

# RELATIONSHIPS & SEXUALITY EDUCATION

A Whole School Approach



Tool 5.c. Relationships and sexuality education program for students with a disability mapped from Level A to VELS level 10

We have included all the activities in the disability resource in the following tables as students with disabilities often need repetition in order to learn a concept. The concept then needs to be applied to many situations eg. The concepts of public and private need to be applied to the following; places in the community, rooms in the house, behaviours, talk, body parts

Health and Physical Education  
Level A to D, Foundation to Level 10

Level A				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Identify self (self-awareness) (VCHPEP001)</li> <li>React as body parts are moved and named (VCHPEP002)</li> <li>React to significant people (VCHPEP003)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate different emotions people experience.</li> <li>Participate in actions that help them to be healthy, safe and physically active.</li> <li>Experience different settings where they can be active.</li> <li>Show general awareness of body position and own body when moved by others.</li> <li>Develop personal and social skills in a range of activities.</li> <li>Begin to demonstrate an awareness and recognition of familiar people and routine activities.</li> <li>Demonstrate attachments and trust with familiar adults.</li> <li>Demonstrate, with assistance, safe and healthy behaviour in routine personal care activities.</li> <li>Coactively perform fundamental movement skills and explore basic</li> </ul>	<p>Feelings 1 to 4, 6, 7, 9</p> <p>Body Awareness 1, 5, 13</p>

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**Comment [1]:** Carolina, I don't know how to put these table into landscape pages



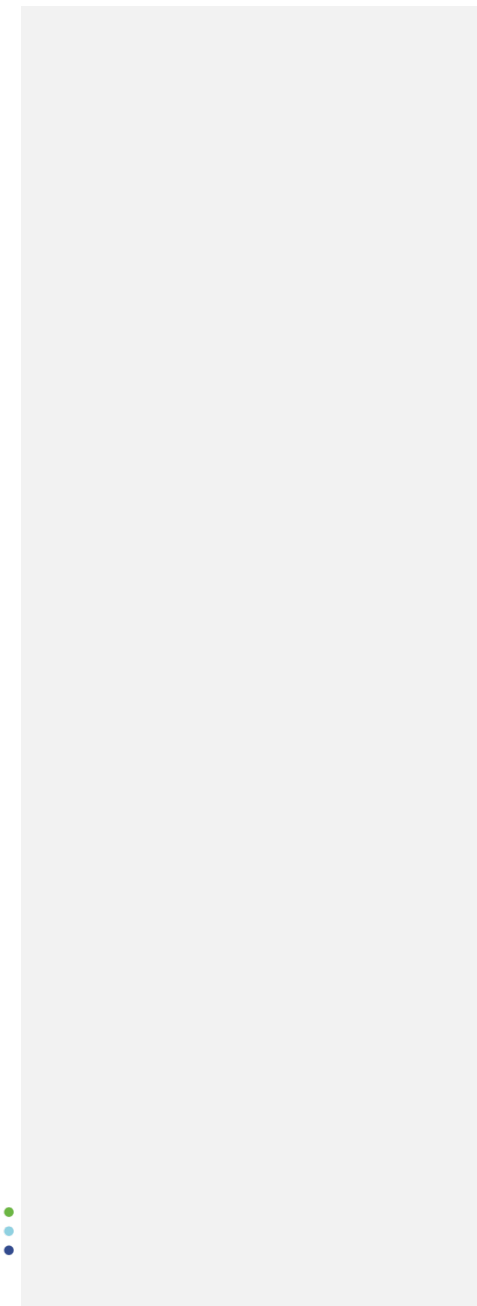
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			movement challenges.	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>React to people and sensory experiences (VCHPEP004)</li> <li>Use facial expressions to indicate an emotion and demonstrate preference (VCHPEP005)</li> </ul>		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Experience health and safety actions (VCHPEP006)</li> </ul>		

Level B				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Identify what they like and dislike (VCHPEP015)</li> <li>Identify some major body parts (VCHPEP016)</li> <li>Identify significant people and communicate when they feel safe/unsafe (VCHPEP017)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess.</li> <li>Express their feelings, needs, likes and dislikes through gesture and 'yes' and 'no' responses.</li> <li>Recognise actions that help them be healthy, safe and physically active.</li> <li>Identify places where they play and participate in physical activity from an option of two images.</li> <li>Use personal and social skills to assist them to participate in a range of activities.</li> <li>Demonstrate, with guidance, practices and protective behaviours to keep them</li> </ul>	<p>Feelings 1 to 4, 6, 7</p> <p>Body Awareness 2, 3, 11 to 13</p> <p>Identity 1, 3 to 5</p>



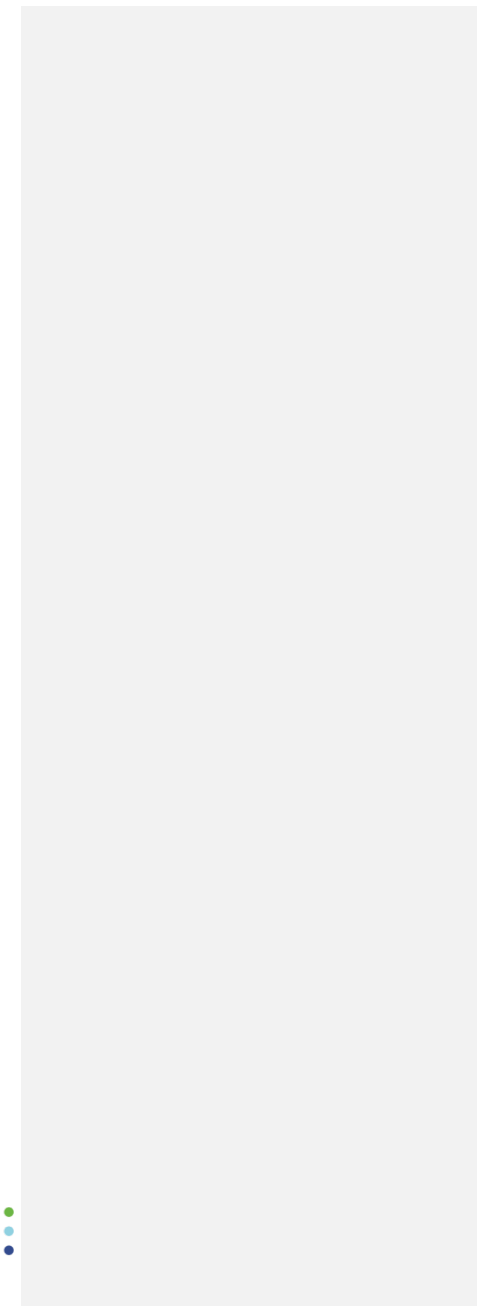
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			<p>safe and healthy in a variety of different regular activities.</p> <ul style="list-style-type: none"> <li>Intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing (VCHPEP018)</li> <li>Express their feelings, needs, likes and dislikes (VCHPEP019)</li> </ul>		<p>Feelings 1 to 4, 7 Body Awareness 1</p>
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Participate in a variety of health, safety and wellbeing actions (VCHPEP020)</li> </ul>		

Level C				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Identify their personal characteristics (VCHPEP029)</li> <li>Identify major body parts and stages of life (VCHPEP030)</li> <li>Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key stages of life, how they have grown and changed.</li> <li>Identify some obvious emotions and their cause.</li> <li>Experience and become more independent with actions that help them be healthy, safe and physically active.</li> <li>Identify some different settings where</li> </ul>	<p>Feelings 3 to 8, 9 to 12 Body Awareness 2, 4, 5, 7 to 13 Identity 1 to 5 Relationships 1, 2</p>

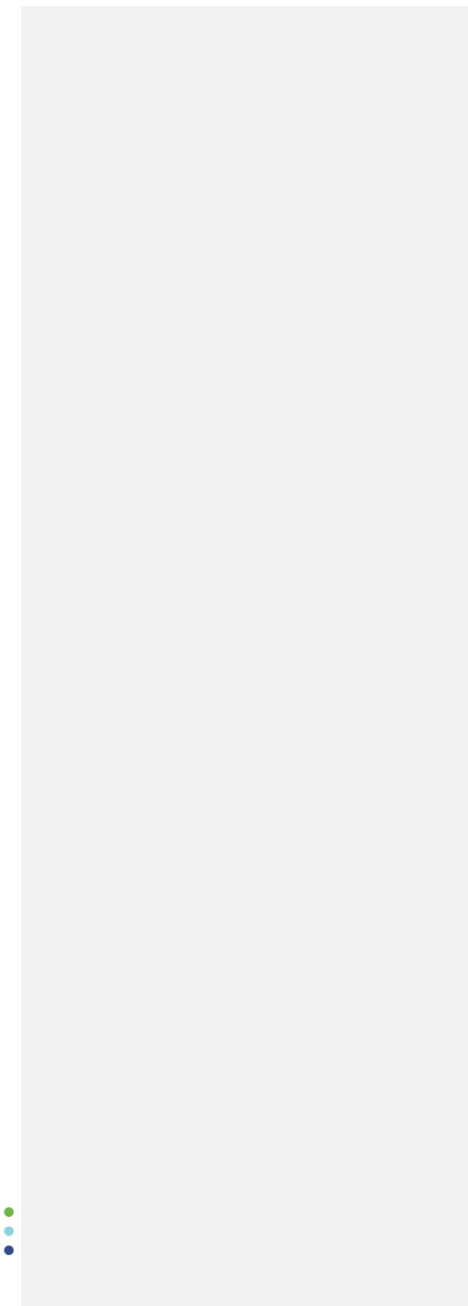


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		and identify safe and unsafe places and items in the environment (VCHPEP031)	<p>they can be active by matching an activity to a location.</p> <ul style="list-style-type: none"> <li>• Perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.</li> <li>• Use personal and social skills to include others in a range of activities.</li> <li>• Actively participate in personal care routines and attempt some basic tasks independently.</li> <li>• Demonstrate protective behaviours to keep them safe and healthy in different activities.</li> <li>• Alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things.</li> <li>• Indicate the cause of a current feeling and demonstrate some acceptable ways of behaving.</li> <li>• Identify when someone is upset or needs help.</li> <li>• Perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Practise personal hygiene, independence skills and social skills including taking turns (VCHPEP032)</li> <li>• Explore their feelings and practice expressing their needs, likes and dislikes using simple communication tools (VCHPEP033)</li> </ul>		Feelings 3, 4, 6, 7, 9 to 12



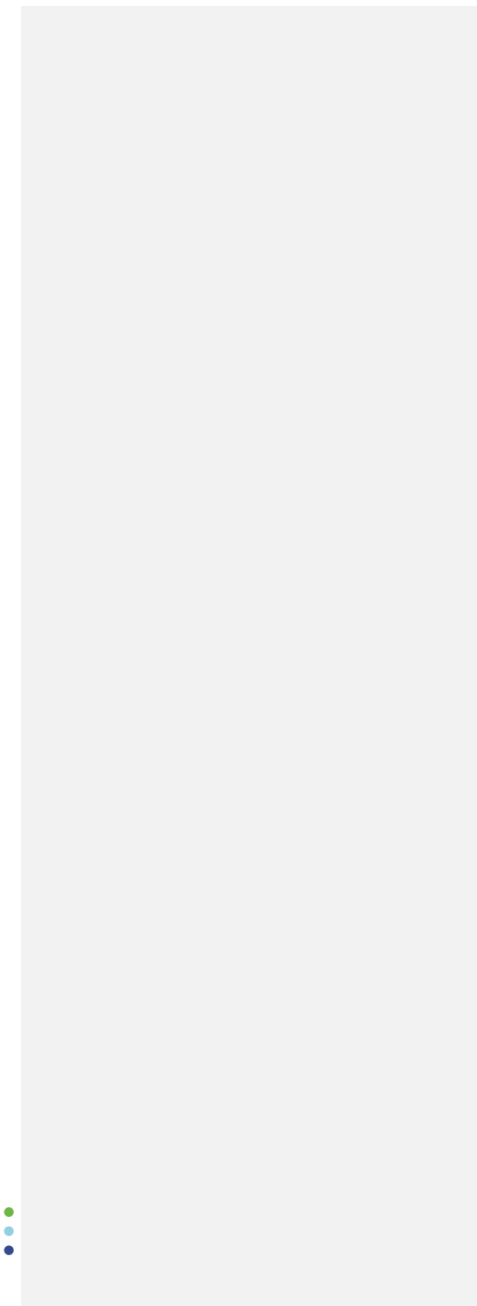
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	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Practise a variety of health, safety and wellbeing actions (VCHPEP034)</li> </ul>		
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Level D				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Identify what they can do (VCHPEP043)</li> <li>Identify the major parts of the body by their names and sequence images of major stages of life (VCHPEP044)</li> <li>Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations (VCHPEP045)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes to their body over the year.</li> <li>Identify and describe basic emotions people experience and what makes them feel this way.</li> <li>Recognise some routine actions they do to help them to be healthy, safe and physically active.</li> <li>Identify different settings where they can be active and ways they move and play safely.</li> <li>Reflect upon how their body responds to movement.</li> <li>Make use of personal and social skills in a range of activities to be healthy and work with others.</li> <li>In structured situations demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine</li> </ul>	Feelings 5, 7, 8 10 to 12 Body Awareness 2 to 6, 8 to 10 Identity 1, 3 to 5 Public and Private 1 to 32 Puberty 2 to 14 Protective Behaviours 1 to 15 Relationships 1 to 3 Sexual Decision Making 1 to 9



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			<p>activities.</p> <ul style="list-style-type: none"> <li>Perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others (VCHPEP046)</li> <li>Identify emotional responses and describe their feelings using pictures and/or words (VCHPEP047)</li> </ul>		<p>Feelings 5, 7, 8 10 to 12</p> <p>Body Awareness 5, 10 to 13</p> <p>Identity 1 to 5</p> <p>Public and Private 1 to 32</p> <p>Relationships 1 to 3</p>
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Explore what actions promote health, safety and wellbeing (VCHPEP048)</li> </ul>		

Please note: there are no activities listed for levels Foundation to 2 these can be found in the Primary program

Foundation				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Identify personal strengths (VCHPEP057)</li> <li>Name parts of the body and describe how their body is growing and changing (VCHPEP058)</li> <li>Identify people and actions that help keep themselves safe and healthy (VCHPEP059)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how they are growing and changing.</li> <li>Identify and describe the different emotions people experience.</li> <li>Identify actions that help them be healthy, safe and physically active.</li> <li>Identify different settings</li> </ul>	



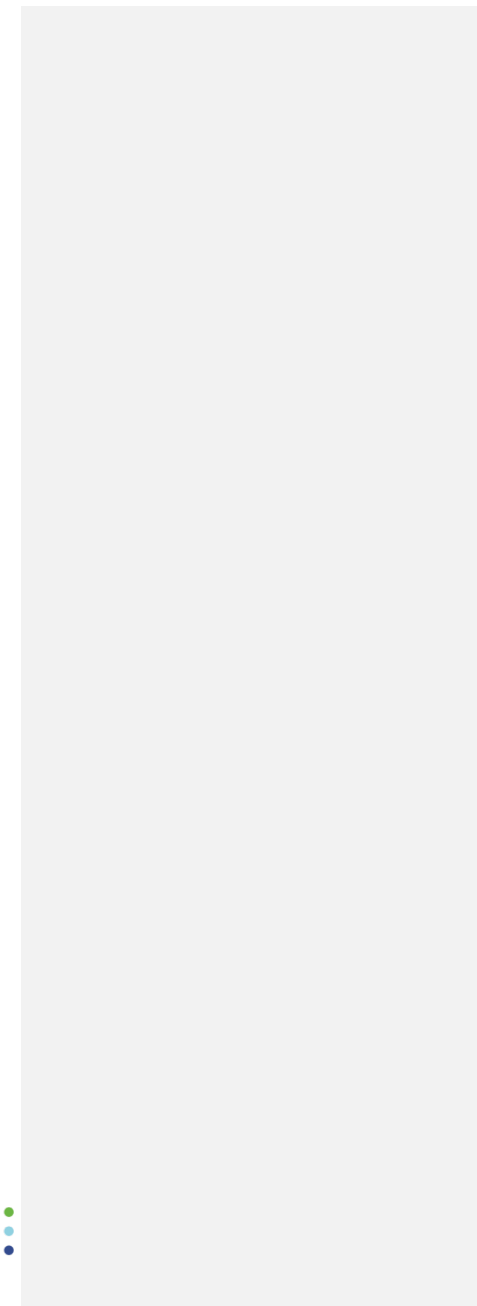
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			<p>where they can be active and how to move and play safely.</p> <ul style="list-style-type: none"> <li>Describe how their body responds to movement.</li> <li>Use personal and social skills when working with others in a range of activities.</li> <li>Demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.</li> <li>Perform fundamental movement skills and solve movement challenges.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>Practise personal and social skills to interact with others (VCHPEP060)</li> <li>Identify and describe emotional responses people may experience in different situations (VCHPEP061)</li> </ul>		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Identify actions that promote health, safety and wellbeing (VCHPEP062)</li> </ul>		

Levels 1 and 2				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that occur as they grow older.</li> <li>Recognise how strengths</li> </ul>	

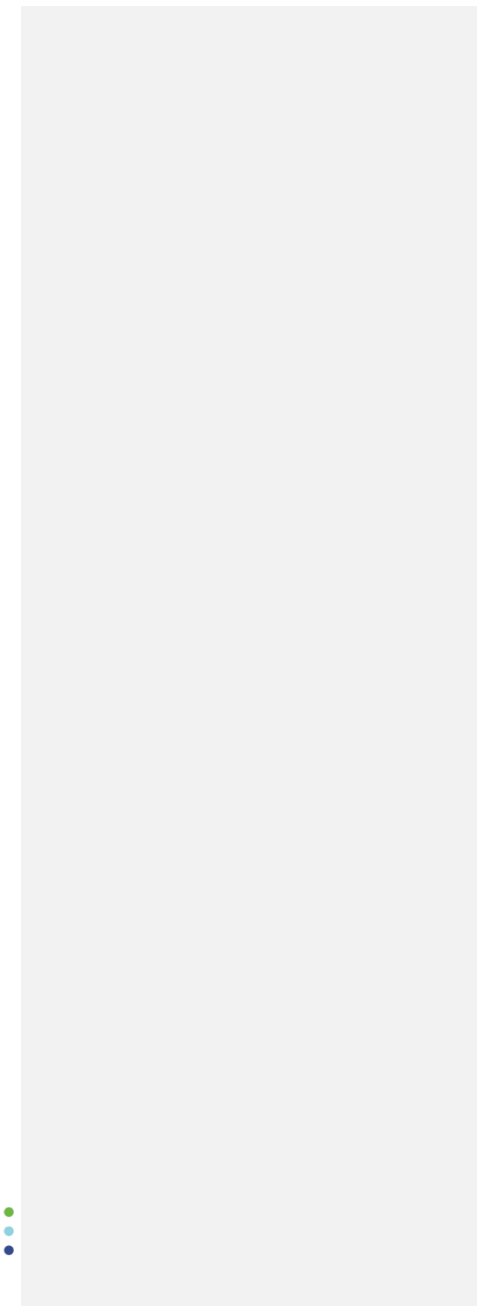


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<p><b>Health</b></p>		<ul style="list-style-type: none"> <li>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072)</li> <li>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</li> <li>Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</li> </ul>	<p>and achievements contribute to identities.</p> <ul style="list-style-type: none"> <li>Understand how emotional responses impact on others' feelings.</li> <li>Examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.</li> <li>Identify areas where they can be active and how the body reacts to different physical activities.</li> <li>Demonstrate positive ways to interact with others.</li> <li>Select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.</li> <li>Demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.</li> <li>Perform movement sequences that incorporate the elements of movement.</li> </ul>	
	<p><b>Communicating and interacting for health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>Describe ways to include others to make them feel that they belong (VCHPEP075)</li> <li>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</li> <li>Examine health messages and how they relate to</li> </ul>		





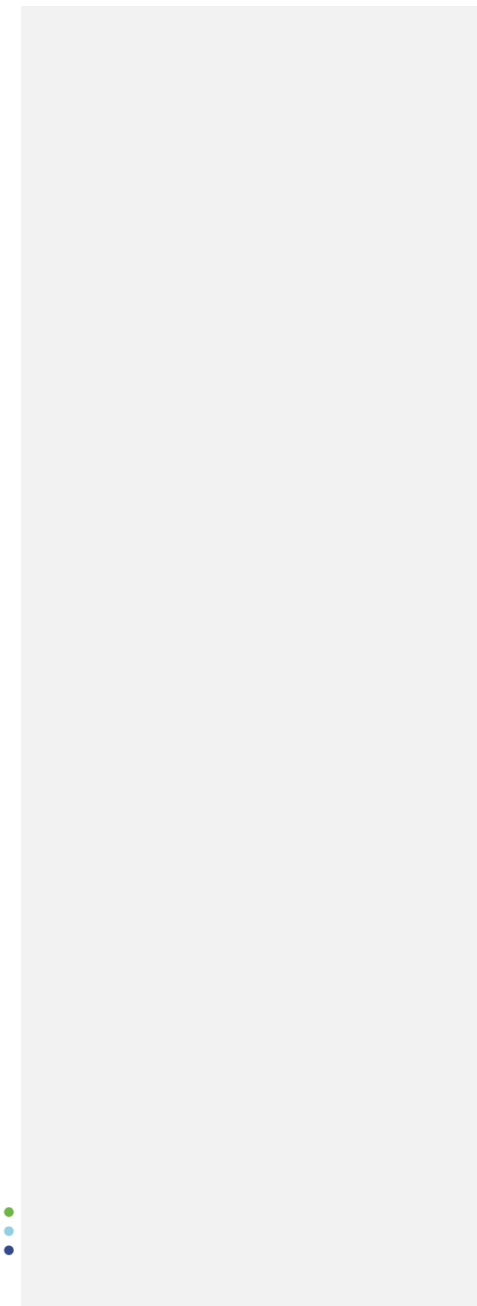
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		health decisions and behaviours (VCHPEP077)		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</li> </ul>		

Levels 3 and 4				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</li> <li>Explore strategies to manage physical, social and emotional change (VCHPEP089)</li> <li>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</li> <li>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise strategies for managing change.</li> <li>Examine influences that strengthen identities.</li> <li>Investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities.</li> <li>Interpret health messages and discuss the influences on healthy and safe choices.</li> <li>Understand the benefits of being fit and physically active.</li> <li>Describe the connections they have to their community and how these can promote health and wellbeing.</li> </ul>	Body Awareness 14 to 17 Conception to Birth 1 to 9 Feelings 15 Identity 6 to 8 Protective Behaviours 10 to 15 Puberty 1 to 16 Relationships 4, 5

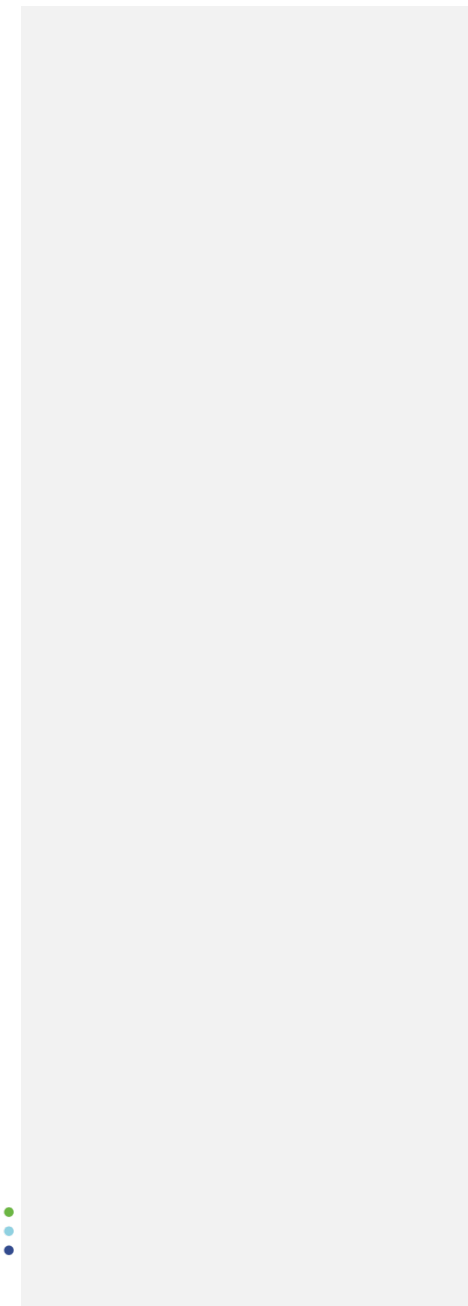


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			<ul style="list-style-type: none"> <li>• Apply strategies for working cooperatively and apply rules fairly.</li> <li>• Select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.</li> <li>• Refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.</li> <li>• Create and perform movement sequences using fundamental movement skills and the elements of movement.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</li> <li>• Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)</li> <li>• Discuss and interpret health information and messages in the media (VCHPEP094)</li> </ul>		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>• Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095)</li> </ul>		

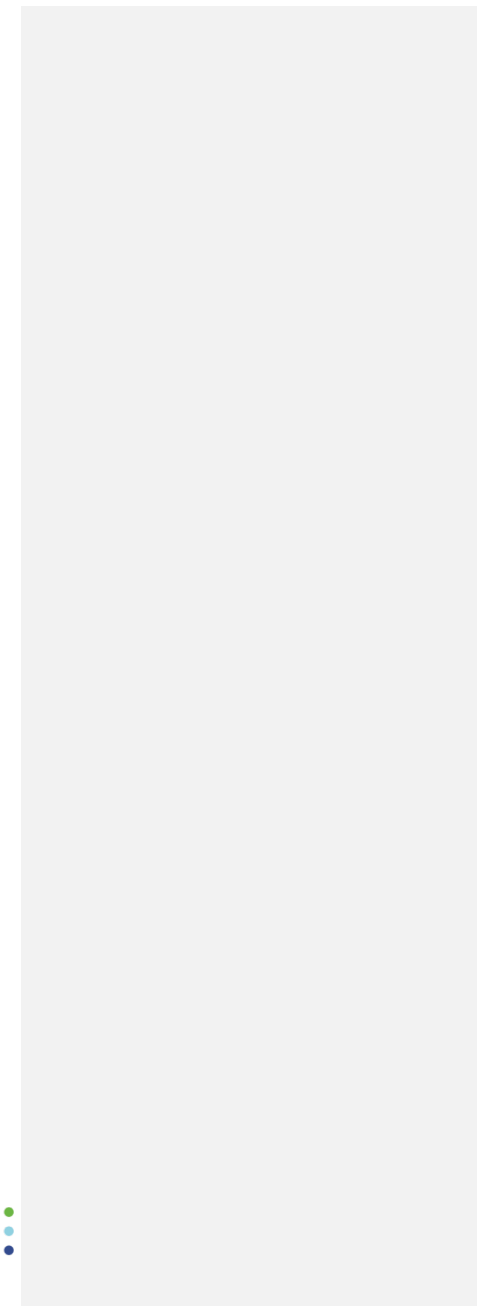


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Levels 5 and 6				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Explore how identities are influenced by people and places (VCHPEP105)</li> <li>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</li> <li>Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)</li> <li>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Investigate developmental changes and transitions.</li> <li>Understand the influences people and places have on personal identities.</li> <li>Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</li> <li>Describe their own and others' contributions to health, physical activity, safety and wellbeing.</li> <li>Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</li> <li>Examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</li> <li>Demonstrate skills to work collaboratively and play fairly.</li> <li>Access and interpret health information.</li> <li>Explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.</li> </ul>	Body Awareness 18 to 22  Conception to Birth 10 to 14  Feelings 16  Identity 9, 10  Protective Behaviours 16  Puberty 17 to 25  Relationships 6 to 9



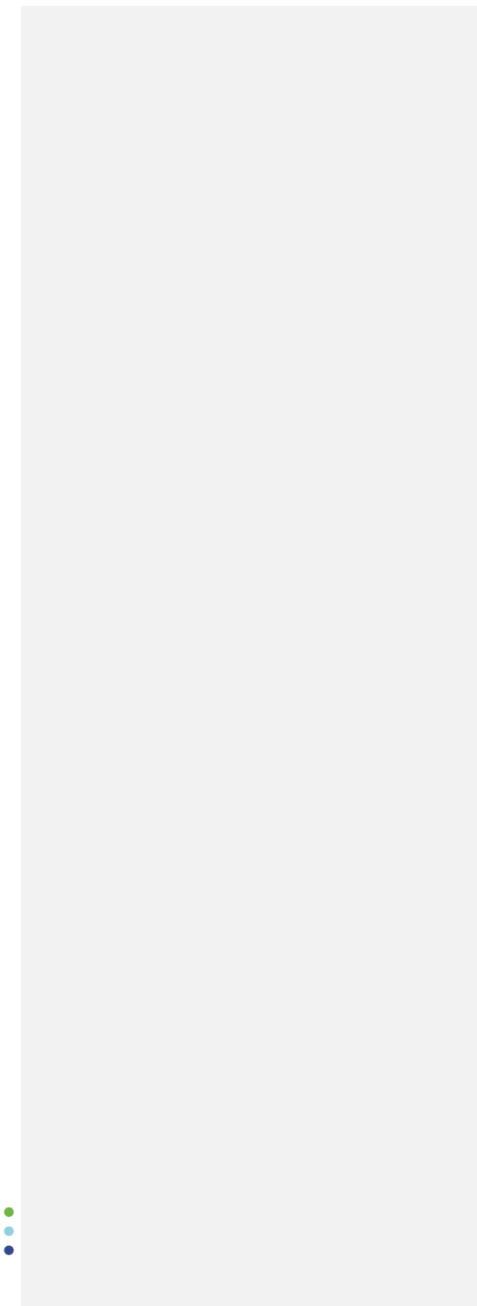
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			<ul style="list-style-type: none"> <li>Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li> <li>Apply the elements of movement when composing and creating movement sequences.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>Practise skills to establish and manage relationships (VCHPEP109)</li> <li>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)</li> <li>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111)</li> <li></li> </ul>		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</li> </ul>		

Levels 7 and 8	Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
	<b>Personal, Social and Community</b>	<b>Being healthy, safe and</b>	<ul style="list-style-type: none"> <li>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</li> </ul>	<ul style="list-style-type: none"> <li>Investigate strategies and resources to manage changes and transitions</li> </ul>	Feelings 17 Identity 11 to 15

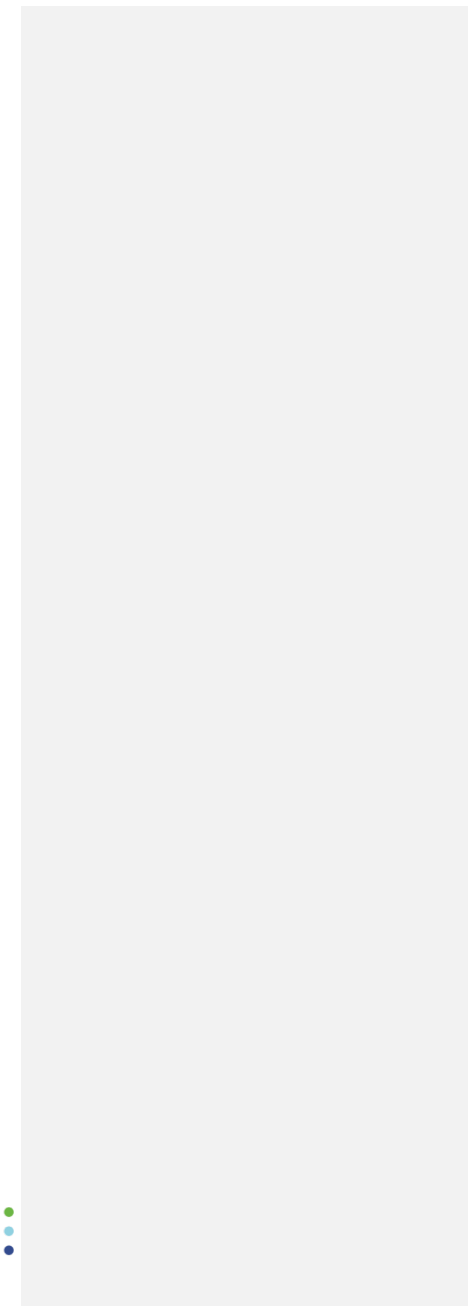


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<p><b>Health</b></p>	<p><b>active</b></p>		<p>and their impact on identities.</p> <ul style="list-style-type: none"> <li>• Evaluate the benefits of relationships on wellbeing and respecting diversity.</li> <li>• Analyse factors that influence emotional responses.</li> <li>• Gather and analyse health information.</li> <li>• Investigate strategies that enhance their own and others' health, safety and wellbeing.</li> <li>• Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.</li> <li>• Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</li> <li>• Explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.</li> <li>• Justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.</li> <li>• Demonstrate control and</li> </ul>	<p>Relationships 10 to 19</p> <p>Sexual decision Making 10 to 16</p>
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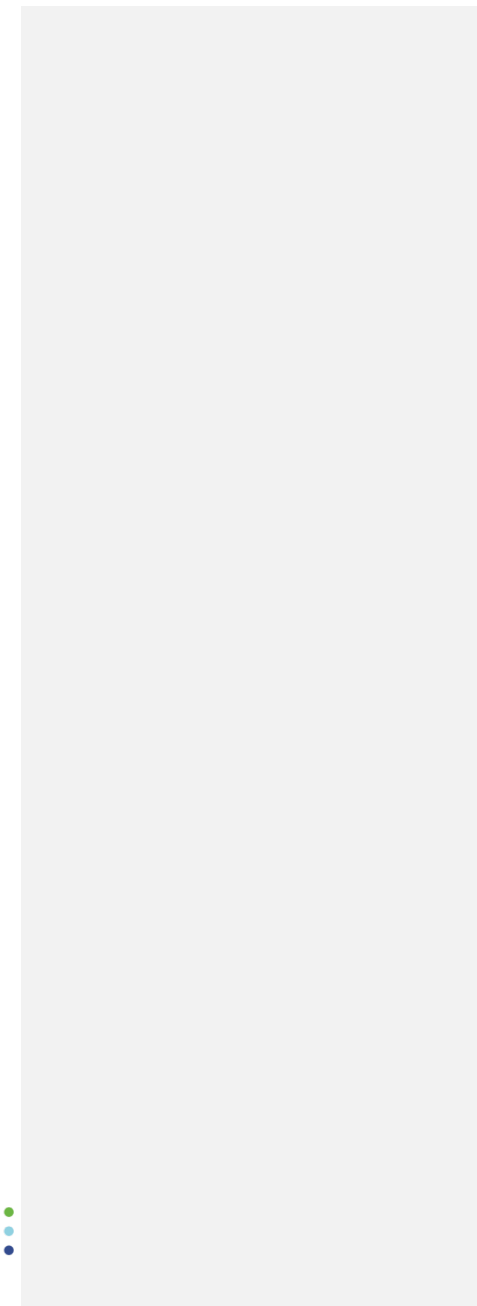
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			<p>accuracy when performing specialised movement skills.</p> <ul style="list-style-type: none"> <li>Apply and refine movement concepts and strategies to suit different movement situations.</li> <li>Apply the elements of movement to compose and perform movement sequences.</li> </ul>	
	<b>Communicating and interacting for health and wellbeing</b>	<ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</li> <li>Develop skills to evaluate health information and express health concerns (VCHPEP129)</li> <li></li> </ul>		
	<b>Contributing to healthy and active communities</b>	<ul style="list-style-type: none"> <li>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</li> </ul>		

Levels 9 and 10				
Strands	Sub-strands	Content Descriptions	Achievement standards	Activities
<b>Personal, Social and Community Health</b>	<b>Being healthy, safe and active</b>	<ul style="list-style-type: none"> <li>Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)</li> <li>Examine the impact of changes and transitions on relationships (VCHPEP143)</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.</li> <li>Analyse the impact of</li> </ul>	<p>Identity 16 to 21</p> <p>Protective Behaviours 17 to 19</p> <p>Relationships 10 to 18</p>

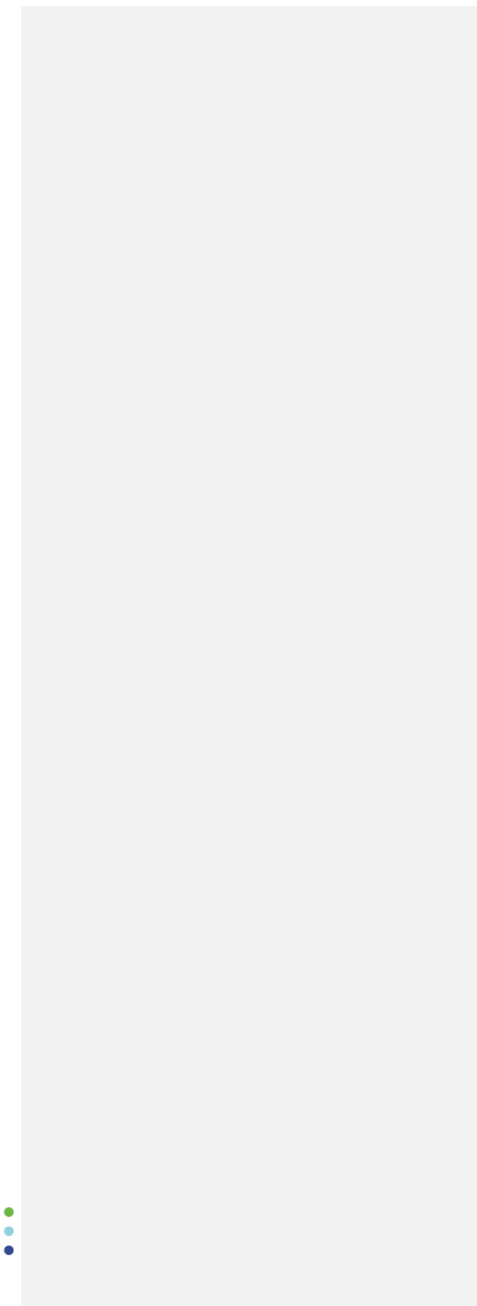


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		<ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)</li> <li>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</li> </ul>	<p>attitudes and beliefs about diversity on community connection and wellbeing.</p> <ul style="list-style-type: none"> <li>Evaluate the outcomes of emotional responses to different situations.</li> <li>Access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.</li> <li>Propose and evaluate interventions to improve fitness and physical activity levels in their communities.</li> <li>Examine the role physical activity has played historically in defining cultures and cultural identities.</li> <li>Identify and analyse factors that contribute to respectful relationships.</li> <li>Explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.</li> <li>Compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.</li> <li>Apply and transfer</li> </ul>	<p>Sexual decision Making 17 to 24</p>
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			<p>movement concepts and strategies to new and challenging movement situations.</p> <ul style="list-style-type: none"> <li>Apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</li> <li>Work collaboratively to design and apply solutions to movement challenges.</li> </ul>	
	<p><b>Communicating and interacting for health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</li> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</li> <li>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</li> <li></li> </ul>		
	<p><b>Contributing to healthy and active communities</b></p>	<ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</li> <li>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</li> </ul>		

