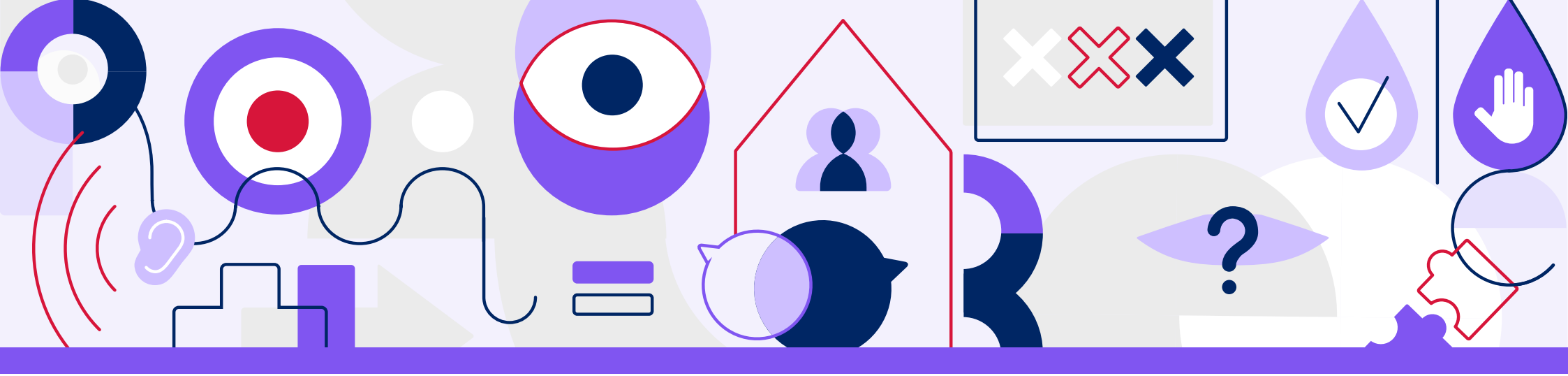


NSW Department of Education

Curriculum resources – Curriculum overview

Teaching Respectful Relationships Education K–12

This document provides an overview of the content and outcomes used in each lesson from the following:

- K-6 Personal Development, Health and Physical Education syllabus (2024)
- 7-10 Personal Development, Health and Physical Education syllabus (2024)
- Life Ready course (2018)

It also provides the learning intentions of each lesson across the stages.

This document is designed to support teachers with planning units of work. It could also be used to inform parents and carers about the content to be addressed in different units of work or lessons.

NSW GOVERNMENT

July 2026

Early stage 1

ES1 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	My feelings help me stay safe	Help comes from trusted people	Knowing me: what I need and deserve	Being fair: respecting others' feelings and rights	My body, my right: saying 'yes' or 'no'	Safe and unsafe secrets
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PHE-RRS-01** • Recognise emotional and physical signs that can indicate safe and unsafe situations **PHE-SMI-01** • Identify and describe various emotions	**PHE-RRS-01** • Identify people who can be trusted for safety and support • Demonstrate protective strategies including 'No-Go-Tell' • Identify situations as being safe or unsafe and demonstrate how to seek help **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Identify people who can be trusted for safety and support **PHE-SMI-01** • Identify and describe various emotions • Use interpersonal skills to cooperate with others	**PHE-RRS-01** • emotional and physical signs that can indicate safe and unsafe situations **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Describe the meaning of the word 'private' and identify private body parts • Identify appropriate and inappropriate touch, contact or interactions and demonstrates ways to respond offline and online **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Demonstrate protective strategies including 'No-Go-Tell' • Identify and describe various emotions **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance
Learning intention(s)	Recognise safe and unsafe situations.	Identify trusted adults and demonstrate help-seeking.	Understand and recognise that gender does not limit the choices we make.	Recognise when someone is treated unfairly and how to respond safely.	Understand that permission is needed to be touched or to touch.	Understand the difference between a safe 'keep' secret and an unsafe 'tell' secret and use 'No-Go-Tell' when needed.
Skills in focus	Recognising emotions.	Help-seeking.	Recognising emotions and social awareness.	Problem-solving.	Help-seeking and decision-making.	Recognising emotions and help-seeking.

ES1 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Asking for permission	'No' means 'no'	Unsafe people	Online safety	Online friends	Online content
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PHE-RRS-01** • Recognise emotional and physical signs that can indicate safe and unsafe situations • Demonstrate how to assertively gain, give or deny consent and respect responses **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Demonstrate how to assertively gain, give or deny consent and respect responses • Recognise emotional and physical signs that can indicate safe and unsafe situations • Identify people who can be trusted for safety and support • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Recognise emotional and physical signs that can indicate safe and unsafe situations • Identify familiar or personal relationships and connections to family, people and groups • Demonstrate how to assertively ask for help in a range of situations • Demonstrate protective strategies including 'No-Go-Tell' **PHE-SMI-01** • Identify and describe various emotions • Use help-seeking and decision-making actions to ask for assistance	**PHE-RRS-01** • Identify people who can be trusted for safety and support • Recognise that all data, including personal information and images, can be accessed by others when shared online • Identify ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance **PHE-IHW-01** • Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing	**PHE-RRS-01** • Identify how respectful relationships and safety contribute to wellbeing • Identify familiar or personal relationships and connections to family, people and groups • Identify ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance **PHE-IHW-01** • Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing	**PHE-RRS-01** • Identify how respectful relationships and safety contribute to wellbeing • Identify ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe **PHE-SMI-01** • Use help-seeking and decision-making actions to ask for assistance • Identify how people respectfully communicate for a range of purposes **PHE-IHW-01** • Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing

Lesson	Asking for permission	'No' means 'no'	Unsafe people	Online safety	Online friends	Online content
Learning intention(s)	Demonstrate how to respectfully ask for permission and accept decisions made by others.	Be assertive when responding to unsafe behaviour.	Demonstrate seeking help from a trusted adult.	Interact safely online.	Keep online interactions safe.	Interact safely with online content.
Skills in focus	Decision-making and communication.	Self-awareness and assertive communication.	Assertive communication and help-seeking.	Decision-making and problem-solving.	Help-seeking and decision-making.	Help-seeking and decision-making.

ES1 – Topic 3 – beyond the line

Lesson	All about me	My strengths	Values and beliefs	Actions and words	Challenges	Celebrating everyone
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PHE-RRS-01** • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Identify how connections to others, persistence, problem-solving and help-seeking builds resilience	**PHE-RRS-01** • Identify familiar or personal relationships and connections to family, people and groups • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Identify how connections to others, persistence, problem-solving and help-seeking builds resilience	**PHE-RRS-01** • Identify familiar or personal relationships and connections to family, people and groups • Identify the ways Aboriginal and/or Torres Strait Islander Peoples' Cultural connections to others enhance wellbeing **PHE-SMI-01** • Identify how connections to others, persistence, problem-solving and help-seeking builds resilience	**PHE-RRS-01** • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Identify how people respectfully communicate for a range of purposes	**PHE-RRS-01** • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Identify how connections to others, persistence, problem-solving and help-seeking builds resilience	**PHE-RRS-01** • Identify how personal strengths and characteristics contribute to respectful relationships **PHE-SMI-01** • Identify how people respectfully communicate for a range of purposes • Recognise how personal strengths contribute to the success of group activities • Use interpersonal skills to cooperate with others
Learning intention(s)	Acknowledge and accept differences in others.	Use and apply their personal strengths to show respect.	Identify their values and beliefs.	Use words and actions to help others feel respected and included.	Use their values and personal strengths when beliefs are challenged.	Cultivate belonging and celebrate others.
Skills in focus	Building self-concept.	Problem-solving.	Self-awareness, empathy.	Communication and problem-solving.	Communication and problem-solving.	Communication and self-awareness.

Stage 1

S1 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	Respect starts with me	Who can I trust?	Respecting choices, respecting people	Respect and fairness in relationships	Standing up for myself and others	Respecting my body, respecting others
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships • Describe how connecting to family, people, groups and places contributes to health and wellbeing **PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others	**PH1-RRS-01** • Describe how relationships can change over time • Describe how connecting to family, people, groups and places contributes to health and wellbeing **PH1-SMI-01** • Identify how connections to others, emotional regulation, persistence, problem-solving, support networks and help-seeking build resilience and describe why it is important	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Demonstrate interpersonal skills that contribute to positive and respectful interactions	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others	**PH1-RRS-01** • Identify and demonstrate assertive help-seeking actions when feeling unsafe • Practise and determine when to use 'No-Go-Tell' as a protective strategy • Identify and describe a support network outside of the home **PH1-SMI-01** • Identify how connections to others, emotional regulation, persistence, problem-solving, support networks and help-seeking build resilience and describe why it is important	**PH1-RRS-01** • Understand that parts of their own and others' bodies are private and that privacy can depend on context • Identify and apply strategies to respond to appropriate and inappropriate touch, contact or interactions offline and online • Demonstrate strategies to assertively gain, give or deny consent and respect responses • Practise and determine when to use 'No-Go-Tell' as a protective strategy **PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others • Demonstrate interpersonal skills that contribute to positive and respectful interactions
Learning intention(s)	Explore what 'self-respect' means and how it helps us feel safe and connected.	Identify trusted adults in different areas of life and recognise how they support wellbeing and safety.	Understand how respecting individual differences helps spread kindness and fairness.	Identify respectful and disrespectful behaviours in families and relationships.	Demonstrate assertive help-seeking actions.	Understand that their body belongs to them and how to give, gain and deny consent.
Skills in focus	Recognising emotions.	Help-seeking.	Empathy building.	Recognising emotions.	Help-seeking and communication.	Self-awareness and assertive communication.

S1 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Asking and listening	Respecting the answer	Feeling pressured to give consent	Gifts, favours and feeling confused	Protecting yourself from pressure	What can I share online?	Do not trick me	Online content that is not for kids
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH1-SMI-01** • Demonstrate help-seeking and decision-making actions to support learning • Identify and demonstrate self-regulation strategies in response to situations and emotions • Demonstrate communication skills in group activities to support cooperation	**PH1-SMI-01** • Demonstrate help-seeking and decision-making actions to support learning • Identify and demonstrate self-regulation strategies in response to situations and emotions • Demonstrate interpersonal skills that contribute to positive and respectful interactions	**PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others • Identify and describe the connection between feelings, words and body language • Identify and demonstrate self-regulation strategies in response to situations and emotions • Demonstrate communication skills in group activities to support cooperation	**PH1-SMI-01** • Identify and describe the connection between feelings, words and body language • Identify and demonstrate self-regulation strategies in response to situations and emotions • Demonstrate interpersonal skills that contribute to positive and respectful interactions	**PH1-SMI-01** • Identify and describe the connection between feelings, words and body language • Recognise emotional responses to various situations and describe the impact on themselves and others	**PH1-SMI-01** • Demonstrate help-seeking and decision-making actions to support learning • Demonstrate interpersonal skills that contribute to positive and respectful interactions	**PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others • Identify and describe the connection between feelings, words and body language	**PH1-SMI-01** • Demonstrate help-seeking and decision-making actions to support learning • Recognise emotional responses to various situations and describe the impact on themselves and others

Lesson	Asking and listening	Respecting the answer	Feeling pressured to give consent	Gifts, favours and feeling confused	Protecting yourself from pressure	What can I share online?	Do not trick me	Online content that is not for kids
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH1-RRS-01** • Demonstrate strategies to assertively gain, give or deny consent and respect responses • Identify and demonstrate assertive help-seeking actions when feeling unsafe	**PH1-RRS-01** • Identify and demonstrate assertive help-seeking actions when feeling unsafe • Demonstrate strategies to assertively gain, give or deny consent and respect responses	**PH1-RRS-01** • Describe choices and actions that contribute to a safe environment • Demonstrate strategies to assertively gain, give or deny consent and respect responses	**PH1-RRS-01** • Identify the emotional and physical signs of safe and unsafe situations and demonstrate assertive responses • Demonstrate strategies to assertively gain, give or deny consent and respect responses	**PH1-RRS-01** • Identify and apply strategies to respond to appropriate and inappropriate touch, contact or interactions offline and online • Identify the emotional and physical signs of safe and unsafe situations and demonstrate assertive responses	**PH1-RRS-01** • Recognise that personal information and images can be seen, accessed and used online by others, and describe strategies to protect personal information • Describe and enact ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe	**PH1-RRS-01** • Identify the emotional and physical signs of safe and unsafe situations and demonstrate assertive responses • Identify and apply strategies to respond to appropriate and inappropriate touch, contact or interactions offline and online	**PH1-RRS-01** • Describe and enact ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe • Practise and determine when to use 'No-Go-Tell' as a protective strategy
Learning intention(s)	Demonstrate assertively giving, refusing and respecting consent.	Respond respectfully when someone gives or refuses consent.	Identify and respond safely to pressure from others.	Recognise when gifts or favours are used to pressure or manipulate.	Understand that kindness can sometimes be used to disguise pressure or control.	Understand what is safe to share online and how to protect personal information.	Identify when someone's kindness turns into pressure.	Identify how to respond safely when they see online content that is unsafe or disrespectful.
Skills in focus	Assertive communication and self-awareness.	Social awareness, assertiveness, communication and self-awareness.	Communication and decision-making.	Emotional recognition, decision-making and problem-solving.	Social awareness and decision-making.	Social awareness, decision-making and problem-solving.	Social awareness, assertive communication and self-awareness.	Communication and decision-making.

S1 – Topic 3 – beyond the line

Lesson	Everyone is different	Connection and belonging	Using my strengths	My values	Actions and words	Being an upstander	Celebrating our differences
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Identify and demonstrate self-regulation strategies in response to situations and emotions	**PH1-RRS-01** • Describe how connecting to family, people, groups and places contributes to health and wellbeing • Describe ways Aboriginal and/or Torres Strait Islander Peoples' connections to Country/Place and others enhance wellbeing **PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Demonstrate interpersonal skills that contribute to positive and respectful interactions	**PH1-RRS-01** • Describe how connecting to family, people, groups and places contributes to health and wellbeing • Describe ways Aboriginal and/or Torres Strait Islander Peoples' connections to Country/Place and others enhance wellbeing • Identify and describe a support network outside of the home **PH1-SMI-01** • Recognise emotional responses to various situations and describe the impact on themselves and others	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Identify how connections to others, emotional regulation, persistence, problem-solving, support networks and help-seeking build resilience and describe why it is important	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships • Describe choices and actions that contribute to a safe environment **PH1-SMI-01** • Identify and demonstrate self-regulation strategies in response to situations and emotions	**PH1-RRS-01** • Demonstrate actions that contribute to respectful relationships **PH1-SMI-01** • Demonstrate interpersonal skills that contribute to positive and respectful interactions

Lesson	Everyone is different	Connection and belonging	Using my strengths	My values	Actions and words	Being an upstander	Celebrating our differences
Learning intention(s)	Respect differences in others.	Recognise how connecting with others builds a sense of belonging.	Describe and apply their strengths in different situations.	Apply the values of respect, fairness and inclusion.	Practise empathy to understand how others feel.	Use their strengths to safely respond to bullying.	Celebrate the unique qualities of others.
Skills in focus	Social awareness and self-awareness.	Self-awareness and empathy.	Self-awareness and problem-solving.	Self-awareness and decision-making.	Self-awareness and empathy.	Help-seeking, social awareness and advocacy.	Self-awareness, empathy, communication.

Stage 2

S2 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	Understanding respect and safety	Consent and owning your voice	My boundaries	Gender stereotypes and respect	Understanding power and control	Why finding a trusted adult matters
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH2-RRS-01** **PH2-RRS-02** • Identify and describe rights and responsibilities in relationships • Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond **PH2-SMI-01** • Describe how an individual's emotional responses to situations can affect others	**PH2-RRS-01** **PH2-RRS-02** • Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Identify and describe rights and responsibilities in relationships • Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond • Describe and apply strategies to assertively gain, give or deny consent and respect responses **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Examine how stereotypes can influence attitudes • Describe and apply actions and behaviours that contribute to respectful relationships • Describe how an individual's emotional responses to situations can affect others **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Describe and apply actions and behaviours that contribute to respectful relationships • Examine how stereotypes can influence attitudes **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Identify people and places to seek help from when in unsafe situations • Describe and apply strategies to support safety in the home, school and local community **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online

Lesson	Understanding respect and safety	Consent and owning your voice	My boundaries	Gender stereotypes and respect	Understanding power and control	Why finding a trusted adult matters
Learning intention(s)	Demonstrate respectful, inclusive and safe communication. Recognise rights, responsibilities and behaviours that show respect or disrespect in relationships.	Understand what consent means and practise clear, respectful ways to give, refuse and respond to consent.	Understand personal boundaries and demonstrate assertive communication.	Identify and challenge gender stereotypes to promote respectful and fair relationships with others.	Examine how gender stereotypes can influence who has more power and control.	Recognise signs of unsafe situations and practise using help-seeking language to ask trusted adults for support.
Skills in focus	Awareness of rights and responsibilities.	Assertive communication and refusal skills.	Self-awareness and communication.	Strengthening personal identity and perspective forming.	Social awareness.	Help-seeking and assertiveness.

S2 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Giving and denying consent	Checking for change	Setting and respecting boundaries	Grooming	Coercion	Online rights and responsibilities	Online safety
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH2-RRS-01** **PH2-RRS-02** • Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond • Describe and apply strategies to assertively gain, give or deny consent and respect responses **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online • Describe and apply strategies to assertively gain, give or deny consent and respect responses **PH2-SMI-01** • Apply problem-solving and decision-making actions to enhance learning • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Describe and apply strategies to assertively gain, give or deny consent and respect responses • Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online **PH2-SMI-01** • Apply problem-solving and decision-making actions to enhance learning • Identify and apply self-regulation strategies in response to situations and emotions offline and onlines	**PH2-RRS-01** • Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online	**PH2-RRS-01** **PH2-RRS-02** • Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online • Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond **PH2-SMI-01** • Apply problem-solving and decision-making actions to enhance learning • Identify and apply self-regulation strategies in response to situations and emotions offline and online	**PH2-RRS-01** **PH2-RRS-02** • Identify how and when to assertively gain, give or deny consent before information is shared online • Describe the importance of protecting personal information online • Identify unsafe situations in online environments and describe how to seek help **PH2-SMI-01** • Apply problem-solving and decision-making actions to enhance learning • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Identify how and when to assertively gain, give or deny consent before information is shared online • Identify respectful digital citizen behaviours • Identify people and places to seek help from when in unsafe situations • Devise a set of guidelines for maintaining safety when online **PH2-SMI-01** • Apply problem-solving and decision-making actions to enhance learning • Apply interpersonal skills to enhance positive and respectful interactions

Lesson	Giving and denying consent	Checking for change	Setting and respecting boundaries	Grooming	Coercion	Online rights and responsibilities	Online safety
Learning intention(s)	Assertively give or deny consent and respect others' choices.	Recognise their rights and responsibilities with consent.	Establish boundaries and respect the boundaries of others.	Identify actions that may lead to grooming.	Recognise and define coercion.	Consider their rights and responsibilities online.	Evaluate online interactions and content.
Skills in focus	Assertive communication and self-awareness.	Self-awareness and decision-making.	Assertive communication and self-awareness.	Recognising emotions and help-seeking.	Self-awareness, problem-solving and help-seeking.	Self-awareness.	Self-awareness and decision-making.

S2 – Topic 3 – beyond the line

Lesson	Respecting diversity	Using my strengths	Influence and choice	Applying values	How can I be an upstander?	Choosing my actions	Celebrations
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH2-RRS-01** **PH2-RRS-02** • Identify and describe rights and responsibilities in relationships • Describe and apply actions and behaviours that contribute to respectful relationships **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interaction	**PH2-RRS-01** **PH2-RRS-02** • Describe and apply actions and behaviours that contribute to respectful relationships • Examine how stereotypes can influence attitudes **PH2-SMI-01** • Describe how an individual's emotional responses to situations can affect others • Apply problem-solving and decision-making actions to enhance learning	**PH2-RRS-01** **PH2-RRS-02** • Describe how connecting to family, people, groups, community organisations and places strengthens relationship and supports health and wellbeing • Explain how Aboriginal and/or Torres Strait Islander Peoples' connections to Country, Community and Culture strengthen relationships **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online • Apply problem-solving and decision-making actions to enhance learning	**PH2-RRS-01** **PH2-RRS-02** • Describe and apply actions and behaviours that contribute to respectful relationships • Examine how stereotypes can influence attitudes • Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online	**PH2-RRS-01** **PH2-RRS-02** • Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online • Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions	**PH2-RRS-01** **PH2-RRS-02** • Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online • Identify people and places to seek help from when in unsafe situations **PH2-SMI-01** • Identify and apply self-regulation strategies in response to situations and emotions offline and online	**PH2-RRS-01** **PH2-RRS-02** • Describe how connecting to family, people, groups, community organisations and places strengthens relationship and supports health and wellbeing • Describe and apply actions and behaviours that contribute to respectful relationships **PH2-SMI-01** • Apply interpersonal skills to enhance positive and respectful interactions

Lesson	Respecting diversity	Using my strengths	Influence and choice	Applying values	How can I be an upstander?	Choosing my actions	Celebrations
Learning intention(s)	Value and respect the identities of others.	Apply their personal strengths to problem-solve both online and offline.	Apply their personal strengths to problem-solve both online and offline.	Apply their values when making decisions on social problems.	Demonstrate protective and assertive ways of dealing with bullying.	Evaluate situations and choose actions that are respectful and safe.	Value and celebrate diversity using art.
Skills in focus	Self-awareness, social awareness and empathy building.	Self-awareness, empathy building and problem-solving.	Self-awareness and decision-making.	Social awareness, decision-making and problem-solving.	Self-awareness, empathy and assertive communication.	Self-awareness, communication and empathy building.	Social awareness and collaboration.

Stage 3

S3 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	My right to always be safe	Being clear	Can you help me with this?	Gender norms and stereotypes	Power in relationships	Telling a trusted adult
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH3-RRS-01** **PH3-RRS-02** • Explains how rights and responsibilities contribute to respectful relationships • Describe the right to be safe from abuse and identify protective strategies **PH3-SMI-01** • Evaluate and apply self-regulation strategies to manage responses in offline and online situations	**PH3-RRS-01** **PH3-RRS-02** • Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Identify and explain how to communicate with and seek help from support networks when in unsafe situations • Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Explain how stereotypes can influence relationships and the wellbeing of individuals and groups **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Analyse actions and strategies to maintain and enhance safety in the home, school and local environment contexts **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others	**PH3-RRS-01** **PH3-RRS-02** • Describe the right to be safe from abuse and identify protective strategies • Identify and explain how to communicate with and seek help from support networks when in unsafe situations **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts
Learning intention(s)	Recognise the right to safety from abuse in all relationships.	Examine the importance of consent in a range of situations. Describe the clearest ways to give or refuse consent.	Demonstrate decision-making skills and help-seeking.	Evaluate how gender stereotypes can affect and limit individuals.	Explore the influence gender has on power dynamics in relationships.	Explain what sexual abuse is and develop strategies to seek help.
Skills in focus	Awareness of rights and responsibilities.	Assertiveness and refusal skills.	Help-seeking and decision-making.	Social awareness.	Social awareness.	Help-seeking.

S3 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Boundaries	When boundaries are crossed	Recognising coercion	Understanding grooming	Help from trusted people	Online safety	Being responsible online	Safely navigating the online space
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH3-RRS-01** **PH3-RRS-02** • Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses **PH3-SMI-01** • Respond to peer and teacher feedback to refine skills and strategies in a range of contexts • Explain how emotional responses to situations can impact decision-making and relationships	**PH3-RRS-01** **PH3-RRS-02** • Explain how rights and responsibilities contribute to respectful relationships • Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses **PH3-SMI-01** • Describe and demonstrate respectful and effective communication to promote leadership, inclusion and collaboration	**PH3-RRS-01** **PH3-RRS-02** • Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online • Evaluate and apply strategies to respond to emotional or physically unsafe situations **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others	**PH3-RRS-01** **PH3-RRS-02** • Evaluate and apply strategies to respond to emotional or physically unsafe situations • Describe the right to be safe from abuse and identify protective strategies **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others	**PH3-RRS-01** **PH3-RRS-02** • Identify and explain how to communicate with and seek help from support networks when in unsafe situations • Evaluate and apply strategies to respond to emotional or physically unsafe situations **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Demonstrate and explain how respectful and responsible digital citizen behaviours enhance online safety **PH3-SMI-01** • Evaluate and apply self-regulation strategies to manage responses in offline and online situations	**PH3-RRS-01** **PH3-RRS-02** • Demonstrate and explain how respectful and responsible digital citizen behaviour enhance online safety • Demonstrate how and when to assertively gain, give or deny consent when sharing information online and promote help-seeking strategies **PH3-SMI-01** • Evaluate and apply self-regulation strategies to manage responses in offline and online situations	**PH3-RRS-01** **PH3-RRS-02** • Identify and explain how to communicate with and seek help from support networks when in unsafe situations • Demonstrate and explain how respectful and responsible digital citizen behaviours enhance online safety **PH3-SMI-01** • Evaluate and apply self-regulation strategies to manage responses in offline and online situations

Lesson	Boundaries	When boundaries are crossed	Recognising coercion	Understanding grooming	Help from trusted people	Online safety	Being responsible online	Safely navigating the online space
Learning intention(s)	Identify boundaries and demonstrate respectfully asking for consent.	Demonstrate assertive responses and protective strategies if boundaries are crossed.	Recognise coercion and use protective strategies.	Analyse grooming to identify manipulative behaviours to build trust.	Evaluate why recognising grooming is important for safety.	Create strategies to stay safe online.	Identify and apply strategies to engage responsibly and safely online.	Safely navigate the online world.
Skills in focus	Self-awareness and assertive communication.	Assertive communication.	Assertive communication and refusal skills.	Self-awareness and help-seeking.	Help-seeking and decision-making.	Self-awareness.	Self-awareness and problem-solving.	Self-awareness and problem-solving.

S3 – Topic 3 – beyond the line

Lesson	We are all different	My strengths in action	My connections and their influence	Applying our values	Being an upstander	My words and actions	You're wonderful
PDHPE syllabus outcomes and content **Focus area: Respectful relationships and safety**	**PH3-RRS-01** **PH3-RRS-02** • Explain how rights and responsibilities contribute to respectful relationships • Explain and apply strategies to manage changes respectfully in relationships **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others	**PH3-RRS-01** **PH3-RRS-02** • Explain how stereotypes can influence relationships and the wellbeing of individuals and groups • Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing **PH3-SMI-01** • Explain how emotional responses to situations can impact decision-making and relationships	**PH3-RRS-01** **PH3-RRS-02** • Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing • Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Explain and apply strategies to manage changes respectfully in relationships • Apply strategies to enhance protective and upstander behaviours in unsafe or risky situations offline and online **PH3-SMI-01** • Evaluate and apply self-regulation strategies to manage responses in offline and online situations	**PH3-RRS-01** **PH3-RRS-02** • Apply strategies to enhance protective and upstander behaviours in unsafe or risky situations offline and online • Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online **PH3-SMI-01** • Apply problem-solving and decision-making actions across contexts	**PH3-RRS-01** **PH3-RRS-02** • Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online • Identify and explain how to communicate with and seek help from support networks when in unsafe situations **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others	**PH3-RRS-01** **PH3-RRS-02** • Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing • Identify and apply strategies to contribute to safety in online environments **PH3-SMI-01** • Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

Lesson	We are all different	My strengths in action	My connections and their influence	Applying our values	Being an upstander	My words and actions	You're wonderful
Learning intention(s)	Value the unique identities of others.	Advocate for themselves and their peers.	Evaluate connections and their influence.	Apply the values of respect, fairness and inclusion.	Apply strategies to safely advocate against bullying.	Evaluate how words and actions communicate their identity to others.	Create a sense of belonging and connectedness.
Skills in focus	Self-awareness, social awareness and empathy building.	Self-awareness and problem-solving.	Self-awareness, problem-solving and decision-making.	Social awareness and empathy building.	Decision-making and problem-solving.	Self-awareness, empathy and assertive communication.	Self-awareness and empathy building.

Stage 4

S4 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	Feeling all the feels	Trusting your inner compass in a power imbalance	Follow your inner compass	Mapping boundaries	Compass in the storm	Seeking and offering support	Using our compass in a storm	Destination inclusivity
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SMI-01** • Explain how rights and responsibilities contribute to safe and respectful relationships	**PH4-SMI-01** • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict	**PH4-SMI-01** • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships	**PH4-SMI-01** • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict	**PH4-SMI-01** • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations	**PH4-SMI-01** • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations

Lesson	Feeling all the feels	Trusting your inner compass in a power imbalance	Follow your inner compass	Mapping boundaries	Compass in the storm	Seeking and offering support	Using our compass in a storm	Destination inclusivity
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SHW-01** • Investigate the characteristics and qualities of various types of relationships and how these can impact safety, health and wellbeing **PH4-RRL-01** • Examine the changing nature of relationships and propose strategies that build and maintain respectful relationships • Explain the role of respect in forming and maintaining relationships within Aboriginal and Torres Strait Islander Cultures and across a range of cultures	**PH4-SHW-01** Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others **PH4-RRL-01** • Recognise the impact of power in relationships and develop skills to challenge the abuse of power • Explain how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes	**PH4-SHW-01** Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others **PH4-RRL-01** • Explain how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes	**PH4-SHW-01** • Investigate the laws of consent and describe how they enhance safety and respect in sexual relationships **PH4-RRL-01** • Describe how consent, respecting people's choices and communication create safe and positive experiences within intimate and sexual relationships • Explain and apply skills and strategies to gain, give or deny consent, including communicating assertively and respectfully	**PH4-SHW-01** • Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour **PH4-RRL-01** • Recognise the impact of power in relationships and develop skills to challenge the abuse of power • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others	**PH4-SHW-01** • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others **PH4-RRL-01** • Describe how consent, respecting people's choices and communication create safe and positive experiences within intimate and sexual relationships • Explain how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes	**PH4-SHW-01** • Understand rights, responsibilities and social implications of taking or sharing information, images and videos online • Explain the impact online content can have on perceptions, behaviours and attitudes **PH4-RRL-01** • Examine the changing nature of relationships and propose strategies that build and maintain respectful relationships	**PH4-SHW-01** Examine the changing nature of relationships and propose strategies that build and maintain respectful relationships **PH4-RRL-01** • Investigate the characteristics and qualities of various types of relationships and how these can impact safety, health and wellbeing

Lesson	Feeling all the feels	Trusting your inner compass in a power imbalance	Follow your inner compass	Mapping boundaries	Compass in the storm	Seeking and offering support	Using our compass in a storm	Destination inclusivity
Learning intention(s)	Describe the qualities of a respectful relationship. Justify rights and responsibilities within different types of relationships Understand the role of the body's inner compass.	Recognise and respond to power imbalances in relationships to advocate for themselves and others.	Apply skills in empathy and assertive communication to address stereotypes and promote respectful relationships.	Demonstrate deep understanding of consent and explain the role of boundaries in healthy relationships.	Evaluate causes, effects and patterns of behaviour of family and domestic violence.	Understand consent, sexual violence and gender-based violence to recognise the role of gender stereotypes in shaping behaviours and perceptions.	Analyse inappropriate online behaviours and understand their impact on individuals and relationships.	Understand the significance of diverse perspectives and the dynamics of inclusivity, enabling them to advocate for themselves and others.
Skills in focus	Self-awareness, emotion or stress management and decision-making.	Self-awareness, decision-making and problem-solving.	Empathy, communication and active listening.	Self-management and communication.	Self-awareness, decision-making and help-seeking.	Self-awareness, communication and advocacy.	Decision-making, communication and empathy.	Empathy, advocacy and inclusion.

S4 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Understanding media	Online platforms, personal information and safe use	Consent, nudes, deepfakes and online boundaries	Sexting, sextortion and online manipulation	Critical media literacy and pornography representation	Advocacy and respectful digital behaviour	Reflection, boundaries and personal values
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SMI-01** • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict **PH4-IBC-01** • Explain the impact online content can have on perceptions, behaviours and attitudes	**PH4-SMI-01** • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict **PH4-RRL-01** • Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse and negative social interactions	**PH4-SMI-01** • Describe how consent, respecting people's choices and communication create safe and positive experiences within intimate and sexual relationships **PH4-RRL-01** • Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse and negative social interactions	**PH4-SMI-01** • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others **PH4-RRL-01** • Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse and negative social interactions	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening **PH4-IBC-01** • Explain the impact online content can have on perceptions, behaviours and attitudes	**PH4-SMI-01** • Evaluate and practise communication skills that build and maintain respectful relationships, including active listening **PH4-RRL-01** • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others	**PH4-SMI-01** • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations **PH4-RRL-01** • Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse and negative social interactions

Lesson	Understanding media	Online platforms, personal information and safe use	Consent, nudes, deepfakes and online boundaries	Sexting, sextortion and online manipulation	Critical media literacy and pornography representation	Advocacy and respectful digital behaviour	Reflection, boundaries and personal values
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SHW-01** • Understand rights, responsibilities and social implications of taking or sharing information, images and videos online	**PH4-SHW-01** • Understand rights, responsibilities and social implications of communicating online • Understand rights, responsibilities and social implications of taking or sharing information, images and videos online	**PH4-SHW-01** • Understand rights, responsibilities and social implications of taking or sharing information, images and videos online	**PH4-SHW-01** • Recognise the impact of power in relationships and develop skills to challenge the abuse of power	**PH4-SHW-01** • Examine external influences on sexuality and sexual health behaviours and recognise the impact these can have on their own and others' health and wellbeing		
Learning intention(s)	Understand how media and technology influence identity and sense of belonging. Recognise the impact of a digital footprint on relationships.	Understand how to protect personal information and wellbeing online. Apply strategies to promote respectful and safe online connections.	Recap consent and respectful relationship behaviours. Explore online boundaries with a focus on sexting, nudes and deepfake technology.	Recognise power dynamics and risks associated with online abuse. Develop prevention and support strategies.	Critically analyse media portrayals of relationships and bodies. Understand how pornography shapes unrealistic expectations.	Build skills to promote respectful online behaviour. Support peers experiencing online challenges.	Consolidate understanding of boundaries and respectful relationships. Reflect on learning and personal growth.
Skills in focus	Self-awareness, decision-making and communication.	Decision-making, self-awareness and social awareness.	Communication, problem-solving and help-seeking.	Self-awareness, decision-making and empathy.	Self-awareness, decision-making and communication.	Communication, advocacy and problem-solving.	Self-awareness, decision-making and collaboration.

S4 – Topic 3 – beyond the line

Lesson	Identity and values: Who am I becoming?	Respect and relationships: What does it really look like?	Inclusion, diversity and empathy: stepping into others' shoes	Stereotypes and fairness: Is this really equal?	Friendships, boundaries and assertiveness	Being a respectful upstander	Online influence, peer pressure and decision-making
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SMI-01** • Explain how rights and responsibilities contribute to safe and respectful relationships **PH4-RRL-01** • Examine the changing nature of relationships and propose strategies that build and maintain respectful relationships	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships **PH4-RRL-01** • Investigate the characteristics and qualities of various types of relationships and how these can impact safety, health and wellbeing	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations **PH4-RRL-01** • Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour	**PH4-SMI-01** • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations • Identify attitudes and practise skills that enhance resilience, perseverance and adaptability to change **PH4-RRL-01** • Recognise the impact of power in relationships and develop skills to challenge the abuse of power	**PH4-SMI-01** • Propose and review personal goals that enhance the potential for success and improved health outcomes **PH4-RRL-01** • Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others	**PH4-SMI-01** • Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships • Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict **PH4-RRL-01** • Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour • Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others	**PH4-SMI-01** • Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations • Identify attitudes and practise skills that enhance resilience, perseverance and adaptability to change **PH4-RRL-01** • Understand rights, responsibilities and social implications of communicating online • Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse and negative social interactions

Lesson	Identity and values: Who am I becoming?	Respect and relationships: What does it really look like?	Inclusion, diversity and empathy: stepping into others' shoes	Stereotypes and fairness: Is this really equal?	Friendships, boundaries and assertiveness	Being a respectful upstander	Online influence, peer pressure and decision-making
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH4-SHW-01** • Investigate the characteristics and qualities of various types of relationships and how these can impact safety, health and wellbeing	**PH4-SHW-01** • Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour	**PH4-SHW-01** • Explain the impact online content can have on perceptions, behaviours and attitudes	**PH4-SHW-01** • Explain the impact online content can have on perceptions, behaviours and attitudes	**PH4-SHW-01** • Assess and demonstrate strategies to regulate screen time and enhance safety and enjoyment in the digital environment	**PH4-SHW-01** • Explain how rights and responsibilities contribute to safe and respectful relationships	**PH4-SHW-01** • Explain the impact online content can have on perceptions, behaviours and attitudes • Explain how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes • Examine external influences on sexuality and sexual health behaviours and recognise the impact these can have on their own and others' health and wellbeing
Learning intention(s)	Analyse how personal identity and values are shaped and influence interactions with others.	Assess the characteristics of respectful and disrespectful behaviours in relationships.	Analyse the role of empathy and inclusive behaviours in fostering belonging and reducing bias.	Assess how stereotypes shape unfair treatment. Explore ways to challenge discrimination.	Assess how setting boundaries and assertive communication support healthy friendships.	Analyse the role of upstander behaviours in addressing disrespect and discrimination safely.	Analyse how digital influence and peer pressure impact decision-making and personal integrity.
Skills in focus	Strengthening personal identity and empathy-building.	Self-awareness, social awareness and empathy-building.	Empathy-building, social awareness, decision-making and problem-solving.	Self-awareness, social awareness and empathy-building.	Communication and empathy-building.	Social awareness, help-seeking and leadership and advocacy.	Strengthening personal identity, social awareness and leadership and advocacy.

Stage 5

S5 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	Unpacking our toolkit	Using our power tools	Toolkit talk on stereotypes and warning signs	Expanding our toolkit by understanding consent	Curating our toolkit	Reinforcing our toolkit against domestic violence	Refining our toolkit – intersectionality and media influence	Using our toolkit for good
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-RRL-01** • Investigate the characteristics of inclusive, equal, safe and respectful relationships and propose strategies to enhance current and future relationships • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships	**PH5-RRL-01** • Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships	**PH5-RRL-01** • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships	**PH5-RRL-01** • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent • Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent	**PH5-RRL-01** • Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships	**PH5-RRL-01** • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse	**PH5-RRL-01** • Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships	**PH5-RRL-01** • Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

Lesson	Unpacking our toolkit	Using our power tools	Toolkit talk on stereotypes and warning signs	Expanding our toolkit by understanding consent	Curating our toolkit	Reinforcing our toolkit against domestic violence	Refining our toolkit – intersectionality and media influence	Using our toolkit for good
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others	**PH5-SMI-01** • Explain and demonstrate how being resilient and assertive can assist in managing a range of situations	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others	**PH5-SMI-01** • Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions **PH5-IBC-01** • Propose and evaluate skills and strategies that enhance identity and a sense of belonging for themselves and other **PH5-SHW-01** • Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours

Lesson	Unpacking our toolkit	Using our power tools	Toolkit talk on stereotypes and warning signs	Expanding our toolkit by understanding consent	Curating our toolkit	Reinforcing our toolkit against domestic violence	Refining our toolkit – intersectionality and media influence	Using our toolkit for good
Learning intention(s)	Develop self-management and interpersonal skills to understand the influence of gender stereotypes on responsibility, respect and ethical behaviour in relationships.	Practise skills in effective communication, negotiation, setting boundaries and speaking up to mitigate the impact of gender stereotypes on relationships.	Understand patterns of behaviour that contribute to domestic violence and abuse. Develop strategies for speaking up in challenging situations.	Deepen understanding of consent by exploring its application in various contexts.	Analyse power dynamics in relationships. Evaluate factors that affect individuals' ability to make informed decisions and be upstanders.	Explore the concept of family and domestic violence in Australia to propose actionable solutions to reduce the impact.	Critically examine how the media presents gender roles and violence. Recognise ways that media portrayals reinforce unfair or harmful stereotypes about men, women and relationships. Challenge media representations and the normalisation of harmful stereotypes.	Demonstrate skills in speaking up. Propose ways to challenge harmful stereotypes and media messages to create safer and fairer environments.
Skills in focus	Self-awareness and communication.	Communication, decision-making and collaboration.	Communication, negotiation and empathy.	Self-awareness, communication and advocacy.	Communication, help-seeking and advocacy.	Empathy building, help-seeking and collaboration.	Communication and advocacy.	Strengthening personal identity, leadership and advocacy.

S5 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Media influence, power and respectful relationships	Pornography as a media product of influence	Pornography industry: power, profit and exploitation	Pornography, body image and unrealistic expectations	Consent, boundaries and coercion in the pornography context	Algorithms, media literacy and challenging harmful norms	Algorithm awareness and future action
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-IBC-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation	**PH5-RRL-01** • Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships • Students will explore pornography as a media product, critically analysing its depictions of sexuality and their impact on societal views of relationships	**PH5-RRL-01** • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships **PH5-SHW-01** • Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends	**PH5-RRL-01** • Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships **PH5-IBC-01** • Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse	**PH5-RRL-01** • Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent	**PH5-RRL-01** • Examine ethical online behaviour and evaluate the significance of responsible digital citizenship • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent **PH5-SHW-01** • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent	**PH5-RRL-01** • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Reflect on ethical behaviour and explain how it can build and maintain respectful relationships **PH5-IBC-01** • Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

Lesson	Media influence, power and respectful relationships	Pornography as a media product of influence	Pornography industry: power, profit and exploitation	Pornography, body image and unrealistic expectations	Consent, boundaries and coercion in the pornography context	Algorithms, media literacy and challenging harmful norms	Algorithm awareness and future action
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-SMI-01** • Examine ethical online behaviour and evaluate the significance of responsible digital citizenship • Explain and demonstrate how being resilient and assertive can assist in managing a range of situations	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others • Evaluate a range of strategies that contribute to a safe, inclusive and positive online user experience	**PH5-IBC-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation **PH5-SMI-01** • Explain and demonstrate how being resilient and assertive can assist in managing a range of situations	**PH5-IBC-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation **PH5-SMI-01** • Explain and demonstrate how being resilient and assertive can assist in managing a range of situations	**PH5-SMI-01** • Assess and apply leadership skills that support inclusive and respectful relationships • Examine ethical online behaviour and evaluate the significance of responsible digital citizenship

Lesson	Media influence, power and respectful relationships	Pornography as a media product of influence	Pornography industry: power, profit and exploitation	Pornography, body image and unrealistic expectations	Consent, boundaries and coercion in the pornography context	Algorithms, media literacy and challenging harmful norms	Algorithm awareness and future action
Learning intention(s)	Understand how media representations influence identity, self-worth and relationships. Explore the role of power, stereotypes and gender norms in shaping relationships. Recognise how ethical behaviour and digital citizenship contribute to respectful relationships.	Recognise pornography as a media product that influences stereotypes, gender norms and power structures. Critically ex[a]mine unrealistic portrayals in pornography and links to broader media messages.	Understand the pornography industry as a global, profit-driven system influenced by power imbalances. Recognise exploitation patterns in production and consumption.	Critique how pornography reinforces unrealistic body ideals and relationship expectations.	Build understanding of real, affirmative consent. Understand how distorted portrayals in pornography can be challenged.	Understand how online platform algorithms influence the content we see, including explicit and harmful messages. Develop critical media literacy to resist harmful online influences. Recognise the relationship between algorithm-driven content, gender stereotypes and relationship expectations.	Reflect on personal values and the influence of online environments on identity, relationships and wellbeing. Build understanding of how algorithms and media shape beliefs, attitudes and exposure to sexual content, including pornography. Plan advocacy actions promoting respectful relationships and critical digital citizenship.
Skills in focus	Self-awareness and communication.	Self-awareness, critical thinking and decision-making.	Critical thinking, decision-making and collaboration.	Self-awareness, critical thinking and decision-making.	Communication, decision-making and help-seeking.	Communication, problem-solving and decision-making.	Self-awareness, communication and advocacy.

S5 – Topic 3 – beyond the line

Lesson	Power, influence, bias and civic responsibility	Understanding bullying, discrimination and extremism	Responding to rejection and conflict	Challenging gender stereotypes and peer culture	Becoming courageous upstanders	Extremism, radicalisation and navigating manipulative influences	Blurry boundaries	Valuing rights, taking action
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-RRL-01** • Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent	**PH5-RRL-01** • Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships • Reflect on ethical behaviour and explain how it can build and maintain respectful relationships	**PH5-RRL-01** • Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships • Reflect on ethical behaviour and explain how it can build and maintain respectful relationships	**PH5-RRL-01** • Assess how respectful relationships can nurture personal growth and create safe and supportive environments for individuals and communities	**PH5-RRL-01** • Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse	**PH5-RRL-01** • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent	**PH5-RRL-01** • Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends • Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships • Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent	**PH5-RRL-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation • Examine ethical online behaviour and evaluate the significance of responsible digital citizenship • Investigate and apply the safe use of technology in forming and maintaining relationships online

Lesson	Power, influence, bias and civic responsibility	Understanding bullying, discrimination and extremism	Responding to rejection and conflict	Challenging gender stereotypes and peer culture	Becoming courageous upstanders	Extremism, radicalisation and navigating manipulative influences	Blurry boundaries	Valuing rights, taking action
PDHPE syllabus outcomes and content **Focus area: Respectful relationships**	**PH5-SMI-01** • Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships **PH5-IBC-01** • Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others **PH5-IBC-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others **PH5-IBC-01** • Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions • Explain and demonstrate how being resilient and assertive can assist in managing a range of situations • Develop personalised goals and evaluate how goal-setting can promote personal growth, motivation and success in a range of situations	**PH5-SMI-01** • Assess and apply leadership skills that support inclusive and respectful relationships • Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships **PH5-IBC-01** • Examine ethical online behaviour and evaluate the significance of responsible digital citizenship	**PH5-SMI-01** • Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others **PH5-IBC-01** • Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends	**PH5-SMI-01** • Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions • Assess and apply leadership skills that support inclusive and respectful relationships	**PH5-SMI-01** • Develop personalised goals and evaluate how goal-setting can promote personal growth, motivation and success in a range of situations **PH5-IBC-01** • Assess how respectful relationships can nurture personal growth and create safe and supportive environments for individuals and communities

Lesson	Power, influence, bias and civic responsibility	Understanding bullying, discrimination and extremism	Responding to rejection and conflict	Challenging gender stereotypes and peer culture	Becoming courageous upstanders	Extremism, radicalisation and navigating manipulative influences	Blurry boundaries	Valuing rights, taking action
Learning intention(s)	Evaluate how power, influence, bias and hidden agendas shape personal development and responsible citizenship.	Analyse how bullying, discrimination and extremism intersect with gender, race and sexuality. Evaluate the legal, ethical and social factors that influence harmful behaviours. Develop skills to recognise and respond effectively to harmful behaviours and unfair messages.	Analyse how their personal values shape, their responses to rejection, exclusion and conflict. Justify respectful ways to manage difficult situations.	Analyse diverse perspectives to challenge rigid gender norms and stereotypes. Evaluate how inclusive values can transform peer culture and reduce violence.	Evaluate the roles of bystanders and upstanders in online and offline contexts. Analyse barriers to intervention in difficult situations. Develop and practise effective, safe advocacy strategies for responding to harassment.	Analyse pathways to online extremism and radicalisation. Critically evaluate manipulative messaging tactics. Develop inclusive counter-narratives grounded in rights and respect.	Evaluate how gendered expectations and power dynamics influence relationships. Analyse the principles of consent.	Analyse the importance of valuing human rights and evaluate advocacy as a form of civic action to prevent gender-based and domestic family violence.
Skills in focus	Strengthening personal identity and social awareness.	Strengthening personal identity and social awareness.	Communication, empathy and problem-solving.	Social awareness, communication, decision-making and problem-solving.	Communication, self-awareness and emotion and stress management.	Self-awareness, leadership and advocacy and empathy-building.	Leadership and advocacy, communication and emotion and stress management.	Leadership and advocacy, collaboration and self-awareness.

Life Ready



LRS6 – Topic 1 – staying safe and navigating personal wellbeing

Lesson	Media mind games	Where is the line?	Taking action
Course content	Relationships, Mental health and wellbeing	Relationships, Mental health and wellbeing, Independence	Relationships, Mental health and wellbeing, Independence
Learning intention(s)	Analyse portrayals of manipulative tactics in relationships through the media.	Critically analyse media representations to develop strategies to assert and maintain personal boundaries.	Critically engage with media representations of gender and sexuality, particularly focusing on the implications of societal expectations and stereotypes.
Skills in focus	Personal resilience, ethical decision-making, relationship navigation, managing relational change and loss.	Personal resilience, ethical decision-making, relationship navigation, managing relational change and loss, digital wellbeing and boundaries.	Personal resilience, ethical decision-making, relationship navigation, managing relational change and loss, digital wellbeing and boundaries.

LRS6 – Topic 2 – boundaries and limitations – How far is too far?

Lesson	Is silence safer than saying no?	Affirmative consent and sexual exploration	Pornography
Course content	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)
Learning intention(s)	Understand affirmative consent and the factors that influence it in building respectful relationships.	Build understanding of respectful sexual practices and motivations for exploration. Identify communication strategies that support safety, consent and wellbeing.	Critically analyse how pornography and online content influence beliefs and behaviours.
Skills in focus	Personal resilience, ethical decision-making, relationship navigation, managing relational change and loss, digital wellbeing and boundaries.	Personal resilience, ethical decision-making, relationship navigation, digital wellbeing and boundaries.	Personal resilience, ethical decision-making, relationship navigation, digital wellbeing and boundaries.

LRS6 – Topic 3 – beyond the line

Lesson	Extremism has many faces	Responding to extremism	Surviving the manosphere
Course content	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)	Relationships, Mental health and wellbeing, Independence (Digital safety and citizenship)
Learning intention(s)	Understand how extremist messages and subtle pressures influence belief and behaviour. Develop inclusive strategies to resist hate and bias.	Understand how extremist messages and subtle pressures influence belief and behaviour. Develop inclusive strategies to resist hate and bias.	Understand the core ideas and recruitment strategies used online by extremist groups. Understand how online manosphere content can normalise hate and exclusion based on restrictive ideas about gender.
Skills in focus	Personal resilience, ethical decision-making, relationship navigation, digital wellbeing and boundaries.	Personal resilience, ethical decision-making, relationship navigation, digital wellbeing and boundaries.	Analysing bias, challenging harmful norms, critical thinking, emotional regulation, media literacy.

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NSW Department of Education (2018) Life Ready, *Curriculum, Learning and Teaching*, NSW Department of Education, accessed 14 October 2025.

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We ask you to provide us with feedback on these curriculum resources.

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We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander peoples and pay our respect to Country.

Contact Respectful Relationships Education

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