	Early warning signals 3-4 4.1 (Also covers Health & PE VCHPEP090) Network hand of helping people 3-4 4.2 (Also covers Health & PE VCHPEP094)	What do you do? 3-4.12.1 AusVELS Levels3-4 formative assessment 1 – Changing me -Tools for teachers: Primary pg 97 Self-evaluation activity 3-6 Tools for teachers: Primary p122
		Reasoning	Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) Investigate why and when the consequences of a point of view should be considered (VCCCTR015)	Chug Chug 3-4 6.1 (Also covers Health & PE VCHPEP093) Tell or don't tell 3-4 5.1 (Also covers Health & PE VCHPEP091)	
		Meta-Cognition	Investigate a range of problem solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)	What do you do? 3-4 14.1 ((Also covers Health & PE VCHPEP095) Tell or don't tell 3-4 5.1 (Also covers Health & PE VCHPEP091)	
	Ethical Capability	Understanding concepts	Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004)	The touching I don't like 3-4 5.3 Welcome with a kiss 3-4 3.3 (Also covers Health & PE VCHPEP090)	
		Decision Making and Actions	Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)	The touching I like 3-4 5.2 Sometimes people need help to make a baby (VARTA Lesson 3) (Also covers Health & PE VCHPEP089)	
	Intercultural Capability	Cultural Practices	Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VCICCB005) Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)	Family Constellations (VARTA lesson 2) (Also covers Health & PE VCHPEP090) Under the influence 3-4 6.2 (Also covers Health & PE VCHPEP093) These are the people who can 3-4.5.4 (Also covers Health & PE VCHPEP090)	
	Personal and Social Capability	Self-Awareness and Management	Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)	Feelings Barometer 3-4 3.1 Reading our feelings 3-4 3.2 Learning Sequence 3 When will it happen? On Early p147-153 Positive portraits 3-4 2.2 Who am I 3-4 1.4 A different view of me 3-4 2.1 (Also covers Health and PE VCHPEP088) Then and now 3-4 13.4 (Also covers Health and PE VCHPEP088) They tell me this is puberty 3-4 11.1 (Also covers Health & PE VCHPEP089)	

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		Social Awareness and Management	<p>Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can effect relationships (VCPSCSO021)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)</p>	<p>Just a stage you're going through 3-4.6.3</p> <p>Reading our feelings 3-4 3.2</p> <p>Level 3 Learning Sequence 6 Gender Catching On Early p129-131</p> <p>Level 3 Learning Sequence 5 Qualities of friendship Catching On Early p125-128 (Also covers Health and PE VCHPEP092)</p> <p>What do you do? 3-4 14.1 (Also covers Health & PE VCHPEP095)</p>	
Levels 5 - 6	Critical and Ethical Thinking	Questions and possibilities	Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)	Forgive or forget 5-6 13.3 (Also covers Health & PE	Sex ed quiz 5-6 15.1
		Reasoning	<p>Investigate common reasoning errors including contradiction and inconsistency, and the influence of context (VCCCTR024)</p> <p>Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025)</p>	<p>Every Picture tells a story 5-6 2.2 (Also covers Health & PE VCHPEP105)</p> <p>Puberty Statements 5-6.8.1 (Also covers Health & PE VCHPEP106)</p>	Levels5-6 formative assessment 1– Choosing well-Tools for teachers: Primary pg 108
		Meta-Cognition	Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)	<p>Dear teen doctor 5-6 11.1 (Also covers Health & PE VCHPEP110)</p> <p>Embarrassing situations 5-6 10.2 (Also covers Health & PE VCHPEP110)</p>	Self-evaluation activity 3-6 Tools for teachers: Primary p122
	Ethical Capability	Understanding concepts	Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)	<p>Embarrassing situations 5-6 10.2 (Also covers Health & PE VCHPEP110)</p> <p>Sexuality Collage 5-6 1.1 (Also covers Health & PE VCHPEP114)</p>	
		Decision Making and Actions	<p>Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends (VCECD012)</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p>Dear teen doctor 5-6 11.1 (Also covers Health & PE</p> <p>Forced choice 5-6 2.1 (Also covers Health & PE VCHPEP114)</p>	

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Intercultural Capability	Cultural Practices	<p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (<u>VCICCB009</u>)</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (<u>VCICCB010</u>)</p>	<p>Interview with a puberty survivor 5-6.8.3 (Also covers Health & PE VCHPEP106)</p> <p>How do you know someone likes you? 5-6 14.1 (Also covers Health & PE VCHPEP109)</p> <p>How well do you know your kids? 5-6 12.4 (Also covers Health & PE VCHPEP112)</p> <p>Level 4 Learning Sequence 1 The ups and downs of growing up Catching on Early p133-136</p>	<p>AusVELS Levels5-6 formative assessment 2– Being male, being female: gender stereotypes -Tools for teachers: Primary pg 116</p> <p>AusVELS Levels5-6 summative assessment 1– Troubled teen: Producing a health plan -Tools for teachers: Primary pg 117</p>
Personal and Social Capablility	Self-Awareness and Management	<p>Explore the links between their emotions and their behaviour (<u>VCPSCSE025</u>)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (<u>VCPSCSE027</u>)</p>	<p>How would you feel? 5-6 13.2 (Also covers Health & PE VCHPEP114)</p> <p>Stories about peer pressure 5-6 12.1 (Also covers Health & PE VCHPEP105)</p> <p>Level 4 Learning Sequence 3 When will it happen? Catching on Early p 147-153</p>	<p>AusVELS Levels5-6 summative assessment 2– Cartoon capers: Resilience and persistence -Tools for teachers: Primary pg 120</p>
	Social Awareness and Management	<p>Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (<u>VCPSCSO029</u>)</p> <p>Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (<u>VCPSCSO030</u>)</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (<u>VCPSCSO031</u>)</p>	<p>Every Picture tells a story 5-6 2.2 (Also covers Health & PE VCHPEP105)</p> <p>Sexuality collage 5-6 1.1 (Also covers Health & PE VCHPEP114)</p> <p>Forced Choice 5-6 2.1 (Also covers Health & PE VCHPEP114)</p> <p>Level 4 Learning Sequence 6 Friendship Wall Catching On Early p173 – 175</p> <p>Intimacy scale 5-6 14.2 (Also covers Health & PE VCHPEP109)</p> <p>Forgive or forget 5-6 13.3 (Also covers Health & PE VCHPEP111)</p>	<p>Self-evaluation activity 3-6 Tools for teachers: Primary p122</p>

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Levels 7 - 8	Critical and Ethical thinking	Questions and possibilities	Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033) Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)	Dear teen doctor 7-8.4.1 (Also covers Health and PE VCHPEP124)	Many of the activities are suitable for use as forms of assessment. Level 7-10 Self-evaluation activity 1 Tools for Teachers Secondary p129
		Reasoning	Examine common reasoning errors including circular arguments and cause and effect fallacies (VCCCTR035) Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions (VCCCTR038)	Puberty Statements 7-8.3.1 (Also covers Health and PE VCHPEP124) How would you feel? 7-8.5.1 (Also covers Health and PE VCHPEP125)	
		Meta Cognition	Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040) Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)	Forced choice 7-8.9.1 (Also covers Health and PE VCHPEP128) Dear Fertility Doctor (VARTA lesson 7) (Also covers Health and PE VCHPEP130)	
	Ethical Capability	Understanding Concepts	Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014) Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015)	Values wheel 7-8.1.2 (Also covers Health and PE VCHPEP128) Thinking, feeling, acting 7-8.1.5 (Also covers Health and PE VCHPEP127)	
		Decision Making and Actions	Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)	Intimacy scale 7-8.8.2 (Also covers Health and PE VCHPEP124)	
	Intercultural Capability	Cultural Practices	Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013) Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)	In my opinion 7-8.6.3 (Also covers Health and PE VCHPEP132) Stepping Out 7-8.12.2 (Also covers Health and PE VCHPEP132)	
		Cultural Diversity	Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015) Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016)	Under the influence 7-8.10.1 (Also covers Health and PE VCHPEP127) Take a walk in my shoes 7-8.12.1 (Also covers Health and PE VCHPEP125) What do you think? 7-8.12.3 (Also covers Health and PE VCHPEP123)	
	Personal and Social Capability	Self-awareness and management	Describe how and why emotional responses may change in different contexts (VCPSCSE034) Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPSCSE037)	Puberty Statements 7-8.3.1 (Also covers Health and PE VCHPEP124) Friendship scenarios 7-8.6.2 (Also covers Health and PE VCHPEP125) Forgive or forget 7-8.9.2	

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				(Also covers Health and PE VCHPEP126)	
		Social awareness and management	<p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p>Investigate human rights and discuss how these contribute to a cohesive community (VCPSCSO039)</p> <p>Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (VCPSCSO040)</p> <p>Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (VCPSCSO042)</p>	<p>Big I, Little I 7-8.1.3 (Also covers Health and PE VCHPEP123)</p> <p>What do you think? 7-8.12.3 (Also covers Health and PE VCHPEP123)</p> <p>Collapsing friendships 7-8.6.1 (Also covers Health and PE VCHPEP127)</p> <p>Ways to say no 7-8.11.3 (Also covers Health and PE VCHPEP126)</p> <p>Helpful and un helpful thinking 7-8 5.2 (Also covers Health and PE VCHPEP123)</p>	
Levels 9 - 10	Critical and Ethical thinking	Questions and possibilities	<p>Investigate the characteristics of effective questions in different contexts to examine information and test possibilities (VCCCTQ043)</p> <p>Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)</p> <p>Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)</p>	<p>Dear Dr. Love 9-10.10.4 (Also covers Health and PE VCHPEP144)</p> <p>Intimacy scale 9-10.11 (Also covers Health and PE VCHPEP144)</p> <p>Phil and Cindy 9-10.9.2 (Also covers Health and PE VCHPEP146)</p>	<p>Many of the activities are suitable for use as forms of assessment.</p> <p>Level 9-10 formative assessment 1 Relationships: Sorting them out Tools for Teachers Secondary p119</p> <p>Investigating policies and practices 9-10.12.5</p> <p>Level 9-10 summative assessment 1 Choice and chance: Sexual decision-making Tools for Teachers Secondary p121</p> <p>Level 7-10 Self-evaluation activity 1 Tools for Teachers Secondary p129</p>
		Reasoning	<p>Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)</p> <p>Examine how to identify and analyse suppressed premises and assumptions (VCCCTR047)</p>	<p>Okay or Not Okay? 9-10.13.1 (Also covers Health and PE VCHPEP145)</p> <p>What's the harm? 9-10.14.1 (Also covers Health and PE VCHPEP144)</p>	
		Meta Cognition	<p>Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)</p>	<p>Singing between the lines 9-10.1.2 (Also covers Health and PE VCHPEP142)</p>	
	Ethical Capability	Understanding Concepts	<p>Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019)</p> <p>Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020)</p> <p>Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021)</p>	<p>Rate the risk: technology, safety and young people 9-10.5.3 (Also covers Health and PE VCHPEP147)</p> <p>Stepping out-partying 9-10.15.1 (Also covers Health and PE VCHPEP147)</p> <p>Warning signals 9-10.9.3 (Also covers Health and PE VCHPEP147)</p>	

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		Decision Making and Actions	Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022) Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)	Sexual continuum 9-10.9.1 (Also covers Health and PE VCHPEP144) Katie and David 9-10.8.4 (Also covers Health and PE VCHPEP147)	
Intercultural Capability	Cultural Practices	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VCICCB017) Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)	Diverse Modern Families (VARTA lesson 12) (Also covers Health and PE VCHPEP142) Different stories 9-10.1.3 (Also covers Health and PE VCHPEP151)		
	Cultural Diversity	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019) Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020)	Gender stem statements 9-10.7.1 (Also covers Health and PE VCHPEP142) Home interview: Dating 9-10.11.3 (Also covers Health and PE VCHPEP142)		
Personal and Social Capability	Self-awareness and management	Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043) Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)	Dear Dr. Love 9-10.10.4 (Also covers Health and PE VCHPEP144) Categorising the pressure 9-10.10.1 (Also covers Health and PE VCHPEP143)		
	Social awareness and management	Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCSO047) Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048) Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships (VCPSCSO049) Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)	First experiences of sex 9-10.5.2 (Also covers Health and PE VCHPEP146) Choosing values 9-10.12.1 (Also covers Health and PE VCHPEP145) What is a healthy relationship? 9-10.8.2 (Also VCHPEP143) Hear, see, feel 9-10.6.1 (Also covers Health and PE VCHPEP149) Party Risk taking 9-10.15.2 (Also covers Health and PE VCHPEP145)		