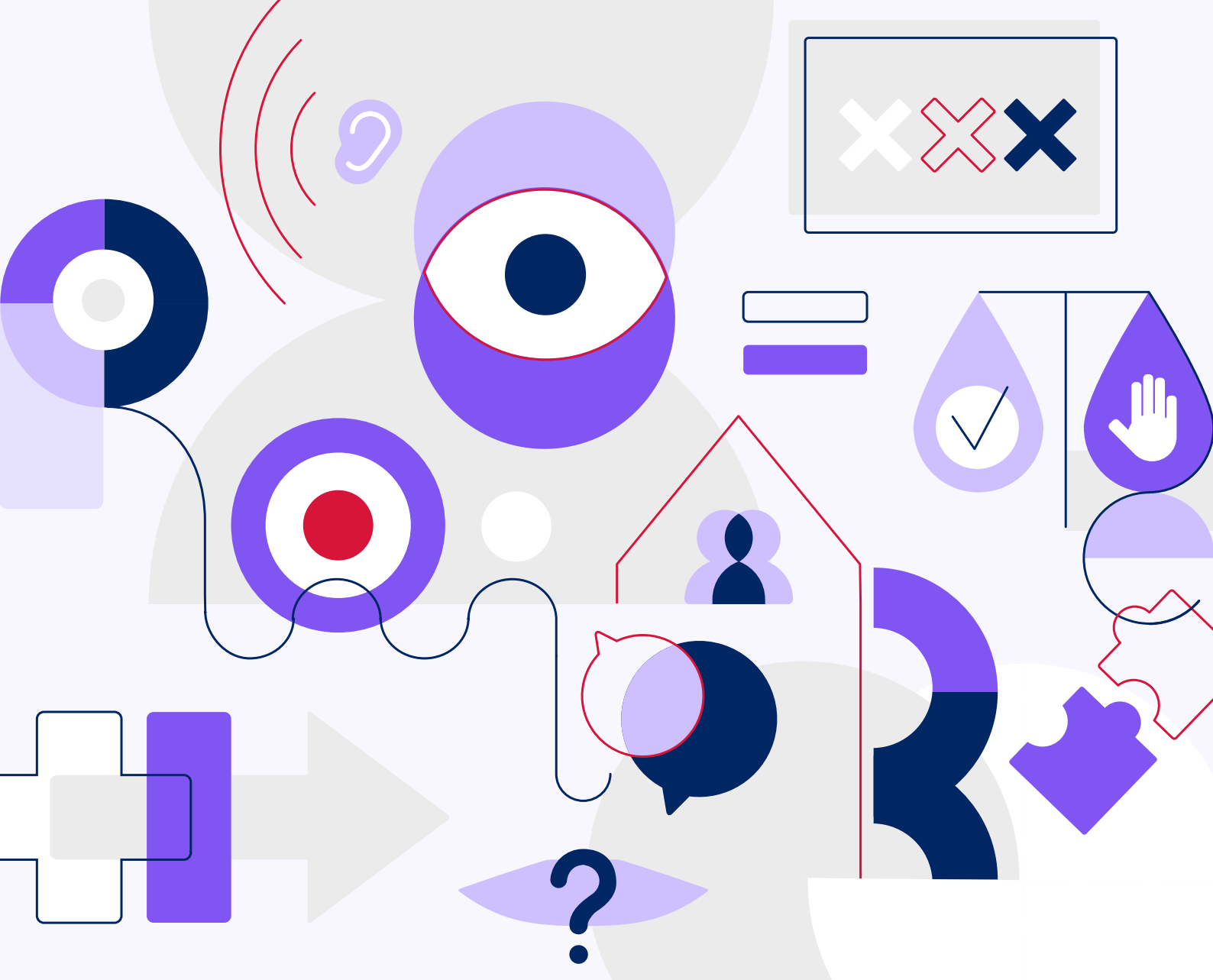




NSW Department of Education

Teaching Respectful Relationships Education K-12

February 2026



Acknowledgements

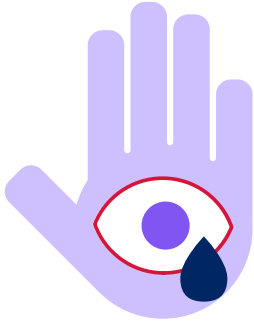
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What is RRE?



Respectful Relationships Education (RRE) explicitly addresses the prevention of gender-based violence. Gender-based violence is any form of violence targeting a person because of their gender or gender presentation. It can include domestic, family and sexual violence.

Introduction

Respectful Relationships Education (RRE) is most effective when embedded across the curriculum and supported by the whole-school community. Explicitly teaching foundational RRE knowledge and skills requires more than one lesson. It needs structured, age-appropriate learning that builds over time.

These concepts should be taught explicitly, in safe and inclusive classrooms. This helps students develop the language, confidence and strategies they need to build respectful, caring relationships in the real world.

RRE addresses the knowledge, understanding, skills and attitudes which children and young people need to build and maintain safe, respectful relationships throughout life.

The Teaching Respectful Relationships Education K-12 curriculum resources address the RRE related issues which research tells us children and young people may be exposed to throughout their lifetime. These include:

- bodily autonomy
- coercion, grooming
- child protection education (abuse, personal safety, rights and responsibilities) consent and privacy
- domestic, family and sexual violence (DFS)SV
- bullying, discrimination and vilification
- extremism
- nudes or sexting
- pornography
- sexual extortion (sextortion)
- deep fakes and AI companions.

The resources address the issues in an age-appropriate, evidence-based, trauma-informed way.

We have given additional focus in our curriculum resources to the concepts of respect, power, gender, privacy and consent as these are deeply embedded in the content and central to the issues children and young people are exposed to.

A whole-school approach is unequivocally considered to be the best-practice model for Respectful Relationships Education. Schools should ensure that content is explicitly taught in ongoing, incremental and cumulative stages. This approach should be multifaceted, with a range of teaching resources and techniques, and supported by the broader school environment, school policy and cross-curricular links.

Teachers should adopt a rights-based, ethics-based and sex-positive approach. Rights-and-ethics-based approaches promote and embed human rights frameworks, social-justice perspectives, and ecological models.

They are deemed to be effective in:

- addressing stigma
- capturing and helping students to understand the nuance of gaining, receiving and negotiating consent
- providing guidance for students on how to engage in healthy relationships and to behave ethically
- empowering young people to make decisions based on a set of values, which is ultimately more sustainable across the lifespan.

Within NSW, the Personal Development, Health and Physical Education (PDHPE) syllabus addresses contemporary health concepts important to students' learning and development. These include the concepts of personal identity, mental health and wellbeing, relationships, consent, ethical behaviours online and self management and interpersonal skills. These concepts are all central to Respectful Relationships Education.

There is also opportunity for concepts embedded in RRE to be addressed in other key learning areas, in addition to a broader whole school approach.

Aim

Respectful Relationships Education aims to assist students in:

- developing skills in recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining respectful and equal relationships
- strengthening attitudes and values related to equality, respect and responsibility.

Outcomes of RRE

Internationally, research has demonstrated that school-based prevention initiatives can reduce the likelihood that students will go on to experience or perpetrate violence in the future.

Implementing respectful relationships education in schools in Australia has shown evidence of increases in:

- students' knowledge of, attitudes towards, and confidence in discussing issues of domestic violence, gender equality and respectful relationships
- teachers' understanding of the importance of respectful relationships education
- school level commitments to respectful relationships, for example, positive student classroom behaviour and positive student-student and teacher-student relationships (OurWatch, The evidence for respectful relationships education, viewed 11 June 2025).

Addressing gender and drivers of gender based violence

The term domestic and family violence covers a wide spectrum of behaviours that involves an escalating spiral of abuse and violence.

These behaviours can include physical, sexual, psychological, emotional, cultural, spiritual and financial abuse. It can include coercive control and manipulation. The most common and pervasive instances of family and domestic violence occur in current or former intimate partner relationships, perpetrated by men against women and their children. However, the term domestic and family violence includes all violence between family members, and partner against partner.

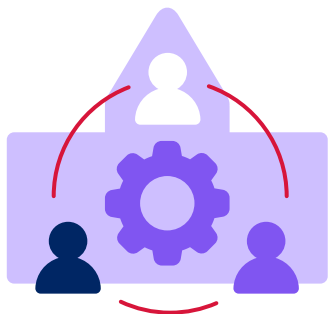
Violence against women and their children is deeply rooted in power imbalances that are reinforced by gender norms and stereotypes. Attitudes, gender stereotypes and social norms are learned through social and cultural expectations.

The gendered drivers of violence against women impact the rate at which violence against women happens. Other reinforcing factors are not the cause of violence against women, but they do contribute to the severity and frequency of violence against women. (OurWatch)

Understanding the drivers of violence is key to knowing how to prevent it and schools have a critical role in addressing the gendered drivers of violence against women, and not focus just on the reinforcing factors.

The primary prevention model embedded in the whole school approach seeks to change the social norms, structures and practices that perpetuate these inequalities and ultimately influence individual attitudes and behaviours leading to violence.

Programming advice



It is recommended that schools deliver this content in Terms 2 or 3. This allows a rapport and safety to be developed in the class throughout Term 1. It also ensures any public disclosures can be addressed with time for referral and follow up.

Respectful Relationships Education should not be taught as an isolated component. It should be integrated with related content. It involves teaching and learning about three topics:

- **Topic 1** – Staying safe – navigating personal wellbeing
- **Topic 2** – Boundaries and limitations – how far is too far?
- **Topic 3** – Beyond the line – understanding bullying, discrimination and extremism

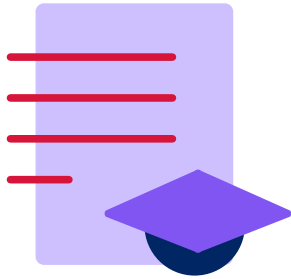
How schools approach each topic will depend on what students already know and can do, and how the school Respectful Relationships Education program is constructed.

There are three main approaches which schools can take to incorporate Respectful Relationships Education into their curriculum programs and units.

1. Programming Respectful Relationships Education as blocks or units of work. For example, units of work based on the three Respectful Relationships Education topics are taught in each year, or across each stage.
2. Integrating Respectful Relationships Education concepts throughout PDHPE or other KLA units.
3. A combination of the above two approaches. For example, there is an integrated unit called “Hang with the ‘in crowd’ ” which includes Respectful Relationships Education concepts as relationships, bullying, abuse of power, bribes and threats. Later in the year there is a whole unit to cover the rest of the three Respectful Relationships Education themes.

Each approach has advantages and disadvantages. The approach which schools choose to take will depend on the school. If your school wants to take the first approach, then ensure that the unit is not taught in Term 4. Units contain content specific to abuse. There is risk of personal student disclosures and teaching it last in the year inhibits adequate follow-up.

Using the resources



The Teaching Respectful Relationships Education K-12 curriculum resources have been designed to support primary and secondary teachers to provide respectful relationships education. The resources include teaching and learning materials for Kindergarten to Year 12.

The resources are structured into 3 key topics. Each topic is embedded across each of the stages of learning with key messages and activities developing knowledge, understanding and skills at an age appropriate level.

In teaching RRE, if you teach Topic 1 from the K-12 curriculum resources, you meet the child protection education requirements for schools. Topic 1 covers content and concepts related to prevention of domestic, family and sexual violence, abuse and aspects of child protection education, so you are compliant when you deliver this content.

While Topic 1 meets the requirement, students get much stronger, more coherent learning when Topics 1, 2 and 3 are integrated across the year.

The same core concepts – respect, gender, power, privacy and consent – are threaded through every topic, so students see these ideas applied in different contexts rather than as isolated lessons.

You can think of Topic 1 as the baseline – the non-negotiable foundation that keeps us compliant and students safer. Adding Topics 2 and 3 turns that foundation into a complete protective learning environment, where young people can connect the dots between relationships, online practices and peer cultures.

If you are planning for quality, map how you will revisit respect, gender, power, privacy and consent through Topics 1, 2 and 3 over the year and Stage, so students experience a consistent, reinforcing message rather than one-off lessons.

Meeting student need

Age-appropriate Respectful Relationships Education (RRE) delivers content matched to a child's chronological age or year level, using general norms for typical milestones, while ensuring information is scientifically accurate, incremental, and free from shame. The syllabus guides this content.

An age appropriate approach to RRE aligns teaching with the predictable stages of healthy sexual development, spanning infancy through adolescence.

All students engage in all topics with tailored teaching and learning activities and personalised adjustments for students with disability, if needed. The aim is to support healthy relationship and sexuality development.

Topic overview

Topic 1 – Staying safe – navigating personal wellbeing

Key issues in focus: Domestic, family and sexual violence, abuse, power, protective strategies.

Description: This topic introduces students to the concept of personal wellbeing in various dimensions, including physical, emotional, and social health.

Students learn about identifying safe and unsafe situations and how to protect themselves in different environments such as home, school, and online.

It may include understanding feelings and emotions, recognising stress or distress, and developing skills to seek support when needed.

Emphasis is placed on self-awareness, self-care strategies, and building resilience.

Students are encouraged to develop a sense of autonomy and to practise decision-making that prioritises their safety and wellbeing.

Topic 2 – Boundaries and limitations – how far is too far?

Key issues in focus: Sharing images, consent, safe online behaviours, boundaries, image-based abuse, nudes, sextortion and pornography.

Description: This topic explores the concept of personal boundaries, physical, emotional, and digital.

Students learn about consent and respecting their own boundaries as well as those of others.

Discussions may cover how to communicate boundaries clearly and assertively.

It deals with recognising inappropriate behaviour, peer pressure, and situations where boundaries might be challenged.

Students are supported to understand that it is okay to say 'no' and to seek help if they feel uncomfortable or unsafe.

This topic also addresses social norms, respect in relationships, and the importance of limitations to maintain healthy interactions.

Topic 3 – Beyond the line – understanding bullying, discrimination and extremism

Key issues in focus: Bullying, harassment, discrimination, vilification, racism, extremism, healthy masculinities and the manosphere.

Description: Building on the foundations of personal safety and boundaries, this topic addresses situations where these have been breached.

It likely covers recognising signs of abuse, bullying, harassment, or other harmful behaviours.

Students learn about available support systems, including trusted adults, school counsellors, and community resources.

There may be a focus on empowerment, helping students to know when and how to speak up, report concerns, and support peers who might be at risk.

Legal and ethical considerations around safety and respectful relationships are introduced in age-appropriate ways.

This topic aims to build a culture of respect and responsibility, encouraging students to contribute to safe and inclusive environments.

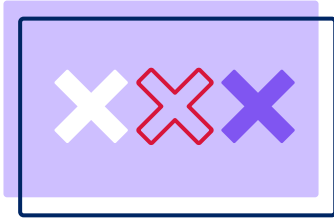
Lesson structure

Teaching Respectful Relationships Education K-12 curriculum resources include stage based lessons which include a consistent structure:

- tune in – short activity based around the content and key concepts of the lesson to ignite thinking
- understand – core essential learning of the topic aligned to learning intentions
- act and apply – activities which enable students to have the opportunity to put their learning into practice.

Each lesson is designed as a sequence of learning. They can be used in their entirety, or teachers may select some sections of the lesson to insert into their existing units to complement learning for their student and school context. It is recommended that the learning is of an adequate duration to allow students the opportunity to build in-depth knowledge, understanding and skills.

Teaching sensitive content



The content included in Respectful Relationships Education (RRE) can affect individuals in different and sometimes unexpected ways.

This includes not only students, but also staff and leaders who deliver curriculum content, receive a disclosure, engage in conversations with students about this content and issues or who may themselves be impacted by trauma, abuse or domestic, family and sexual violence. Individuals can be impacted not just initially, but also at a later stage.

Teacher check in and readiness

Before delivering a lesson on RRE or any potentially challenging content, it can be beneficial for staff to check-in with themselves and a trusted supervisor. This self-awareness check-in:

- prioritises the personal wellbeing of the staff member
- supports the effective teaching of the content
- helps the staff member feel more prepared to appropriately respond to a disclosure.

It is not uncommon for staff to be affected emotionally when delivering RRE, especially if a disclosure is made by a student, colleague or member of the community. In such cases, staff members can access support through the NSW Department of Education's Employee Assistance Program. Confidential support is available by calling 1800 951 198 or visiting the website.

Self-care extends beyond seeking professional support. It is important to recognise that self-care can also involve engaging in everyday practices that help to recharge and refuel.

Setting up the learning environment

Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don't assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.

Individual students within the group have differing needs and backgrounds. Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age. Assess any physical or psychological risks associated with an activity before using a variety of teaching strategies.

Principles

To best meet the needs of students, each of these principles should be considered when designing, delivering and evaluating Respectful Relationships Education in schools. School programs and practices should be evaluated on an annual basis to ensure each of these principles is being met.

Principle	Description
Whole-school approach	Respectful relationships and gender equality are sustainably embedded across whole-school communities.
Age and developmentally appropriate	RRE is gradually expanded and differentiated according to students' ages and developmental stages.
Inclusive and intersectional	RRE is inclusive for all students and acknowledges intersecting forms of power and inequality
Critical and transformative	RRE challenges power, inequality and discrimination.
Culturally safe, responsive and trauma-informed	RRE promotes and is delivered in culturally safe, responsive and trauma-informed school environments.
Evidence-based and continuous improvement	RRE is evidence-based and regularly monitored, evaluated and improved.
Expert-developed and curriculum linked	RRE aligns with the curriculum and is supported by resources developed by experts.
Addressing the gendered drivers of violence	RRE addresses the gendered drivers of violence.
Empowered student voice	All students are empowered to contribute to the development, selection and delivery of RRE.

Source: Commonwealth Department of Education, 2026, The National Respectful Relationships Education Expert Working Group.

Teaching strategies

Programs that involve active participation and interactive learning approaches are most effective when teaching Respectful Relationships Education. These [teaching strategies](#) have been embedded throughout the Respectful Relationships Education resources.

It is important to assess any physical or psychological risks associated with an activity before following these teaching strategies.

Considerations when selecting resources and activities

Teachers should consider the following when selecting activities.

- Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
- Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.

- Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (for example, videos, media clips and YouTube), interactive web-based content (for example, games, quizzes and websites) and texts.
- Modify or extend some aspects of suggested activities accordingly.
- Seek endorsement by the school principal before use of materials in NSW government schools.

For more information access the [Resource review flowchart](#).

Communicating with parents and carers

Some aspects of Respectful Relationships Education may be viewed as sensitive or controversial, such as learning about abuse, child protection, respectful relationships, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the program, so that parents and caregivers have time to raise any concerns about the content or resources used for curriculum delivery.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. [Sample information letters](#) are available on the [Respectful Relationships Education website](#).

Respectful Relationships Education and public disclosures

A disclosure is when someone reveals information about themselves, or others (such as a sibling, friend or parent), to another. In this instance, it is information about harm, or risk of harm. Studies have shown that implementing Respectful Relationships Education (RRE) can increase the likelihood of disclosures of child protection concerns, including abuse and violence. Participation in RRE helps students recognise when they or someone they

know may be experiencing or engaging in abusive behaviours. This awareness can also extend to their families, leading to further disclosures. Staff delivering RRE may also come to recognise their own experiences of domestic and family violence or sexual abuse.

To support this, all school staff – teaching and non-teaching – must complete mandatory child protection training (MyPL – Mandatory training) to understand how to appropriately respond to disclosures. If unsure, staff should speak with their principal or workplace manager. A key element of effective whole-school implementation of RRE is ensuring all staff feel prepared and confident to respond appropriately to disclosures when they occur.

Preventing public disclosures

While disclosures can assist in identifying and responding to instances of abuse, public disclosures are not desirable. Public disclosures can:

- compromise confidentiality
- cause distress to both the student making the disclosure and others present
- hinder appropriate follow-up.

Staff must therefore be proactive in preventing them. School leaders should ensure all staff are familiar with strategies to prevent and manage public disclosures. This applies to both teaching and non-teaching staff, regardless of whether they are delivering content that may prompt disclosures.

The following information provides a range of strategies to prevent public disclosures.

Establishing clear expectations

At the beginning of lessons addressing RRE topics, teachers should inform students that if anyone shares personal information suggesting they may be at risk of harm, the teacher is required to report it. This should be done in a way that is suitable to the developmental age and stage of a class. For example:

- a teacher of Early Stage 1 may tell their students 'My job as a teacher is to help keep you safe. If you tell me something that makes me worried you might be hurt or unsafe, I will need to let the principal know so we can help you.'
- a teacher of Stage 6 may tell their students 'As someone who is required to report, I want you to know that I care about your wellbeing. If you tell me anything that suggests you might be in danger, such as abuse, violence, underage drug use or unsafe behaviours, I have a responsibility to inform the principal so that we can ensure your safety and provide the help you need.'

Maintain professional boundaries

Teachers should answer questions and respond to statements in a general, non-personal manner. For example, using words and phrases such as 'Everyone ...' or 'Some people feel ...' It is important that teachers consistently maintain a professional role and avoid personalising discussions.

Global discussion rather than personal

Global discussions maintain a focus on general concepts rather than personal experiences. It assists teachers and students to clearly differentiate between public and private information. Teachers can demonstrate this by encouraging the use of third person language, such as 'If someone ...' or 'What if a person ...?' as opening statements.

Additionally, it is important to inform students that if they feel distressed or need support following the lesson, there are resources available for them to access. Teachers can share information about various support options, such as school counsellors, other wellbeing staff, helplines, or community services, and encourage students to reach out for support whenever they need it.

'One step removed' approach

Instead of questions that are direct and personal, such as 'What would you do if ...?', teachers should take a more indirect approach such as 'Suppose X happened to someone. What advice would you give?'

Another way of doing this is for teachers to use scenario-based case studies and moral dilemmas to explore sensitive topics. By using phrases such as 'X might happen' or 'Y could happen', students are invited to explore different perspectives without feeling pressured to reach a single, definitive conclusion. This approach supports critical thinking, promotes respectful discussion, and creates space for uncertainty – particularly useful when navigating sensitive or complex topics within RRE.

Protective interrupting

Protective interrupting is a strategy used to prevent a student from making a potentially harmful public disclosure and instead guide the conversation to a private setting where they can receive appropriate support. The strategy involves the staff member gently interrupting the student to prevent any further details from being shared and inviting them to continue the conversation in a more appropriate setting. For example, a teacher might say, 'Thank you, it sounds like you have something important to talk about. Why don't we have a chat at recess?' If the student is unwilling to meet later, the teacher should reassure them that support is still available and suggest they speak with another trusted adult at school if they feel more comfortable doing that. If any part of the disclosure made before the interruption raises concern, staff must report any suspected risk of harm to their principal or delegate, in line with their mandatory reporting obligations.

Responding to disclosures

If a child or young person intentionally discloses abuse to a staff member, they are likely seeking help. Research shows that a trusted adult's response to a disclosure can influence future help-seeking and trauma recovery. Responding appropriately also protects the trusted adult, helps avoid jeopardising any legal action against the perpetrator, and can reduce the risk that the disclosure leads to further harm.

Regardless of whether a child or young person makes an intentional disclosure or not, the trusted adult could say:

- 'I believe you'
- 'You did the right thing telling me'
- 'I'm glad you told me'
- 'I am going to try to help you'
- 'Would you like me to refer you to [the school counsellor or school psychologist]?'
- 'This is what I am going to do'
- 'You are not to blame'

A teacher may also consider proactively teaching these responses to students in case a peer discloses personal information to them.

If a disclosure is made, the trusted adult should not:

- react in a shocked or repulsed way
- act as if they were already aware
- ask leading questions
- ask to see evidence of alleged abuse
- ask questions that could be critical of the disclosure
- ask the person to repeat themselves
- promise that they will keep it to themselves
- discuss the disclosure freely with others who do not need to know
- confront the person causing harm.

If the disclosure involves identifying one or more peers who have engaged in reportable behaviour, steps should also be taken to minimise the opportunity for direct, close or immediate contact between the students afterwards.

Unless it is likely to cause distress to the child or young person, the trusted adult may also take notes to record the details of what prompted the disclosure. In doing so, staff should provide relevant information to support their concerns and give context to the situation. (See Information for staff to include in a report.)

The trusted adult should follow the Child Protection: Responding to and reporting students at risk of harm Policy and Procedures to immediately report the disclosed abuse to the principal or workplace manager.

Dealing with resistance and backlash

RRE is a primary prevention initiative designed to reduce rates of domestic, family and sexual violence. It does this through addressing the drivers of this gendered based violence, promoting gender equality and building respect.

Resistance to gender equality initiatives is normal and expected. Research shows it's actually a sign that change is occurring.

Resistance exists on a spectrum from passive to active responses. Passive resistance might look like disengagement or apathy, while active resistance might involve vocal opposition or deliberate undermining.

When people resist, it often means core beliefs or privileges are being challenged. Understanding this helps us respond effectively.

Rather than becoming discouraged by resistance, see it as a natural part of the change process that requires strategic, not reactive, responses.

Stage

2

S2 – Topic 1:

Staying safe – navigating personal wellbeing

Lesson 1 – understanding respect and safety

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will learn about their rights and responsibilities in relationships. They will explore how to identify signs of respect and disrespect. Students will also practise communicating in safe, inclusive and respectful ways.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Describe how an individual's emotional responses to situations can affect others

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Why this learning matters

Understanding rights and responsibilities in relationships is key to helping students recognise respectful and disrespectful behaviour. Students need to be able to identify signs of respect or disrespect and respond in safe and inclusive ways. Help students understand that everyone has the right to say yes or no in relationships, and the responsibility to respect others' choices. Students need to learn that it's okay to say no and just as important to accept no from others.

Teaching these skills lays the foundation for empathy, inclusion and challenging harmful stereotypes.

Teaching advice

Teachers should guide discussions about how culture, gender roles and emotions can influence people's choices. Teaching students to make fair, kind and respectful decisions helps build safe and inclusive relationships.

Vocabulary

Tier 2: influence, boundary

Lesson preparation

- three A4 signs – 'respectful', 'not sure' and 'disrespectful'
- chart paper
- [What are children's rights \(2:03\)](#) – by the Australian Human Rights Commission

Lesson

Learning intentions

Students are learning to:

- demonstrate respectful, inclusive and safe communication
- recognise rights, responsibilities and behaviours that show respect or disrespect in relationships.

Success criteria

Students can:

- identify rights and responsibilities in relationships
- recognise when something feels respectful or disrespectful
- explain how to respond kindly when saying no or hearing no.

Tune in

Introduce skills in focus: awareness of rights and responsibilities



Introduce the learning intention and success criteria. Explain to students that they will be learning about their rights and responsibilities in a relationship, as well as behaviours that show respect or

disrespect. Students will practise identifying when something feels respectful or disrespectful and respond kindly when saying or hearing no.

Activate students' prior knowledge by exploring what respect looks like and how it connects to rights and responsibilities in relationships.

Explain that respect means that people treat others the way they would like to be treated, including listening, being kind and using polite words. For example, in the classroom, students show respect by sharing, waiting for their turn and listening to others.

Respecting others is both a right and a responsibility, and everyone's rights are protected when people act responsibly.

Ask students:

- What does respect look like in a relationship, like a family member or a friendship?
- How do we show someone that we respect them?
- How do we know someone respects us? How do they show us?

Write the word 'respect' on a piece of chart paper.

Ask students to share what respect means to them and write responses on the chart paper. Prompt deeper thinking with guiding questions.

- What does it look like when someone is being respectful?
- What does it sound like when someone is being respectful?
- How does it feel when someone shows you respect?
- How does it feel when someone does not show you respect?
- Can you show respect to people you don't know well? How?
- Do we show respect in the same way to friends, teachers and family, or can it look different?
- What are some small ways we can show respect every day?
- Why do you think respect is important at school? At home?
- Can we show respect to things other than people (like our classroom, books or nature)? How?
- What happens if respect is missing in a friendship or group?

Understand

Model skills in focus: awareness of rights and responsibilities



Watch [What are children's rights? – Australian Human Rights Commission \(2:03\)](#) via YouTube.

Explain that the video details what rights all children have, and how everyone shares responsibility to respect and protect those rights.

Define rights and responsibilities.

Definition

Rights are things every person deserves to have or feel, like feeling safe, being heard or having privacy.

Responsibilities are things people are expected to do to make sure others also feel safe, heard and respected.

Connect to students' prior learning by revisiting the chart and add new examples from the video.

Place the 3 signs, 'respectful', 'not sure' and 'disrespectful' around the classroom for the positioning activity.

Teaching note

Before starting the positioning continuum activity, it's important to:

- set boundaries and expectations
- listen to what students are saying
- encourage everyone to share thoughts rather than feelings and rephrase student thoughts without judgement
- use the 'teachable moment'
- reflect questions back to students
- invite students to move if they change their mind.

Clearly explain that students will hear scenarios and will need to consider the behaviour described.

After listening to each scenario, students move to stand near the sign that best represents the behaviour depicted – 'respectful', 'not sure' or 'disrespectful'.

Reinforce that this is a reflective activity. The goal is to think critically and listen to different perspectives.

Scenarios

- A friend takes your hat without asking and jokes around, with others laughing.
- A friend asks if they can play with your ball.
- A friend is asked by someone online to meet in person, though they've never met them before.
- Someone in class makes a mistake and the class laughs at them.
- A friend is upset so you give them a hug.
- At lunch, Emma joins your game without asking and takes over, changing the rules.
- Someone in class asks to borrow a pencil from you.

After each scenario, facilitate class discussion with the questions below.

- What was your thinking when you moved to the position?
- What influenced your thoughts and decision?
- What are each person's rights?
- What are each person's responsibilities?
- What is the responsibility of the person doing the behaviour?

Act and apply

Practise skills in focus: awareness of rights and responsibilities



Use a [Think-Pair-Share](#) strategy to discuss the following scenario and respond to guiding questions.

Scenario: a friend tells you a relative is asking personal questions, sits close to them and touches their legs in ways that make them uncomfortable.

Guiding questions.

- Are your friend's rights being respected?
- What rights does your friend have in this situation?

- What is your responsibility now that you know?
- What responsibility does the person doing the behaviour have?
- How could you respond respectfully?

Reinforce that if someone is feeling unsafe or uncomfortable, then they should use the No-Go-Tell strategy. If a friend is unable to access help for themselves, then students can help their friend by telling someone on their behalf.

Evaluate skills in focus: awareness of rights and responsibilities



As a whole class, invite students to take a quiet moment to reflect on what they've learned about respect, rights and responsibilities in relationships.

Ask the following questions:

- What is something new you understand about respect?
- How can you support others to feel safe and respected?

Acknowledge student contributions and highlight that respectful relationships aren't just about how people want to be treated, but also about how they treat others.

Remind students that respect is shown through everyday choices, and that everyone has the power to make respectful relationships stronger. Respect grows when everyone takes responsibility.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. Remind students that they focused on rights and responsibilities in relationships and how to identify respectful or disrespectful behaviour. Students could demonstrate respectful communication and recognised that respect involves treating others well and listening to their boundaries. Understanding these concepts is important because everyone deserves to feel safe and heard. Recognising rights involves knowing it is okay to say no and accepting no from others.

End the lesson with a call to action.

Ask students to think of one small respectful action they can take this week, whether at school, at home or elsewhere. Invite them to turn and talk to a partner to share their action.

Invite each student revisit their action across the week. Ask students to check in with a partner or share with the class how they have followed through with their action and the impact they have noticed.

Formative assessment opportunities

Observe student responses and engagement during the positioning continuum activity.

Observe and listen to Think-Pair-Share discussions or have a few pairs share their ideas aloud to gauge understanding.



Lesson 2 – consent and owning your voice

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

In this lesson, students explore consent in everyday peer relationships by learning their right to say yes or no, and their responsibility to respect others' choices.

- Apply interpersonal skills to enhance positive and respectful interactions

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

Why this learning matters

Understanding consent is a key part of learning how to stay safe and build respectful relationships. Students need clear, age-appropriate language to help them recognise and express their own comfort levels. They also need support to understand that consent is something that can change at any time, and that it must always be respected.

Teachers play an important role in helping students develop this understanding by modelling respectful communication and reinforcing that consent is ongoing and based on mutual agreement.

Teaching advice

Some students may need support to recognise and express their comfort levels, using clear language. Use familiar, everyday examples when introducing consent, such as asking before using someone's belongings or giving a hug.

Be intentional when modelling respectful communication, including how to ask for and give consent.

Vocabulary

Tier 2: assertive, boundaries

Tier 3: consent

Lesson preparation

- [Resource 1 – list of requests](#), printed, one list per pair

Lesson

Learning intention

Students are learning to:

- understand what consent means and practise clear, respectful ways to give, refuse and respond to consent.

Success criteria

Students can:

- identify their rights and responsibilities in everyday relationships
- explain what consent means and why it's important for feeling safe and respected
- use assertive and respectful language to give, deny or delay consent
- respond appropriately when someone says no, yes or I'm not sure.

Tune in

Introduce skills in focus: assertive communication and refusal skills



Introduce the learning intention and success criteria. Explain to students that they will be learning about consent. Students will learn what consent means and practise clear, respectful ways to gain, give and deny consent.

Use the question below to lead a class discussion with students about their rights and responsibilities in everyday relationships.

- In relationships, what do you think you have the right to do, and what do you think you have the responsibility to do?

Teaching note

This discussion helps students connect the idea of safety with communication and boundaries.

If needed, ask guiding questions such as:

- What are some things you should be allowed to do, say or choose for yourself? For example, saying no, choosing who to sit with, keeping something private.
- What are some things you need to do to make sure others feel respected too? For example, listening, not pressuring someone, being kind.

Explain that consent means giving permission for something to happen. Everyone has the right to say no, yes or I'm not sure. Consent is about showing and receiving respect. Explain that understanding consent helps everyone feel and stay safe in different situations.

Understand

Model skills in focus: assertive communication and refusal skills



Define assertive communication clearly.

Definition

Assertive communication means being clear, firm and kind. It is speaking and acting in a confident and respectful way that shows what you want, need or feel.

Being **clear** means saying exactly what you mean so there's no confusion.

Being **firm** is standing up for yourself without giving in to pressure.

Being **kind** includes using polite, respectful words, even when someone says no.

Explain that it is important to use assertive communication to give or deny consent. This means assertively giving permission or saying yes to something happening or assertively denying permission and saying no to something happening. Consent is something that can change at any time, and it must always be respected.

Model some simple phrases aloud and explain why each is considered assertive.

- Yes, that's okay with me.
- No, I'm not comfortable with that.
- I'm not sure right now. I need some time to think about it.

Model a respectful response to someone else's choice, for example:

- Thanks for telling me. I respect your decision.

Ask students to turn to a partner and practise saying each phrase using a calm, confident voice.

Guide a class discussion about different situations where consent might be needed. Use the following examples to prompt thinking:

- a friend asks to borrow your pencil
- someone asks to share a photo of you online
- a classmate invites you to play a game you don't like.

Ask students to think about:

- what they might say if they feel comfortable.
- what they might say if they don't want to do something
- how they might feel if someone says no to them.

Create an anchor chart of respectful consent language. Include sentences and sentence starters, such as:

- Can I ...?
- Is it okay if ...?
- I don't feel comfortable with that.
- I need more time to think.
- Thanks for understanding.

Act and apply

Practise skills in focus: assertive communication and refusal skills



Students practise using respectful, assertive language in partner role-plays.

Students work in pairs with [Resource 1 – list of requests](#). One student reads the request, and the other responds using one of the modelled consent phrases or their own words.

After a few rounds, swap roles.

Evaluate skills in focus: assertive communication and refusal skills



Guide students with the following reflective questions:

- What was it like to practise saying 'no' or 'I'm not sure'?
- How did it feel when your partner said no?
- Which request was difficult to respond to? Why?
- What could we say or do if someone keeps asking after we've said no?

Reinforce and revise

Revisit the key messages and revise the learning intention and success criteria. Explain that students have been learning about consent and owning their voice in relationships. Students have been able to explain what consent means, identify their rights and responsibilities and use assertive language to give, deny or delay permission. Understanding consent is important because it helps everyone to feel safe and ensures interactions are respectful. Emphasise that consent must always be clear, respected, and free from pressure.

Invite a few students to role-play an example they found helpful or challenging

Formative assessment opportunities



Observe student participation during role-play activities and their use of respectful consent language when responding to no or not sure.

Note student contributions during whole-class reflection to assess understanding of consent, boundaries and respectful responses.

Lesson 3 – my boundaries

Creating a safe, respectful and inclusive classroom

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For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will build on their understanding of consent by exploring personal boundaries and practising how to give and deny consent clearly and confidently. They will identify feelings that signal safety or discomfort and learn to recognise when boundaries are being crossed.

Students will practise using assertive words and body language to protect their boundaries and maintain safety in both online and offline situations.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Identify and apply self-regulation strategies in response to situations and emotions offline and online
- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

Learning about personal boundaries helps students recognise safe and unsafe feelings and make confident choices. When children know their own boundaries, they understand what makes them comfortable or uncomfortable, and can ask for help or say no when something is wrong. This protects them from harm and makes them feel more secure in different situations.

Recognising early signs of unsafe behaviour and teaching students to trust their feelings helps them stay safe and seek help when needed.

Teaching advice

Some students may need extra support to understand and use appropriate body language when demonstrating boundaries or denying consent. Make obvious choices when demonstrating body language.

Be intentional when pairing or grouping students during activities to encourage positive peer relationships and support equitable participation. Use clear examples and model respectful responses to help all students engage safely.

Vocabulary

Tier 2: boundaries

Lesson preparation

- [Resource 2–scenarios](#)
- two pieces of chart paper
- act and apply scenarios displayed on board

Lesson

Learning intention

Students are learning to:

- understand personal boundaries and demonstrate assertive communication.

Success criteria

Students can:

- explain what personal boundaries are and why they help keep them safe
- recognise when boundaries are being crossed
- practise assertive responses.

Tune in

Introduce skills in focus:
self-awareness and communication



Introduce the learning intention and success criteria. Explain that today students will be learning about personal boundaries and how to assertively communicate.

Begin by activating students' prior understanding of feelings that signal when they are in safe or unsafe situations.

Ask students:

- What does feeling safe look like, sound like and feel like to you, both in person and when you are online?
- What does feeling unsafe look like, sound like and feel like to you, both in person and online?

Ask students to identify:

- safe situations in the real world
- unsafe situations in the real world
- safe situations in the online world
- unsafe situations in the online world.

Record their responses on chart paper under the headings of Safe and Unsafe.

Understand

Introduce the term 'boundaries'.

Definition

Boundaries are rules people set to keep themselves safe and comfortable.

Explain that some people might try to cross boundaries by being sneaky or trying to trick someone into doing things they don't want to do. When people can recognise when something feels wrong or uncomfortable, it helps to keep them safe.

Read the scenario's below and ask students to give a thumbs up if the action or response shows a clear boundary, or a thumbs down if it does not.

- A friend wants to tickle you, but you say, 'No, thank you'.
- A person online asks you to share a photo. You block that person and tell a trusted adult.
- A classmate wants to borrow something of yours, and you say, 'Not right now'.

Discuss the choices students made.

Explain to students that the way they communicate their boundaries involves not just the words they say but how they say it.

Definition

Assertive communication is speaking and acting in a way that clearly shows what you want, need or feel.

Assertive responses might include:

- clear, firm words – saying, 'Stop, I do not like that' or 'No, thank you'
- confident body language – standing tall, eye contact
- serious facial expression – showing a calm but firm face. Not smiling or laughing when saying no.

Emphasise that using both words and body language helps protect personal boundaries.

Create an anchor chart for assertive verbal and non-verbal communication. Encourage students to think of short, clear and firm ways that protect their boundaries. Record suggestions under headings such as 'verbal' and 'body language'.

An example is included below, prior to the first scenario.

Verbal

- No.
- I don't like that.
- Stop.
- That's private.
- Ask first.
- I'm not comfortable with that.

Body language

- standing tall
- hands up to show stop
- eye contact
- serious facial expression

Use the following scenario to demonstrate a [non-example](#) of assertive communication.

Scenario 1: Joey has a new coach who takes photos of the team during the game. Some of the photos are embarrassing and Joey doesn't want them on the internet for everyone to see. The coach thinks they're great action shots but asks the team first for permission to upload them.

Model weak or non-assertive responses, such as:

- quietly saying 'Um ... I don't think so ...' while shrinking back
- avoiding eye contact and shrugging.

Ask students why this response is not assertive.

Suggested response

It is not assertive because the body language is unclear, what was said and how it was said is also unclear and not confident.

Model skills in focus:

self-awareness and communication



Ask students to suggest ways to respond assertively. This might include:

- standing tall, using calm but firm voice and saying, 'I don't want my photos uploaded.'
- maintaining eye contact and a serious facial expression
- telling a trusted adult.

Students share other ways Joey might assertively say no to this boundary being crossed.

Read the next scenario. Students practise how they might assertively respond to a boundary being crossed.

Scenario 2: Max is playing an online game when someone contacts him in the game chat. They promise Max online gifts if he sends them a picture of his penis.

- What could Max say or do to keep himself safe?

Support students to recognise that this person is trying to cross a boundary and they are being unsafe. Students need to understand that if an online situation like this happens, Max must stop engaging. Assertive actions include logging out of the game, blocking that person and telling a trusted adult.

Act and apply

Practise skills in focus:
self-awareness and communication



Display [Resource 2–scenarios](#). Students choose one scenario and suggest assertive responses that protect a character's boundaries.

Groups share their insights and responses with the class, explaining strategies they believe would work well.

Evaluate skills in focus:
self-awareness and communication



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. Remind students that they have focused on understanding how to protect personal boundaries using assertive communication. Personal boundaries were defined as rules established to maintain safety and comfort. Students learnt that assertive communication is using clear words combined with confident body language to refuse unsafe requests. Students practised assertive responses for online and offline scenarios.

Discuss why it might feel difficult to say no or ask for help in real situations. Conclude by emphasising that if a boundary is crossed, they must always tell a trusted adult.

Formative assessment opportunities

- Listen for students' responses during [Think-Pair-Share](#) discussion
- Listen to and observe assertive responses to scenarios
- Observe students' understanding of assertive responses to online scenarios



Lesson 4 – gender stereotypes and respect

Creating a safe, respectful and inclusive classroom

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All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will build on their understanding of respect by identifying and challenging gender stereotypes that can affect personal boundaries and relationships.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

Gender stereotypes can limit what people feel they are allowed to do and influence how they are treated. By identifying and thinking critically about these stereotypes, students learn how societal rules about boys and girls can be unfair and limiting. This helps them understand how stereotypes affect people's choices and feelings and builds a foundation for later lessons on power and control. Recognising and challenging these ideas early prepares students to promote respect, fairness and equality, and to contribute to safe and inclusive relationships at school, at home and in the wider community.

Teaching advice

Some vocabulary may relate to personal identity and lived experience, so provide support to help students understand and express their ideas clearly. Be intentional when grouping students for pair or group activities to foster inclusive and respectful conversations. Set clear expectations for listening and responding thoughtfully to diverse perspectives. Use a think aloud to model how to identify and challenge gender stereotypes during discussions.

Vocabulary

Tier 2: challenge

Tier 3: stereotype

Lesson preparation

- [Resource 3 – gender stereotypes](#)
- three A4 signs with the words ‘boy’, ‘girl’ and ‘both’
- chart paper

Lesson

Learning intention

Students are learning to:

- identify and challenge gender stereotypes to promote respectful and fair relationships with others.

Success criteria

Students can:

- identify examples of gender stereotypes
- explain how gender stereotypes can limit people and affect respect
- suggest positive ways to challenge stereotypes and promote fair, respectful and safe relationships.

Tune in

Introduce skills in focus:
strengthening personal identity
and perspective forming



Introduce the learning intention and success criteria. Explain to students that they will be learning how to identify and challenge gender stereotypes. Students will learn positive ways to challenge stereotypes to promote fair, respectful and safe relationships.

Place the ‘boy’, ‘girl’ and ‘both’ signs at different points around the room. Read each activity from the list below and ask students to move to the sign they think matches the activity.

- Playing football or soccer
- Expressing emotions openly
- Practising yoga or mindfulness activities
- Participating in public speaking or debates
- Helping younger children
- Helping clean up the classroom
- Being strong and tough
- Practising balancing or gymnastics
- Playing Fortnite

Ask students to share what made them select their chosen sign for each activity.

Encourage students to notice patterns and assumptions and consider whether these ideas are fair or helpful.

Explain that ideas about what boys or girls should do are called gender stereotypes, which are beliefs that can limit what people think they can or cannot do.

Use a [Think-Pair-Share](#) strategy to reflect on gender stereotypes. For example:

- **Think:** students think silently about a time when someone told them, or someone else, that they should do something because of their gender.
- **Pair:** students partner up to share their examples.
- **Share:** invite 2–3 students to share their examples with the whole class and discuss briefly how these stereotypes might make people feel or affect their choices.

Understand

Model skills in focus:
strengthening personal identity
and perspective forming



Introduce gender stereotypes.

Definition

Gender expectations are the things people think boys or girls should do.

Gender stereotypes are ideas that are not true and say all boys or all girls are the same. These ideas can make people feel like they can't do certain things or be themselves.

Gender stereotypes can affect the choices people make, how others treat them and how fair and respectful their relationships are.

Use a think aloud to show how to think critically about gender stereotypes. For example:

I've noticed people often say boys should always be strong, not cry and be in charge, while girls should be quiet, helpful and follow instructions. At first, it may seem normal, but who decided this? Maybe it's because long ago, boys were expected to lead and girls were expected to obey. That gives some people power and makes them feel important. But it also hurts others. Girls who want to lead might get ignored, and boys who want to be kind or creative might get teased. Everyone cries, why would we ever expect boys to not cry? That's not healthy for them.

It makes me wonder ... are these rules fair, or do they just help some people feel powerful while stopping others from being themselves? And if a rule makes people unhappy or left out, should we still follow it?

Ask students to take 30 seconds to think quietly about the ideas in the think aloud before they share their thoughts.

Explain that stereotypes are often learned from media, friends, family or jokes. They can influence how people treat each other, sometimes without anyone realising it.

Give each pair or small group a set of [Resource 3 – gender stereotypes](#).

Practise skills in focus:

strengthening personal identity and perspective forming



Ask students to discuss the following questions about the stereotypes to build their understanding of how gender stereotypes affect how they are treated or treat others. For example:

- How does this stereotype limit someone's choices or interests?
- How could this affect the way other people treat them or how they feel about themselves?

Move around the room and use prompts to extend student learning. For example:

- How might this stereotype stop someone from doing something they enjoy?
- How could this stereotype make someone feel about themselves?
- Who might benefit if people follow this stereotype?
- Who might be hurt by it?
- How do adults, like teachers or parents, influence this stereotype?
- How does this stereotype give power or control to some people over others?
- What could someone do if they wanted to challenge this stereotype?
- How could we make sure everyone feels included, respected and free to be themselves?

Read each of the following statements aloud. Students respond with thumbs up if they agree or thumbs down if they disagree:

- Boys can like dancing or playing with dolls.
- Girls can enjoy sports or video games.
- Stereotypes can make people feel left out or treated unfairly.

Act and apply

Create a poster with the class that challenges a gender stereotype. For example, the stereotype that boys don't cry. Explain how this stereotype can make boys feel like they are not allowed to show their feelings. They might hide their emotions or feel embarrassed when they are sad, which affect their friendships and wellbeing. The message of the poster should be that it's okay for everyone to show their feelings.

Poster design ideas

Words: big, bold letters saying Everyone Can Cry!

Drawings: a boy and a girl both with happy and sad faces, showing it's normal to have emotions.

Symbols: hearts or teardrops to show feelings are natural.

Colours: bright and friendly colours to attract attention and make the message positive.

Students choose a stereotype from [Resource 3 –gender stereotypes](#) or think of one of their own. Prompt students to think about how their chosen stereotype could limit someone's choices or affect how they are treated.

Students plan and create their poster by deciding on a clear message that challenges the stereotype and includes words, drawings, symbols or colours to make it visually engaging.

Evaluate skills in focus: strengthening personal identity and perspective forming



Lead a whole-class discussion reflecting on the posters. Ask students to think critically about the following questions:

- If we were to display these posters around the school, how might boys think about them?
- How might girls think about them?
- How could seeing these messages change the way people treat each other or think about gender?

Highlight how creating and displaying these posters can promote awareness, respect and fairness while encouraging students to consider multiple perspectives.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. Remind students that they have learnt about gender stereotypes and how they can limit individual potential. Students identified different examples of stereotypes, explained their impact on respect and created positive messages to challenge unfair rules. Reinforce that challenging stereotypes is important for ensuring everyone feels included, respected, and free to be themselves, regardless of gender.

Formative assessment opportunities

Check students' understanding of gender stereotypes.

Monitor students' collaboration in discussing and challenging gender stereotypes.

Observe students' ability to reframe stereotypes and use respectful language during discussions.



Lesson 5 – understanding power and control

Creating a safe, respectful and inclusive classroom

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Overview

This lesson draws on student knowledge of gender stereotypes. Students will identify how gender stereotypes can influence who has more power and control over others. They will explore how the misuse of power can create safe or unsafe situations. Students will be empowered to use their personal power to make safe, fair and ultimately respectful choices.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Describe and apply actions and behaviours that contribute to respectful relationships
- Examine how stereotypes can influence attitudes

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

Understanding power and control can help students distinguish between safe, respectful relationships and those that are unsafe and unfair. While power can be used positively to keep people safe, it becomes harmful when used to intimidate, hurt or control others. Linking power and control to gender stereotypes is important as it can be used to justify unfair power imbalances.

Adhering to rigid gender stereotypes is a key driver of violence against women and gender-diverse people. When beliefs about male dominance, leadership or strength to control others go unchallenged, they can create a culture where

harm is more likely to occur. Teaching students to identify and reject unfair power dynamics and rigid stereotypes early helps disrupt the attitudes that lead to gender-based violence.

Teaching advice

Support students to understand that power does not necessarily mean physical strength. It can also mean status (for example, popularity), age, size, gender or having a specific knowledge base (such as knowing the rules of a game or having information that others do not).

Guide students to recognise that having power is not always a bad thing. The focus should be on how that power is used.

Vocabulary

Tier 2: control, power, stereotype, expectation

Tier 3: gender

Lesson preparation

- [mini whiteboards](#)

Lesson

Learning intention

Students are learning to:

- examine how gender stereotypes can influence who has more power and control.

Success criteria

Students can:

- identify examples of gender stereotypes
- explain how power and control can be used to be safe or unsafe, fair or unfair
- describe ways to use power safely and fairly.

Tune in

Introduce skills in focus:
social awareness



Introduce the learning intention and success criteria. Explain to students that they will be learning about how gender stereotypes can influence who has more power and control.

Using [mini whiteboards](#), student write the words ‘fair’ or ‘unfair’ for the following statements:

- Felicity tries to join in on a game of soccer. Some of the other kids tell her that soccer is only for boys. Fair or unfair?
- George is in kindy and is playing an imaginary game where he and his friends are helping people in a hospital. He tells the other children that he’s the nurse, but they laugh and tell him he’s a boy and has to be the doctor. Fair or unfair?
- Lilly chooses to join the football team even though most of the players are boys. Everyone cheers because Lilly is fast and tackle. Fair or unfair?
- Mark wants to join the school’s dance group. He’s a bit worried but one of his friends encourages him and says boys can join the dance group if they want. Fair or unfair?
- Taylah hates wearing dresses. The school they attend tells them they can wear the school shorts and shirt if they choose. Fair or unfair?

Highlight to students that each scenario shows a stereotype about how girls and boys should look and behave.

Ask students to recall what a gender stereotype is.

Definition

A **gender stereotype** is an expectation of what it is to be a girl or boy. This includes what they do and don’t like, how they should act, how they should look and what they can and can’t do.

Understand

Model skills in focus:
social awareness



Explain to students that these expectations about boys and girls can give more power or control to one gender over the other in families, schools or communities.

Definition

Power is being able to do something or make something happen, or to make other people do something.

Control is being able to decide what happens or to tell others what to do.

Describe how power and control can be used in ways to keep people safe. For instance, a teacher can use their power and control to keep students safe on the playground, a lifeguard can use their power and control to keep people safe around water. However, sometimes power and control can be used in a way that is unfair or unsafe. For instance, someone using their size to intimidate others to do something they don't want to do. That is using power and control in an unsafe way.

Identify who has more power and control in the following situations. Ask students if power and control are being used fairly or unfairly, safely or unsafely and to explain their thinking.

Scenario 1: Rita's dad holds her tightly as they cross the road.

- Who has more power?
- Safe or unsafe?

Suggested response

This is safe. Rita's dad has more power. He has knowledge of road safety and size to be able to see all oncoming cars or vehicles.

Scenario 2: an older student pushes in front of a student in year 2.

- Who has more power?
- Fair or unfair?

Suggested response

This is unfair. The older student has power because they are older and likely bigger, but they are misusing this power in an unfair way.

Scenario 3: an older uncle always makes Sally clear the dining table, stack the dishwasher and put the plates away.

- Who has more power?
- Fair or unfair?

Suggested response

This is unfair. The uncle has more power because he is an adult and a family member. He is using a gender stereotype to make Sally do all the work in the kitchen.

Scenario 4: Luke's mum works part time and does everything at home. His dad doesn't help with Luke or his little brother. He says that's his mum's job.

- Who has more power?
- Fair or unfair?

Suggested response

This is unfair. Luke's dad has more power and he is using a gender stereotype to avoid his responsibilities as a parent. This is unfair to his mum and maybe even Luke if he ever needs help from his dad.

Scenario 5: Soham's grandpa asks Soham to help him cook for the family. Soham likes learning from his grandpa.

- Who has more power?
- Fair or unfair?

Suggested response

This is fair. The grandpa has more power because of his age and cooking knowledge. He is using his power in a fair and safe way to teach Soham. This challenges the stereotype that cooking is only for women.

Emphasise to students that power and control should always be used to be fair and safe.

Act and apply

Practise skills in focus:
social awareness



Students work in groups of 2–3 to identify the character who has power and control over others and what gender stereotype is being demonstrated. Students determine why that character has power and control and describe actions they can take that are safe and fair.

Scenario 1: Matteo is in year 6 and is one of the taller boys in the school. At recess a few of his other friends have pushed in front of the year 3 kids at the canteen. They call out for him to get in front too.

- What gender stereotype is happening here?
- Who has power and control?
- What actions can they take that are safe and fair?

Scenario 2: Ruby is picked as the referee in a game of netball. One team is made up of all boys while the other is a mix. One of the boys steps out of bounds – she sees this and so does the other team but the boys yell that the other team are only saying that because they’re losing. The boys start calling the other team cheaters.

- What gender stereotype is happening here?
- Who has power and control?
- What actions can they take that are safe and fair?

Scenario 3: Liam is one of the sports captains at school. A teacher asks him to choose 3 friends to set up the sports equipment for a game. He hears one of his friends say not to pick a girl because the girls don’t know any of the rules.

- What gender stereotype is happening here?
- Who has power and control?
- What actions can they take that are safe and fair?

Scenario 4: Abbey and her friends are drawing pictures in the shade. A couple of the older boys come over to look at their work. They stand over the top of the Abbey and her friends.

- What gender stereotype is happening here?
- Who has the power and control?
- What actions can they take that are safe and fair?

As a whole class, discuss how they recognised who had power and control in the scenarios and what were the safe and fair actions they chose. Students identify the gender stereotypes evident in scenarios.

Remind students that everyone has power in some way, and that each person also has a responsibility to use power that is safe and fair.

Evaluate skills in focus:
social awareness



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. Remind students that they have explored how gender stereotypes can influence who holds power and control in relationships. Power was defined as the ability to make things happen, while control involves deciding outcomes. Although power can be used to keep people safe, such as a carer helping a child cross the road, it becomes unsafe or unfair when used to intimidate or exclude others. Students identified how to use power in ways that are safe, fair and ultimately respectful to everyone.

Students reflect on the power that they have on the playground and how it may be used safely and fairly. Use the following prompts to support students in their reflections:

- What power do you have in the playground?

Suggested response

Power in the playground might include size, gender, ability, leadership status or knowledge.

- How could use that power in a safe and fair way?

Suggested responses

Making sure people are playing games in a fair way, people aren’t being hurt, telling a trusted adult if something unsafe is happening.

Emphasise to students that if someone uses their power over you in a way that is unsafe or unfair, you can use your power to go and tell a trusted adult.

Formative assessment opportunities

Observe students’ ability to identify who has more power and control in scenarios.

Listen to student suggestions for how power and control can be used to keep others safe.

Observe students’ ability to identify their power and actions that are safe and fair.



Lesson 6 – why finding a trusted adult matters

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson develops students' ability to recognise unsafe situations and apply practical strategies to seek help from trusted adults. Building from an understanding that body signals and emotions alert people to danger will help students move beyond identifying unsafe situations to actively practising the language and skills of help-seeking. Students explore who their trusted adults are at home, school and in the community, and rehearse clear, confident ways to ask for support when they or others may be unsafe.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Identify and apply self-regulation strategies in response to situations and emotions offline and online

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Why this learning matters

Recognising unsafe situations, like being pressured to keep secrets, having personal boundaries ignored, or feeling confused or unsafe, is important for individual safety. Being placed in these circumstances can be early signs of grooming or coercion. Students need to trust their feelings,

recognise power imbalances, and know when to seek help. Teaching help-seeking and identifying trusted adults builds confidence and reinforces that no one should make them feel scared, worried or uncomfortable.

Teaching advice

Support students with language needs by pairing them strategically during activities. Emphasise that if the first trusted adult that a person turns to does not respond in a helpful or supportive way, it is important to keep seeking help. Encourage students to identify several trusted adults they can go to. Remind students that their safety and wellbeing matter. If one trusted person does not listen or act, another one will. Check frequently for understanding using targeted questions and observe students' body language. Have a clear, sensitive plan ready to respond appropriately to any student disclosures.

Vocabulary

Tier 2: trusted adult

Lesson preparation

- [mini whiteboards](#) and markers
- two A4 signs – one saying 'confident' and the other 'not confident'

Lesson

Learning intention

Students are learning to:

- recognise signs of unsafe situations and practise using help-seeking language to ask trusted adults for support.

Success criteria

Students can:

- name trusted adults they can ask for help
- use clear, calm help-seeking phrases with confidence
- reflect on personal feelings about asking for help and set a goal to improve confidence.

Tune in

Introduce skills in focus:
help-seeking and assertiveness



Introduce the learning intention and success criteria. Explain to students that they will be learning who their trusted adults are at home, school and in the community. Students will rehearse clear, confident ways to ask for support when they may be unsafe.

Lead a discussion to get students thinking about safe and unsafe situations. Read the scenarios below. Ask students to give a thumbs up if they think it is safe or a thumbs down if it is unsafe, and then briefly discuss why they chose that answer.

- Someone you don't know online asks for your phone number.
- A friend offers you a gift if you keep a secret.
- A sibling insists you play a game that makes you uncomfortable.
- Someone promises money if you do something you know is wrong.

Encourage students to share how the situation might make them feel, highlighting that unsafe situations can sometimes be tricky because the person might seem friendly or trustworthy.

Using [mini whiteboards](#), or alternate communication modes, students record or communicate 3 trusted adults who they can turn to if they feel unsafe or uncomfortable. Emphasise that these adults can be at school, at home or in the community. Support students who might need help thinking of options.

Students share their responses. Invite a few students to explain why they chose one of their adults. For example, 'I can talk to my teacher because they listen and help me solve problems.'

Reinforce that it's important to know more than one adult they can ask for help, because if the first person they ask is not able to help, they have other trusted adults they can turn to.

Understand

Model skills in focus:
help-seeking and assertiveness



Explain that sometimes unsafe situations are not obvious and that they can involve people they know, such as a relative, an older student or someone online. For example, a family member might offer them money or a gift in exchange for keeping a secret, or someone online might promise rewards if they share a photo of their private parts.

Ask students to think about how these situations make them feel and discuss why they can be tricky. Remind them that it is normal to feel confused or unsure, and that noticing these feelings is an important step in keeping themselves safe.

Teaching note

These situations can be tricky because the person trying to get something might seem friendly or kind or be someone they trust. Students might feel worried, scared or unsure because the person is someone they know or seems nice, and this can make it hard to decide what to do.

Set up 2 areas in the room and display the signs 'confident' and 'not confident'.

Read each scenario below. For each scenario, students move to the spot in the room that shows how confident they would feel asking a trusted adult for help.

Scenario 1: your friend tells you that an older cousin has been kissing their neck and saying that is how families show fun. Your friend feels uncomfortable and tells you that even after saying no, the person keeps asking them not to tell anyone. Your friend does not know what to do.

Scenario 2: a neighbour asks you to keep a secret and says you should not tell anyone because it is special between you, but the secret makes you feel worried or uncomfortable. You speak to a trusted adult who says to just walk away and ignore the neighbour.

Scenario 3: your friend tells you that someone they met online keeps asking for their personal information and promises rewards if they keep it a secret. They feel worried and do not know who to ask for help.

Emphasise that sometimes the first adult they ask may not be able to help, may be busy, or may not respond in the way they hope. Encourage students to plan for this by knowing more than one trusted adult they can turn to. Reinforce the message that asking for help more than once is acceptable and important, and that their safety and wellbeing are always the priority.

Act and apply

Use a scenario from the Understand section to model a clear and calm help-seeking phrase, speaking confidently and demonstrating appropriate body language. For example:

- I feel uncomfortable
- I want to tell a trusted adult
- This makes me worried. Can I get help, please?

Practise skills in focus:

help-seeking and assertiveness



Students role-play in pairs or small groups. Assign each group a scenario from the Understand section.

- Person experiencing the unsafe situation – use a calm voice, clear words and confident body language when asking for help.
- Trusted adult – listen, respond and show how a trusted adult would support them.

Rotate roles so each student has a chance to practise both asking for help and responding as a trusted adult.

Evaluate skills in focus:

help-seeking and assertiveness



As a class reflect on the activity using prompting questions, such as:

- Why can it sometimes be hard to ask for help even when you know it is the right thing to do?
- How do you know if an adult is someone you can trust with your worry?
- How might asking for help more than once make a difference in keeping yourself safe?
- What do you need to do first?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. Remind students that they have been recognising unsafe situations. Knowing how to seek help are essential skills for personal safety. Identifying trusted adults across different settings – home, school, and the community – gives students a necessary network of support. Using clear, confident language helps in communicating needs effectively when they feel unsafe or uncomfortable.

Remind students that having more than one trusted adult is important. If the first adult does not listen or act, seeking help from others ensures that help is received.

Ask students to stand up, shake their hands and shoulders, and take a deep breath.

Invite students to think of one trusted adult they could ask for help if they ever felt worried or unsafe. On your signal, have everyone shout the name of their trusted adult at the same time. Repeat the activity so students can identify a second trusted adult, reinforcing the idea of having multiple people they can turn to for help.

Formative assessment opportunities

Observe whether students consider alternative trusted adults if the first adult is unavailable or unhelpful

Listen for students' reasoning for choosing where to stand in the Understand activity



Resource 1 – list of requests

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Can I take a photo of you on my iPad?

Give me your login so I can play too.

Send me the picture or I'll be mad.

You have to play with me!

Can I come to your house?

Can I use your password to log in?

Resource 2 – scenarios

Students choose one scenario and suggest assertive responses that protect a character's boundaries. Groups share their insights and responses with the class, explaining strategies they believe would work well.

Scenario 1

Taylor is repeatedly asked by an older family member to spend time alone and take part in secret activities, even though it makes Taylor uncomfortable. Their stomach feels uneasy, and their breathing quickens when they see this person.

- Are they safe or unsafe?
- How might they be feeling? How do you know?
- What should Taylor do?

Scenario 2

Ryleigh has been getting messages from an online person. They send her lots of compliments about how she looks but lately they have been asking her for information like what school she goes to and where she likes to hang out. Ryleigh feels tense and unsure.

- Is this safe or unsafe?
- How might Ryleigh be feeling? How do you know?
- What should Ryleigh do?

Scenario 3

One of the boys in Becca's school flicks her ponytail. She really hates it and wishes he would stop.

- Is this safe or unsafe?
- How might Becca be feeling? How do you know?
- What should Becca do?

Scenario 4

Mia is being pressured to share private messages and passwords online by an older student from school. They say that everyone else is doing it. Mia is confused because she was taught that those things are private.

- Is this safe or unsafe?
- How might Mia be feeling? How do you know?
- What should Mia do?

Resource 3 – gender stereotypes

Boys are better at sports than girls.

Boys shouldn't show their feelings.

Girls are assumed to only post selfies and care about how they look on social media.

Boys are told they must be brave or fearless, limiting their choice to express worry or fear.

Girls only post selfies and care about how they look on social media.

Only boys play competitive online games.

Adults might encourage boys to take charge and girls to follow, shaping who gets attention and opportunities.

References

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S2 – Topic 2:

Boundaries
and limitations
–how far is
too far?

Lesson 1 – giving and denying consent

Creating a safe, respectful and inclusive classroom

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For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson strengthens students' understanding of consent, emphasising that it must always be freely given. Students will identify specific emotions that indicate whether they feel safe or unsafe, learning how these can guide their decisions about participating in activities.

Students will analyse a clip from Little Lunch, recognising how someone can feel pressured to consent. They will identify assertive communication strategies to deny consent and demonstrate these using provided scenarios.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

This lesson establishes the foundation for students to understand that consent must be mutual, continuous and enthusiastic. It is important for students never to assume or convince themselves that someone is consenting when they are not.

By learning to recognise safe and unsafe feelings and the body language of others, students develop the skills to determine if consent is truly enthusiastic or if a person is unsure – which means consent is not given.

Teaching advice

Some students may need support in recognising body language. Be intentional when highlighting what enthusiastic consent looks like. It may be helpful to replay and pause specific parts from the Little Lunch clip for students to identify Battie's body language. Students must understand that silence, withdrawing, freezing or becoming rigid is not consent.

Students should know protective strategies such as No-Go-Tell that can be used if they feel unsafe, disrespected or pressured.

Vocabulary

Tier 2: consent, deny, enthusiastic, pressure

Lesson preparation

- [Little Lunch: The Kiss-Chasey Oval \(01:50\)](#) by the Australian Children's Television Foundation
- 2 pieces of chart paper

Lesson

Learning intention

Students are learning to:

- assertively give or deny consent and respect others' choices.

Success criteria

Students can:

- recognise safe and unsafe feelings
- identify and demonstrate enthusiastic consent
- use body language and voice to be assertive.

Tune in

Introduce skills in focus: assertive communication and self-awareness



Use chart paper for students to [brainstorm](#) feelings that tell them they are safe and feelings that tell them they are unsafe. Examples of feelings for safe might be relaxed, calm, or happy, and feelings that they have for unsafe might be anxious, frightened, or confused.

Explain why recognising and understanding feelings can help keep everyone safe. For example, if someone feels unsure, uncomfortable or frightened, they can recognise that those feelings are a clear indicator they are not ready or willing to give consent. If someone feels certain, comfortable and confident, they are ready and able to give consent if they choose.

Revisit the definition of consent.

Definition

Consent means agreeing to do something freely, enthusiastically, without pressure and can be changed at any time.

Choose students to demonstrate what giving consent might look like using appropriate and contextual class or playground settings. Highlight the use of body language and tone of voice.

Emphasise that body language can strengthen the message and make the meaning clearer and easier to understand. Body language gives more information about how someone is feeling. It's important to recognise body language – if a person looks unsure or uncomfortable they are not giving consent.

Being assertive with our body language and tone of voice can be used when denying consent and saying no.

Create a shared meaning for assertive and an opposite meaning for passive.

Definition

Assertive is strong, certain and clear. **Passive** is uncertain and unclear.

Understand

Model skills in focus: assertive communication and self-awareness



Watch the clip of [Little Lunch: The Kiss-Chasey Oval \(01:50\)](#) by the Australian Children's Television Foundation.

Students use a [Think-Pair-Share](#) strategy to answer the questions provided.

- How did Rory and Tamara feel about playing kiss-chasey? How do you know?

Suggested response

Support students in understanding that both Rory and Tamara were enthusiastic about playing kiss-chasey.

- How did Battie feel about playing kiss-chasey? How do you know?

Suggested response

Support students to understand that feeling pressured, unsure and uncomfortable are unsafe feelings. Battie did not want to play kiss-chasey, but Tamara pressured him – she told him that he had to because everyone else was playing. Battie was unsure why Tamara was only chasing after him and when she caught him, his body language showed that he was uncomfortable – his body was rigid, he was looking down, and he was frowning.

- What could Battie have done differently? What could he have said and how could he have said it.

Suggested response

Support students in understanding that Battie could have noticed that he felt unsafe. He could have assertively told Tamara that he did not want to play. Battie could have also used a protective strategy like No-Go-Tell.

Use student responses to demonstrate how Battie could have assertively communicated a denial of consent to Tamara. Allow students to provide feedback on what was said, body language and tone of voice.

Teaching note

Some students may articulate that Tamara has a responsibility to recognise that Battie was not enthusiastic when giving his consent. Confirm that this is accurate, and she should not have ignored his body language.

Learning about our responsibility to check for enthusiastic consent appears in the following lesson, Lesson 2 – checking for change.

Highlight that even if someone says yes to participating in an activity under pressure, their body language will communicate how they feel. For example, if a person looks unsure or uncomfortable, they are not giving enthusiastic consent.

Discuss how Tamara should respond to Battie's choice not to play. Emphasise that a denial of consent must be respected and accepted immediately. Highlight that even if the game had started, Battie has the right to change his mind.

Act and apply

Practice skills in focus: assertive communication and self-awareness



Students work in pairs to practise giving or denying consent using the provided scenarios.

Students provide feedback to one another based on what was said and how it was communicated with their body language and tone of voice.

Remind students that consent is freely given, choices should be accepted and people have the right to change their minds.

Scenarios

- A friend asks to upload a photo of you onto the internet. How do you feel about this? What could you say? How would you say it?
- An online friend asks what school you go to – you've never met this person in real life. How do you feel about this? What could you say? How would you say it?
- You're playing a game of tips, but it becomes unsafe and you don't want to play anymore. How do you feel about this? What could you say? How would you say it?
- You're helping a younger student go to the office, and they ask if they can hold your hand. How do you feel about this? What could you say? How would you say it?
- An adult who lives nearby asks you to come over, without your parents. How do you feel about this? What could you say? How would you say it?

S2-RRE-T2-L1 – giving and denying consent

Provide students the opportunity to demonstrate to the class how they gave consent or assertively denied consent.

Remind students that if someone does not respect their choices, they can use a protective strategy like No-Go-Tell.

Evaluate skills in focus: assertive communication and self-awareness



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we practised giving and denying consent using body language and tone to express a choice. Understanding these skills is important because consent must always be freely given and choices should always be respected. Using assertive communication ensures that choices about consent are clear.'

Students use [choral response](#) to identify if the following statements are true or false.

- Consent must always be freely given – true
- Being assertive uses only words to show what you mean – false
- If someone says no that choice must be immediately respected and accepted – true
- Not wanting to upset a friend is a good reason to say yes to something you don't want to do – false.
- Once you say yes to something, you can't change your mind – false

Formative assessment opportunities

Listen to students' examples of giving and denying consent.

Observe students' ability to demonstrate assertive communication.

Observe students' ability to recognise true and false statements about consent.



Lesson 2 – checking for change

Creating a safe, respectful and inclusive classroom

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For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson explores the principle that consent is both ongoing and reversible. Students will learn that they have the right to change their mind and withdraw consent at any time, for any reason.

This lesson relates to previous lessons about using their self-awareness to recognise feelings of being safe and unsafe and when to use protective strategies, such as No-Go-Tell.

The teacher will model enthusiastic consent through a combination of clear words, a positive tone, and open body language. These will be contrasted with non-examples that demonstrate signs of hesitation, discomfort, or uncertainty.

Through the analysis of scenarios, students will conclude that consent is never a one-time agreement – rather, it must be continuously and enthusiastically reaffirmed to ensure every interaction remains safe and respectful.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions to enhance learning
- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

This lesson empowers students with the agency to manage choices about their bodies.

Building on the principle that consent must be free, voluntary and enthusiastic, students learn that agreement is not a one-time yes but an ongoing process. It is important for students to understand that consent can be reversed – they have the absolute right to change their mind and withdraw permission at any time, for any reason.

By practising how to check in regularly and recognising that consent should be enthusiastic, students develop the skills to ensure everyone feels safe. This creates a culture of respect where changing your mind is accepted and the safety of all participants is the priority.

Teaching advice

Students need to be able to identify trusted adults and be familiar with protective strategies such as No-Go-Tell.

To support students in understanding enthusiastic consent, it's important to highlight body language cues for students to recognise. Continuously remind students that if a person does not answer a question about consent or they look unsure or uncomfortable, then consent is not given.

It may be helpful to familiarise yourself with the provided role-play prior to delivering the lesson. Be explicit when modelling tone of voice and body language to ensure all students can see and hear what enthusiastic consent looks like.

Vocabulary

Tier 2: consent, withdraw, cue, hesitant

Lesson preparation

- chart paper
- 1 set of coloured textas to be used as a prop

Lesson

Learning intention

Students are learning to:

- recognise their rights and responsibilities with consent.

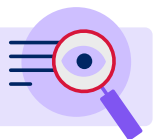
Success criteria

Students can:

- understand that consent can be withdrawn at anytime
- identify enthusiastic consent
- demonstrate respectful and assertive language.

Tune in

Introduce skills in focus:
self-awareness and decision-making



Read the following scenario to students.

Scenario: Eric and his friends are at the Easter Show. They all decide that they want to go on a ride. Eric has a big smile on his face and feels happy until he sees the ride his friends have picked. The ride goes upside down, is fast and has steep drops. Suddenly, his palms feel sweaty, his heart beats fast, and he feels unsafe.

Students [brainstorm](#) the choices that Eric has – should he just go on the ride?

Revisit the definition for consent.

Definition

Consent means agreeing to do something freely, enthusiastically, without pressure and can be changed at any time.

Explain that Eric had given his consent to go on a ride at first and was enthusiastic and excited to participate, however, when he started to feel unsafe, he had the choice to change his mind. It is important to pay attention to how we feel during any activity. If someone begins to feel unsafe or unsure, they have every right to change their mind and withdraw their consent.

Definition

Withdrawing consent is when someone changes their mind. Someone who said yes before can change their mind and say no or stop at any time, for any reason.

When a person says they want to stop, the other person must stop straight away.

Understand

Reiterate the message that people can give consent to do something but later change their mind, and it is important to respect that decision. This creates a shared responsibility to check in regularly with others ensures everyone still feels safe.

Consent is communicated through words, tone, and body language. Developing the ability to notice these cues and stop immediately ensures that interactions remain safe, respectful, and consensual.

Model skills in focus:

self-awareness and decision-making



Invite a student volunteer to play the role of a borrower while you play the lender. Use the pause points to engage the class in analysing the interaction.

Role-play

Student: 'Is it okay if I borrow your purple texta?'

Teacher (enthusiastic): 'Yes! No worries at all!'

Use an open posture, a smile, and a bright tone.

• Pause 1 – Identifying enthusiasm:

Ask the class if this interaction was enthusiastic or unsure.

Suggested prompts

'What did you notice about my voice and my face? Did I look like I was absolutely okay with sharing?'

Student: Begins colouring in for a few moments.

Teacher (changing mind): Shift your body language. Pull your remaining textas closer to you, look slightly concerned, and avoid eye contact.

• Pause 2 – Identifying a change and checking in

Prompt students to pay attention to the shift in body language.

Suggested prompts

'Look at my body language now. What has changed? Do I still look happy?'

Prompt students in understanding the responsibility of the borrower. For example, 'If you were the borrower, what should you do when you notice your friend looks uncomfortable?'

Tell students that if they notice a change, they must stop and check in.

Student: 'Is it still okay if I use this?'

Teacher (uncertain/unsure): 'I guess so...'

Look away, shrug, and use a quiet, hesitant voice.

• Pause 3 – Identifying uncertainty and when to stop

Prompt the class in recognising what an uncertain or unsure yes looks like.

Suggested prompts

'I said yes, but did I sound or look like I meant it? How do you know?'

Ask students what the borrower should do now.

Suggested response

Support students to understand that the borrower should return the texta and thank the lender.

Explain to students that if an answer is not enthusiastic, clear, or certain, then consent has not been given – it must be treated as a no.

Reinforce that everyone has the absolute right to change their mind and withdraw consent at any time, just as Eric did. This right is balanced by our shared responsibility to check in with others regularly. Stress that consent must always be enthusiastic. If a student senses that someone is hesitant, unsure, or uncomfortable, they must stop the activity and check in by asking if it is still okay to continue.

Act and apply

Practise skills in focus:

self-awareness and decision-making



In groups of 2 or 3, students will analyse the following scenarios to determine if consent is enthusiastic. They will practise identifying a change of mind, recognising when to check in, and knowing when to stop an activity immediately.

Scenario – Marco: Marco and his older sister are riding their bikes on a trail. His older sister's friends join them, and they decide to go on some bigger jumps. She asks Marco if he wants to join in. Marco smiles, gives her two thumbs up and races away with the older friends. The older friends are much more experienced, pedal hard and record their stunts on their phones. When Marco reaches the top, he sees how steep the jumps are and how big the fall would be if he doesn't make it. His older sister can see that he looks nervous and unsure – Marco can't stop staring at the drop.

- Was consent enthusiastic?
- When did Marco change his mind about the jump? How do you know?
- What is his sister's responsibility?
- What should Marco do next?
- How should his sister and her friends respond?

Scenario – Milly: Milly's uncle has come over. He's younger than her other uncles and aunties, wears cooler clothes and rides a motorcycle. He asks if she wants to play on the trampoline with him. Her face lights up, and she nods before racing out to the backyard. She starts jumping on the trampoline and he soon joins her. He starts jumping at the same time

as Milly, so she bounces up much higher. At first, she's laughing and having fun, but when she looks down, she notices how high she is and her heart starts to beat really fast. She puts her legs out in front to try and stop herself from bouncing so high. She is not laughing and smiling anymore.

- Was consent enthusiastic?
- When did Milly change her mind about playing? How do you know?
- What is her uncle's responsibility?
- What should Milly do next?
- How should her uncle respond?

Bring the class together and have groups share what they discussed about each of the scenarios.

Evaluate skills in focus:

self-awareness and decision-making



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about withdrawing consent and that everyone has the right to change their minds at any time. We understand that consent is ongoing and we have a responsibility to check in with others to make sure that they still feel safe and comfortable. If a person says yes but we can see that they look unsure and uncomfortable, then consent has not been given. Anything other than enthusiastic consent, is a no.'

Create a [T-chart](#) using chart paper to help students categorise the verbal and non-verbal cues of enthusiastic consent, contrasted with signs that someone is unsure, uncomfortable, or has changed their mind.

Formative assessment opportunities

Observe students' ability to identify enthusiastic consent.

Observe students' understanding of ongoing consent and recognition of when to check in.



Lesson 3 – setting and respecting boundaries

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson extends the concepts introduced in Topic 1 Lesson 3: My Boundaries. Using a clip from the series Little Lunch, students will evaluate the dynamics between characters to recognise when boundaries are being established or crossed. Students will propose alternative strategies for characters to communicate their limits assertively, while also exploring how to request consent respectfully and how to accept a no.

Students will also examine a range of offline and online scenarios to determine what respectful boundary-setting looks and sounds like in practice. This provides a safe environment for students to practise the skills of expressing their own needs and responding appropriately to the choices of others.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- 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

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Why this learning matters

Establishing and respecting boundaries is the foundation of healthy relationships. Students must learn to identify their feelings regarding personal safety and use assertive communication to voice their limits.

Furthermore, seeking consent when boundaries are unclear demonstrates fundamental respect for others. By understanding that their personal boundaries matter and that they have bodily autonomy, students build a framework for healthy romantic relationships in the future.

Teaching advice

It's important to continuously highlight body language throughout this lesson. Although being assertive is emphasised, students need to remember that if consent is not enthusiastic, then consent has not been given.

In the clip from Little Lunch, Rory continues to ask his friends for food. Continuously asking in the hopes that an answer will change is a form of pressure – not only is this annoying for the other characters involved but doing this shows disrespect. It may be helpful to replay or pause specific points in the video for discussion.

This lesson can be linked to previous learning about students' rights and responsibilities with consent through Lesson 2 – Checking for change. Students have the right to establish and communicate their boundaries and a responsibility to respect the boundaries of others.

Change or adjust the situations or scenarios to suit the needs of the class.

Vocabulary

Tier 2: consent, pressure, assertive, consent, boundary

Lesson preparation

- [Little Lunch: The milk bar \(1:59\)](#) – Australian Children's Television Foundation via YouTube

Lesson

Learning intention

Students are learning to:

- establish boundaries and respect the boundaries of others.

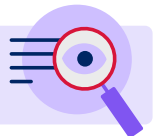
Success criteria

Students can:

- assertively communicate boundaries
- identify when consent is needed
- respect the choices and boundaries of others.

Tune in

Introduce skills in focus: assertive communication and self-awareness



Use [gesture voting](#) to identify how students feel about different situations. Explain the three choices:

- **Yes!** – this means you feel safe. Example gesture might be two thumbs up.
- **Wait for it!** – this means you're unsure and consent is needed first. Example gesture might be one hand held out in front.
- **No!** – this means it is not okay, stop and you feel unsafe. Example gesture might be both hands held out in front.

Read the following situations for students to vote and allow for volunteers to explain their choices.

- A classmate pats another student on the head as a joke.
- A teammate offers a high-five after a goal is scored.
- A child is hugged by an older relative.
- Someone online sends pictures of private body parts.
- A neighbour keeps asking younger child go into their house.
- A classmate sends links that ask for personal information.

Explain that everyone has a right to personal boundaries that help keep them safe and everyone has a responsibility to respect the boundaries of others.

Definition

Boundaries are like an invisible line that protect our bodies, feelings and minds from being hurt.

Choosing 'Yes!' shows that it is safe and you are okay with what is going to happen. Choosing 'Wait for it!' shows that permission or consent is needed first. Choosing 'No' shows that consent is not given and whatever is happening must stop immediately.

Understand

Model skills in focus: assertive communication and self-awareness



Watch the clip from [Little Lunch: The milk bar \(1:59\)](#) by the Australian Children's Television Foundation.

Students answer the questions provided.

- Whose boundaries were crossed?
- Who crossed a boundary and how?
- What should Rory have done when the others had said no?

Suggested prompt:

Support students to understand that Rory continuously asking them for food is a form of pressure. If someone has said no that decision needs to be respected – they should stop asking.

- How did the other students communicate their boundaries? Were they aggressive, assertive or passive? What did their body language show?

Definition

Passive communication – the quiet voice. When someone uses passive communication, they do not speak up about what they want or need. They might be scared to upset others or think their ideas don't matter.

Aggressive communication – the loud voice. When someone uses aggressive communication, they talk or act like only their ideas and feelings matter. They might yell or boss others around.

Assertive communication – the strong and kind voice. When someone uses assertive communication, they speak up for themselves and are kind to others. They use clear words, a calm voice and respectful actions.

Students use a [Think-Pair-Share](#) strategy to identify the outcome for communicating boundaries passively, aggressively or assertively and which strategy would work best.

- If they had a friend like Rory, what could they say and how?
- What could they do if Rory kept pressuring them for food?
- Who might a trusted adult be?

Allow time for students to share their responses. Provide feedback where necessary.

Highlight the connection between consent and boundaries. Boundaries are about what feels safe or unsafe and consent is how we show respect for those boundaries – asking first before crossing someone's boundary. If a boundary is crossed without consent and they feel unsafe, remind students that they can use a protective strategy like No-Go-Tell.

Act and apply

Practise skills in focus: assertive communication and self-awareness



Students work in groups of 2 or 3 to demonstrate safe actions and responses that assertively communicate their boundaries or show respect to others' boundaries.

Scenario – Toni: Toni takes a photo with 2 friends. It's a funny photo of them at the beach. Toni wants to share this photo with their online friends.

Demonstrate what Toni must do or say before sharing this image.

- If you were a friend in the photo, would you feel safe or unsafe with this being shared?
- How might you communicate this?
- How should Toni respond to her friend's boundary?

Scenario – Jye: Jye is playing a game online. Some of the people he plays with are from school but there are a few he doesn't know in real life. One of his online friends asks him to turn his location on so they can see where he lives. This makes Jye nervous and uncomfortable. He does not want to.

- What message could Jye send to his online friend?
- What should he do if they keep asking?
- How should Jye's online friend respond to his boundary?

Scenario – Kira: The class is watching a movie of a book they have just finished reading. They are allowed to bring food to eat while they watch. Kira has a packet of chips that she was ok with sharing with her friends. She notices that they're eating handfuls of chips and she's quickly running out of chips for herself.

- What could Kira say to her two best friends?
- If you were one of her friends, what should you do and what should you say?
- How should Kira's friends respond to her boundary?

Provide time for students to demonstrate their responses to the whole class

Evaluate skills in focus: assertive communication and self-awareness



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we practised how to communicate boundaries and how to respect the boundaries of others. Boundaries keep us safe and asking for consent is how we show respect for those boundaries. If a boundary we have is crossed and we don't feel safe, we can use No-Go-Tell.'

Ask students to reflect on their learning. Example of guiding questions are provided.

- Why are boundaries important?
- How can you show respect for the boundaries of others?
- When might communicating our boundaries with others be harder?
- If someone is not respecting your boundaries or is pressuring you for your consent, what can you do?

Formative assessment opportunities

Observe students' ability to assertively communicate boundaries.

Listen to how students respond to pressure for consent.

Observe students' ability to respectfully ask for consent and respect the choice of others.



Lesson 4 – grooming

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This learning builds on students' ability to identify when they are feeling unsafe, unsure or uncomfortable. Students will recognise when they need to seek help and will identify trusted adults who can support them.

Students will learn about what grooming is and tactics used that result in vulnerability and potential sexual abuse.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

- Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Identify and apply self-regulation strategies in response to situations and emotions offline and online

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Why this learning matters

Grooming often involves behaviours that are not explicitly sexual or abusive, however, the intent behind them creates a sense of obligation or secrecy that children may find difficult to identify as unsafe.

By learning to identify these behaviours and recognise the feelings they may cause, students build critical self-management and interpersonal skills that help protect them from harm.

Teaching advice

This learning and the scenarios may be distressing to some students. Provide alternative activities and options if necessary.

If students are unsure how to respond to the scenarios, suggest some safe actions they could take. Be sure to validate that doing the right thing, like saying no or asking for help, can sometimes feel difficult.

Students should know how to use protective strategies like, No-Go-Tell.

Vocabulary

Tier 2: manipulate, isolate, vulnerable

Tier 3: grooming

Lesson preparation

- [Y chart](#) printed for students to complete

Lesson

Learning intention

Students are learning to:

- identify actions that may lead to grooming.

Success criteria

Students can:

- recognise safe and unsafe interactions
- use No-Go-Tell in unsafe situations.

Tune in

Introduce skills in focus: recognising emotions and help-seeking



Explain to students that they will move to different parts of the room based on how they interpret a scenario. The move to the front if the interaction feels safe, the back if it feels unsafe, or stay in the middle if they are unsure.

Ask students to pay close attention to the specific actions in the scenarios and how the characters are feeling.

Read a scenario and allow students time to move to their chosen position. After they have moved, ask volunteers to explain their choice. Prompt them to identify the specific actions that made the situation feel safe or unsafe.

Scenarios

- At Nikko's birthday party, Sally and all the other children are given gifts from his dad.
- An older student from school walks home with Kyle because they live on the same street.
- Immy goes to Little Athletics every Friday night. One of the new coaching assistants gives her a secret present every time she sees them. Lately, they've been asking Immy to stay back later so they can be alone. This used to make Immy feel special but lately it's making her feel nervous and unsafe.
- Lillah's uncle picks her up from school every Tuesday afternoon from the same spot at the same time. They always stop by the lolly shop where she chooses a treat before driving home. On the way home, he checks her seatbelt is on correctly and asks her about her day. When they arrive home, he asks Lillah for a hi-five goodbye before he goes. Lillah loves Tuesday afternoons with her uncle.

Ask students what they could do if they feel unsafe or worried? Responses should include protective strategies such as No-Go-Tell.

Remind students that it's important for everyone to always listen to what their bodies are telling them.

Teaching note

Some children are taught to respect and obey adults and that adults are wiser and have authority over them. This can be used as a manipulative tactic that mimics a healthy adult-child relationship. The impact of this may lead to disconnection and confusion. Emphasise the importance of seeking help when feeling unsafe.

Understand

Model skills in focus: recognising emotions and help-seeking



Explain to students that an older person or adult might try to gain a child's trust using gifts and asking them to keep secrets. These actions can seem safe at first, however, when they are used to control or manipulate a child, it is called grooming.

Explain to students that this is what was happening to Immy. Emphasise how the coach used gifts, praise and secretive behaviours to isolate Immy and make them feel unsafe. This can be very confusing because adults have a responsibility to keep children safe and sometimes it can be hard to say no to an adult or older person. There is always something children can do – they can always go and tell a trusted adult.

Guide students to identify actions that could potentially lead to grooming in the following scenario.

Scenario: Jasmine's best friend, Naomi has an older brother who is a teenager. Jasmine thinks he's really nice because he lets her play video games with him and always picks her over Naomi when they play in teams. This makes Jasmine feel very special, even though it annoys Naomi. Lately they've started playing more in his room without Naomi and when she tries to join them, he tells her to get out. When they're alone in his room, he tries to kiss her on the mouth. He tells Jasmine that she can't tell anyone about this – it's their little secret. Jasmine feels unsafe and confused but he is always so nice to her.

Use the questions provided to build student understanding.

- How did he build trust with Jasmine?

Suggested response

He built trust by treating Jasmine nicely and making her feel special.

- What is he doing that makes Jasmine feel unsafe?

Suggested response

Support students in understanding that he is isolating her from Naomi by closing the door and having them be alone together. He is touching and kissing Jasmine when he should not be – this is crossing a boundary, and he does not have consent to do this.

- What should Jasmine do next?

Suggested response

Support students to understand that Jasmine must immediately use a protective strategy such as No-Go-Tell.

Explain to students that at first, he did things that seemed safe, like treating Jasmine kindly and letting her play games with him. This made her feel special and as though she could trust him. However, he misused that trust with unsafe actions. Nobody can kiss or touch another person without permission.

Act and apply

Practise skills in focus: recognising emotions and help-seeking



Teaching note

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

In groups of 2 or 3, students complete a [Y-chart](#) to categorise what a safe, respectful relationship looks, feels, and sounds like. Students might use evidence from the scenario involving Lillah and her uncle to complete their charts.

For example:

- looks like – checking her seatbelt to make sure she is safe in the car
- feels – consistent like picking her up from the same spot
- sounds like – might be asking for consent before a high-five.

The relationship between Lillah and her uncle demonstrates a safe and respectful relationship with an older person. Lillah's uncle is treating her with respect and is an example of a trusted adult.

Evaluate skills in focus: recognising emotions and help-seeking



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about actions that can lead to unsafe situations called grooming. We then identified what a safe and respectful relationship looks, feels and sounds like.'

Emphasise their right to protect themselves from unsafe situations by using No-Go-Tell.

Reflection questions

- Why might it be hard for some of the characters to seek help?
- Why is it okay to say no to someone who is older or someone you know?
- What should you do if ever you feel unsafe?
- Who are your trusted adults? Remind students that trusted adults can come from school, home or the wide community.

Formative assessment opportunities



Listen to student responses during the contium activity.

Observe students' ability to identify unsafe interactions.

Listen to students' ability to recognise grooming behaviours.

Observe students' ability to identify protective strategies such as No-Go-Tell.

Teaching Respectful Relationships Education

Lesson 5 – coercion

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson builds on the previous concept of grooming to further develop students' understanding of unsafe behaviours, specifically coercion applied through bribes and threats. Students will examine how power imbalances – whether based on age, status, money, or position – can be used to manipulate others.

Through scenario-based learning, students practise help-seeking skills to support a peer. The lesson concludes by reinforcing student agency and reviewing protective strategies, such as No-Go-Tell.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- 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

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Why this learning matters

Research indicates that a significant number of young people confuse controlling behaviours, like coercion with signs of care. Over a quarter of young people (aged 14–20) misidentify unsafe actions as acceptable relationship boundaries ([Our Watch 2025](#)).

This learning is essential because young people often lack the confidence to act when they feel unsafe. By understanding how power can be used to coerce, students will be better equipped to recognise early warning signs and seek help.

Teaching advice

This learning and the scenarios may be distressing to some students. Provide alternative activities and options if necessary.

Place strong emphasis on students having agency and choice in what they want to participate in. Where appropriate, this lesson can be related to what they know about setting boundaries and using protective strategies such as No-Go-Tell when their boundaries are crossed.

Vocabulary

Tier 2: power, pressure, threat, bribe

Tier 3: coercion

Lesson preparation

- Soft ball or beanbag
- [Little Lunch: The Kiss-Chasey Oval \(01:50\)](#) by the Australian Children's Television Foundation (optional)

Lesson

Learning intention

Students are learning to:

- recognise and define coercion.

Success criteria

Students can:

- identify bribery and threatening behaviours
- apply problem-solving strategies
- demonstrate help-seeking.

Tune in

Introduce skills in focus:

self-awareness, problem solving and help-seeking



Use a [Think-Pair-Share](#) strategy for students to recall a time they felt pressured to do something they did not want to do. Examples might include simple things like sharing their food, cleaning their room, or joining an online platform.

Teaching note

Topic 2 Lesson 1 – Giving and denying consent presents a scene from Little Lunch where a student pressures another to play a game of kiss-chasey. This clip can be revisited if needed.

[Little Lunch: The Kiss-Chasey Oval \(01:50\)](#) by the Australian Children's Television Foundation.

Explain to students that some people might try to pressure them to do things that make them feel unsafe. This could be at home, at school or online. These situations can involve asking to share personal information and images both online and in real life or participate in an unsafe activity. These unsafe requests might be made by someone older or more powerful which can make us feel pressured to say yes, even if we feel unsafe.

Highlight that power does not only mean physical strength. Other sources of power include position, money, knowledge, age or status (like popularity).

Define the terms bribe and threat.

Definition

A **bribe** is a gift given or promised on the condition that a favour is required in return and often must be kept secret. The favour is often something that you would not normally be expected to do.

A **threat** is words or actions which are meant to force another person to do, or not do, something. A threat often suggests that something harmful may happen if the person does not obey.

Use a [choral response](#) for students to identify a ‘threat’ or ‘bribe’ for the following situations and ask students to identify who has more power:

Scenario: An older student tells Lucy to give them her money or they’ll hurt her.

- Is this a threat or bribe? Who has more power?

Suggested response

This is a threat. The older student has more power. They are using their age and size to threaten Lucy to giving them her money.

Scenario: An online friend tells Michael that if he turns on his camera, they’ll transfer him some money.

- Is this a threat or bribe? Who has more power?

Suggested response

This is a bribe. The online friend has more power. They are using their money to bribe Michael to turn his camera on.

Scenario: An older neighbour tells Sam that if they don’t let him take photos of them, he won’t buy them anymore presents.

- Is this a threat or bribe? Who has more power?

Suggested response

This is a threat. George has more power. He is using his age, size and access to money to threaten Sam to do what he wants.

Scenario: Coach M tells Robbie that if he lets them kiss him, they’ll let him play in the highest grade team.

- Is this a threat or bribe? Who has more power?

Suggested response

This is a bribe. Coach M has more power. They are using their position as a coach to bribe Robbie to do what they want him to do.

Explain to students that pressure using threats and bribes can make someone act in a way that they don’t want to act. Threats and bribes are often warning signs that a situation is not safe or that a relationship is not safe.

Teaching note

Some students may confuse bribery with rewards. For example, a parent giving a child an allowance for tidying their room is a reward. The key difference is the intent and the outcome.

Rewards are open, fair and designed to help someone learn or grow.

Bribery is often secretive, unfair and used to manipulate someone into doing something they don’t want to do.

Understand**Model skills in focus:**

self-awareness, problem solving and help-seeking



Explain to students that pressure using bribes or threats is a form of coercion.

Definition

Coercion occurs when one person makes or tries to make another person do something which that person doesn’t want to do.

Read and display the following scenario to students.

Scenario: Uncle Danny had bought a gift for Alex. Uncle Danny often bought Alex a gift for no reason and Alex felt excited, happy, and special. Alex couldn’t wait to see what it was, but Uncle Danny said they had to wait until after dinner.

When dinner had been eaten and everything was cleaned up Uncle Danny said Alex could watch some television. While Alex was watching a really great

show, Uncle Danny came over with the gift. Alex's body was all jumpy with excitement.

Uncle Danny told Alex to come closer, and Uncle Danny put an arm around Alex. Uncle Danny asked Alex for a kiss before opening the gift. Alex quickly kissed Uncle Danny on the cheek, but Uncle Danny said the kiss had to be on the lips. Alex had a funny feeling, but they were friends, so Alex kissed Uncle Danny on the lips.

Alex opened the gift and it was a toy that Alex had been wanting for a long time. Alex felt so happy. Uncle Danny said that because Alex had opened the gift they had to kiss again. This time Uncle Danny held Alex tight and kissed Alex for longer. Alex's tummy began to feel all lumpy. Alex pushed away from Uncle Danny and told Uncle Danny to stop. Uncle Danny said that Alex was being selfish, and the gifts would go to someone else if Alex wasn't going to kiss Uncle Danny.

Students identify coercive behaviours from Uncle Danny and identify how Alex is feeling. Choose different students to underline the threats, box the bribes and circle the body signals or emotional warning signs.

- Was Uncle Danny's behaviour ok?

Suggested response

No Uncle Danny's behaviour was not ok.

- What do we call Uncle Danny's request that Alex kiss Uncle Danny on the lips? Why?

Suggested response

Emphasise that this is a bribe. Uncle Danny wanted a kiss in return.

- What body signs did Alex have that might help her know that this was an unsafe situation?

Suggested response

Examples include feeling funny, changing feelings, lumpy tummy.

- What threat did Uncle Danny make?

Suggested response

Uncle Danny told Alex that if Alex wasn't going to kiss Uncle Danny the gifts would go to someone else.

- Is this behaviour ok?

Suggested response

No it is not. Uncle Danny is trying to pressure Alex to do something that is not ok.

- What should Alex do?

Suggested response:

Alex should tell a trusted adult what happened.

Act and apply

Practise skills in focus:

self-awareness, problem solving and help-seeking



Ask students what they would do if Alex was their friend and told them what had happened with Uncle Danny.

Ask students to recall five trusted adults. Who could they speak to about Alex?

Students work in pairs to practise help-seeking for Alex. Imagine their partner is one of their trusted adults. Students take turns to demonstrate how they would talk to a trusted adult about Alex's situation.

Students need to be clear and assertive in their communication. Students provide feedback to their partner to improve their help-seeking.

Teaching note

Ensure students recognise that it is important to tell a trusted adult when someone is asking them to do something that is not ok. Friends can be a source of support, but adults are often in a better position to act on a child's behalf.

Evaluate skills in focus:

self-awareness, problem solving and help-seeking



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about coercive actions like bribery and threats. We understand what we can do if we feel that someone is using their power or strength to coerce us to do something we do not want to do.'

Emphasise their right to be safe and to seek help when they feel unsafe.

Students sit in a circle and, using a bean bag or soft ball, begin an activity where they pass on a message of what they can do if they feel unsafe using, I statements.

Examples of I statements might include:

- I can tell a trusted adult.
- I can trust my feelings.
- I can say no.
- I can keep telling until I am heard.

It is okay if statements are repeated as this reinforces the idea that they have agency

Formative assessment opportunities

Observe students' ability to recognise bribes and threats

Observe students' ability to identify body signs to unsafe situations

Observe students' help-seeking strategies

Listen to students' I statements



Lesson 6 – online rights and responsibilities

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will apply their understanding of boundaries and consent to the online world, recognising that the responsibility to treat others with respect remains constant, regardless of the setting. Using an animation from eSafety, students will examine the consequences of uploading or sharing content. They will reflect on their own rights and those of others in digital spaces, developing the skills to distinguish between safe and unsafe sharing while proposing respectful, assertive actions to maintain digital boundaries.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions to enhance learning
- Apply interpersonal skills to enhance positive and respectful interactions

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Why this learning matters

Research from eSafety highlights that while content sharing is a powerful way to connect, it carries significant risks, such as the inadvertent disclosure of personal information and locations. This learning

is essential because digital content is permanent –once shared, it can be copied or used by others in ways the creator never intended.

Students will practise using their interpersonal skill of self-awareness when deciding what to post or share online. By building this self-awareness, students can pause to consider the impact their actions have on others, ensuring they act with respect in both physical and digital spaces.

Teaching advice

The video is a teacher-led activity, so it is best viewed on a large screen or electronic whiteboard. Stop the video at the pause break or whenever you feel necessary and facilitate the class discussion.

Support students in understanding that the boundaries they have in real life or offline can be maintained in the online space. Despite being online, they have the right to feel safe and respected.

Vocabulary

Tier 2: content, consequence, digital

Lesson preparation

- [Cybersmart Forever \(4:59\)](#) by the eSafety Commissioner

Lesson

Learning intention

Students are learning to:

- consider their rights and responsibilities online.

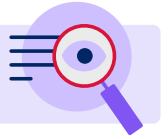
Success criteria

Students can:

- ask for consent and respect digital boundaries
- identify safe actions online
- demonstrate No-Go-Tell.

Tune in

Introduce skills in focus:
self-awareness



Use a [Think-Pair-Share](#) strategy for the following questions.

- What types of content could you or your family share online?

Suggested response

Content could include selfies, group photos, food pictures, videos, status updates.

- What type of content or information should people think twice about before sharing?

Suggested response

People should think twice before sharing their full name, date of birth, carer's name, embarrassing photos of friends or family, and photos with identifiers such as school uniform street signs or sports team's logo.

- If you were to ever share content online, who should you share content with?

Suggested responses

Family, friends, family, people we know.

- What should someone do before sharing images or videos of yourself or someone else?

Suggested response

Support students in understand that consent is needed before sharing an image or video of another person and they should check with a parent or carer before sharing an image of themselves online.

Understand

Model skills in focus:
self-awareness



Watch the clip, [Cybersmart Forever \(4:59\)](#) by the eSafety Commissioner using the pause points for class discussion.

- **Pause point 1:** If you were in my shoes, what would you do?

This question encourages discussion about:

- peer pressure
- parent rules and telling the truth.

- **Pause point 2:** Do you know anyone that has added people to their accounts that they didn't know personally? What happened?

This question encourages discussion about:

- dangers and risks of friending strangers online

- **Pause point 3:** This question encourages discussion about:
 - reflecting before posting personal information, including pics, online
 - who owns our content once it's posted online.

Explain that while sharing content is fun, it has a real-world impact because once something is online, they can lose control over it. Even if deleted, images can be copied, saved, or taken out of context by others –including strangers. Personal information like full names and addresses can be shared to others too.

Highlight that everyone has the right to control their own image and information, and we have a shared responsibility to always seek enthusiastic consent before posting or sharing anything involving someone else.

Emphasise that when sharing content or information online, they should consider the following questions.

- What would be the consequences of my action?
- Who might be hurt by my actions?
- What rights and responsibilities do I have in this situation?

Remind students that boundaries exist in the online space and keep everyone safe. If someone does not ask for consent or crosses a boundary, they can use No-Go-Tell. They can log off or put their device down, go and tell a trusted adult. Everyone has the right to be safe both online and in the real world (offline).

Act and apply

Practise skills in focus:
self-awareness



Students work in groups of 2 or 4 to decide what should happen in the following scenarios to make sure everyone's rights are respected and they are safe.

Scenario 1 – Noah: It is the school sports carnival, and Noah is excited for high jump. As he clears the crossbar, someone takes a brilliant action shot on camera. When they look at the photo, they realise that as Noah jumped, his shorts rode up and you can see his underwear.

- What might be the consequences if that person shares the image of Noah?
- Who might be hurt from sharing this image?
- What rights does Noah have what responsibility does the other person have?
- What should happen next so Noah feels safe?

Scenario 2 – Mila: Mila is playing an online game with some friends. Some of them are from school but some are friends she only knows online. An online friend asks her what school she attends and to change her display picture to a real picture.

- What might be the consequences if Mila shares this information or changes her display picture?
- Who might be hurt if this information or image is shared?
- What rights and responsibilities does Mila have?
- What should happen next so Mila feels safe?

Scenario 3 – Tess: Tess is chatting with a cousin in another country. They are sharing images with each other and comparing how different their weekends look. Tess wants to post a photo of her cousin online for her friends to see. She asks them if that would be okay. Her cousin doesn't respond but she can see that they are still online.

- What might be the consequences if Tess shares this image with others?
- Who might be hurt from sharing this image?
- What rights does Tess' cousin have and what responsibility does Tess have?
- What should happen next so Tess' cousin feels safe?

Evaluate skills in focus:
self-awareness



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we considered our and others' rights and responsibilities when making choices online. Just like in person, we have the right to set boundaries to stay safe and a shared responsibility to respect others by asking for consent before we post. Remember that consent is ongoing and can be withdrawn at any time. If someone crosses your boundaries, use No-Go-Tell –log off immediately and tell a trusted adult.'

Ask students the following reflective questions:

- What are some strategies to stay safe when sharing content or information online?
- If something happened that made you feel unsafe, what could you do?
- How can you help someone if they have had an issue with their image or information shared online?

Formative assessment opportunities

Listen to student responses in the pause points of the eSafety video.

Observe students' ability to identify the rights and responsibilities of characters from the scenario.

Observe students' ability to propose actions that prioritise safety online.



Lesson 7 – online safety

Creating a safe, respectful and inclusive classroom

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All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson develops students' self-awareness and decision-making skills within the digital environment. Students will draw on their understanding of safe and unsafe feelings and apply protective strategies like No-Go-Tell when encountering unsafe people or content. By evaluating various scenarios from auto-play and coercion, students empower themselves to be safe and seek support from trusted adults.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions to enhance learning
- Apply interpersonal skills to enhance positive and respectful interactions

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Why this learning matters

According to eSafety research, a high proportion of young people in Australia have encountered inappropriate or hateful content online.

- 57% have seen real violence that was disturbing
- 33% have seen images or videos promoting terrorism
- nearly 50% of children between the ages of 9 and 16 experience regular exposure to sexual images.

Students need to be equipped to understand what to do if they see something disturbing or if someone unsafe contacts them.

Teaching advice

Scenarios may need altering to suit the needs of the class. Ensure to immediately correct any misconceptions students may have regarding online content and online strangers. When supporting students in understanding how No-Go-Tell looks in the digital world, it may be helpful to provide them with icons or visual examples of actions such as delete, block or power off.

Prior to the lesson, position the continuum cards in the classroom and share the eSafety links to the class platform.

Vocabulary

Tier 2: content

Tier 3: online platform

Lesson preparation

- [Resource 1 – Unfinished story](#)
- Class laptops or iPads
- Links available for students to access:
 - Online friends: <https://www.esafety.gov.au/kids/i-want-help-with/things-to-watch-out-for-with-online-friends>
 - Online content: <https://www.esafety.gov.au/kids/i-want-help-with/i-saw-something-online-i-didn%E2%80%99t-like>

- 3 pieces of A3 paper with the headings Safe, Unsafe, Not Sure
- Chart paper

Lesson

Learning intention

Students are learning to:

- evaluate online interactions and content.

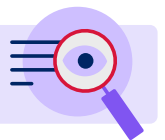
Success criteria

Students can:

- distinguish between safe and unsafe content or people
- apply No-Go-Tell to online scenarios.

Tune in

Introduce skills in focus:
self-awareness and decision-making



Lead a class discussion on their use of technology – either at school or at home. Discussion prompts might include when, why and how do they use technology.

Recognise the benefits of digital connection – it can provide information, entertainment and allows people to connect with each other at any time. However, like in the real world, students need to be able to recognise if something or someone online is safe or unsafe.

Engage students in a continuum activity to share their perspectives involving online behaviours. Access the [RRE Teaching strategies resource](#) for more information on how to run a continuum or positioning activity.

Teaching note

It is important to explain to participants that there is no right or wrong answer in this activity and that they are free to change their mind at any time. After each statement is read out and participants have positioned themselves, invite participants to share their thoughts about the statement. Try to ensure a range of views are discussed.

Safe, unsafe or not sure statements

- Playing online games with school friends.
- Sharing your password.
- Sending funny dog pictures to friends and family.
- Meeting an online friend in person at the local park.
- Asking for permission before using a device.
- Chatting with online friends.
- Telling a trusted adult if you've seen something unsafe online.
- Turning your location on so people online can see where you are.
- Clicking links sent from people online.
- Using a group photo as a display picture.
- Sharing photos of yourself in your school uniform.

Reinforce the importance of noticing safe and unsafe feelings when engaging with online content. This includes when they interact with strangers online or when they are engaging with online content like articles or videos.

Understand

Model skills in focus:
self-awareness and decision-making



Students engage with the content from eSafety:

- [Things to watch out for with online friends](#)
- [I saw something online that I didn't like](#)

Students name protective actions they can take if someone or something makes them feel unsafe online. Record these on chart paper for students to refer to.

Suggested safe actions

Protective actions when online might include logging off immediately, blocking a user, telling a trusted adult, deleting messages without opening them.

Read the following scenario to students and model safe actions and protective strategies.

Scenario: Corey is using his older sibling's phone to watch videos of mountain bike stunts. He is enjoying the clips until the app's auto-play feature kicks in, immediately starting a new video. At first, it's a funny clip of a stunt going wrong where no one gets hurt. However, the next few videos quickly become more violent and show people getting badly injured. As Corey watches, he notices his body reacting – his heart starts to race, his palms feel sweaty, and he feels scared. What should happen next?

Explain to students that Corey's physical reactions – his racing heart and feelings of fear – are his body telling him that the content is unsafe. Emphasise that our rights to safety and boundaries remain constant in online spaces, and Corey can use protective strategies like No-Go-Tell. In the online space this might look like:

- **No:** He can log off the website, close the application, or lock the device.
- **Go:** He can physically move away from the device or go to another website.
- **Tell:** He can talk to a trusted adult about it, such as a family member or teacher.

Highlight that a trusted adult's role is to provide support by listening to Corey and take practical steps to increase safety, such as adjusting auto-play settings to prevent unwanted content or reporting the harmful material directly to the online platform.

Read the following scenario to the class. Students identify unsafe actions, suggest safe responses and protective strategies that can be used.

Scenario: Aria plays games online after school. She meets a new player who is good at the game and says they are 10 years old too. They seem to have a lot in common, and they begin chatting every day about music and movies. One afternoon, the player asks Aria to meet up in person after school. When Aria replies that she isn't sure if she'd be allowed, the player tells her it's fine because they are both girls and the same age. They insist it must be a secret and then they ask Aria which school she attends. When Aria doesn't reply immediately, the player sends her message after message until her whole screen is filled with questions demanding to know her school and why she won't meet up.

Teaching note

Immediately correct any misconceptions. For example, if a student suggests Aria and the online gamer meet up and that it is safe, explain that it is unsafe because they want to meet secretly and they want to know Aria's personal information like which school she attends. The online person also sends her multiple messages asking the same question. They are trying to pressure her into consenting. Consent must freely be given not taken using pressure.

Emphasise to students that they should never secretly meet with anyone online. If a relationship is safe and respectful, then it doesn't need to be kept secret from trusted adults.

Act and apply**Practise skills in focus:**

self-awareness and decision-making



Introduce [Resource 1 – Unfinished story](#) to the class. Students complete the ending of the story ensuring that the Leo takes safe steps to protect himself from people and content that is unsafe.

Unfinished story – Leo: Leo has an online friend he and his school friends have been talking to. They play games together and she always chooses him when they play team games online. This makes Leo feel really happy because she's good and they always win.

They've been talking for a while a now and she often sends him online gifts he can use in the games they play. She tells him he's a good friend and she feels that she can trust him. Sometimes she asks him to take photos of himself at home or at school and he does it because they're friends. She never sends him any photos though.

Lately she's been sending content that isn't for kids and asks him to take photos of himself with no clothes on. This makes him feel nervous and confused. She says that if he doesn't, she's going to tell all his friends lies about him.

- What should Leo do?

Students exchange feedback with a partner to evaluate their suggested safe outcomes and protective strategies. Invite volunteers to present their completed endings to the class.

Evaluate skills in focus:

self-awareness and decision-making

**Reinforce and revise**

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we evaluated how to stay safe when interacting with people and content online. While the internet is a great place to connect, play, and learn, we must always pay attention when our bodies tell us something is unsafe. Even in the digital world, you have the right to be safe and use protective strategies like No-Go-Tell. You can say no by logging off or closing an app, go by moving to a secure space or a safer website, and tell a trusted adult.'

Class reflections:

- What are the warning signs that someone is unsafe to talk to online?
- Who would you go to for help if you felt unsafe?
- What action could you take now to prevent unsafe contact or seeing unsafe content?

Suggested responses

Always asking permission from a parent or trusted adult before sharing images, using privacy settings and knowing how to block someone.

Formative assessment opportunities

Observe students' ability to recognise safe and unsafe online behaviours.

Observe whether students can apply No-Go-Tell in the online environment.



Resource 1 – Unfinished story

Leo has an online friend he and his school friends have been talking to. They play games together and she always chooses him when they play team games online. This makes Leo feel really happy because she's good and they always win.

They've been talking for a while a now and she often sends him online gifts he can use in the games they play. She tells him he's a good friend and she feels that she can trust him. Sometimes she asks him to take photos of himself at home or at school and he does it because they're friends. She never sends him any photos though.

Lately she's been sending content that isn't for kids and asks him to take photos of himself with no clothes on. This makes him feel nervous and confused. She says that if he doesn't, she's going to tell all his friends lies about him.

What should Leo do?

References

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S2 – Topic 3:

Beyond the line
– understanding
bullying,
discrimination
and extremism

Lesson 1 – respecting diversity

Creating a safe, respectful and inclusive classroom

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For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students explore their unique identities through identifying similarities and differences. They will learn that everyone is different in many ways, including backgrounds, cultures, interests and abilities, and that these differences are what make them unique. By investigating both shared traits and unique differences, students learn to view diversity as a strength rather than a barrier.

This lesson introduces the concept of discrimination, guiding students to recognise the impact of unfair treatment. They will develop their understanding that everyone deserves to be treated with respect, fairness, and be included, regardless of their differences.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Identify and describe rights and responsibilities in relationships
- Describe and apply actions and behaviours that contribute to respectful relationships

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interaction

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Why this learning matters

Our sense of identity is one of the basic contributors to our health and wellbeing. It impacts our thoughts and behaviours, relationships, feelings of connectedness and resilience.

Learning about their identity will allow students to examine and make judgements about the impact of family, culture and media on their beliefs, values and their behaviours.

Students must be able to examine the world around them for biases based on gender, culture, ethnicity and race so they can question and reject stereotypes, avoid discriminatory attitudes and behaviours and advocate for the rights of others.

Teaching advice

Some students may have experienced discrimination – ensure to acknowledge their experiences and follow school policies and procedures.

It may be helpful to be familiar with different forms of discrimination. More information can be found in the [NSW Antidiscrimination](#) website.

Vocabulary

Tier 2: individual, respect, assumption

Tier 3: discrimination, diverse, identity, racism

Lesson preparation

- ABC, [Why do we have names? \(4:15\)](#), from Behind the News via YouTube

Lesson

Learning intention

Students are learning to:

- value and respect the identities of others.

Success criteria

Students can:

- recognise diversity within the classroom
- identify the impact of discrimination
- demonstrate inclusive actions.

Tune in

Introduce skills in focus:
self-awareness, social awareness
and empathy



Explain to students that our identities are made up of things that make us who we are – like our names.

Watch the video [Why do we have names? \(4:15\)](#), from Behind the News via YouTube.

Students write the following information on their mini whiteboards:

- name
- what month they were born
- something they are good at
- who is at home
- favourite food
- favourite sport or hobby
- languages spoken.

When the teacher calls ‘same’, students find a partner who shares a similarity. Choose students to share what they have in common. For example, birth month or same number of siblings at home.

When the teacher calls ‘different’ students find a different partner who has a different response. For example, different hobbies or different languages.

Repeat this until students have interacted with multiple partners.

Ask students the following questions.

- Was it easier to find someone who was the same or different?
- Did you learn anything new about a peer?
- Does being different mean someone should be treated differently? Why or why not?

Teaching note

Acknowledge that everyone has the right to be treated with respect, however, some students may need different tools or support to have the same opportunities. For example, a student with a disability might work with a school learning support officer (SLSO). This ensures that student has the same access to learning as everyone else.

Explain to students that our identity is made up of the unique characteristics and traits that set us apart. These differences are what make each of us who we are.

Help students understand that while we all have similarities and differences, using those differences to excludes, disrespect, or treat someone unfairly is called discrimination.

Definition

Discrimination is when someone is treated unfairly or differently because of their race or skin colour, gender, how they look, their abilities, who they are attracted to or what they believe in (religion).

Understand

Model skills in focus:

self-awareness, social awareness and empathy



Use the following scenario for students to identify discrimination.

Scenario 1: A group of students run to the oval to play soccer. Since the ball belongs to one of the students, they begin choosing the teams. Kip notices that the teams are being picked unfairly. The students being left out are all from different cultural backgrounds. Kip speaks up and asks them why. They say that they don't know the game and that they don't want their germs on their ball.

- Support students to understand that the student creating teams and making selections is discriminating against students from different cultural backgrounds.
- This type of discrimination is called racism. Students who experience racism can feel hurt, unsafe and even angry.

Compare this with scenario 2.

Scenario 2: A group of students runs down to the oval to play soccer. Since the ball belongs to Eli, he begins choosing teams. He asks the group who knows the rules and who plays for a club on the weekend. This helps him make the teams fair. Eli and

some of the other kids then run through the rules together to make sure the game is played fairly.

- Support students to understand that in the first scenario, the student assumes that others can't play because of how they look and where they're from. In the second scenario, Eli asks who knows the rules so that he can make the teams fair. He and other students then explain the rules together. Eli picks players based on experience or skill to make the teams balanced.
- Eli showed respect by asking what everyone's skill levels were. He showed fairness by ensuring teams had a balance of experienced players and he included everyone in the game – regardless of their cultural backgrounds. Eli is helping everyone feel valued and respected.

Act and apply

Practise skills in focus:

self-awareness, social awareness and empathy



In pairs, students create scenarios that show respect, fairness and inclusion. Students record their answers in either a workbook or another medium.

Scenario – Matteo: Matteo and his classmates are playing a game of tip on the playground. He notices that some of them keep tipping one of the boys from the support class because he doesn't run as fast as the others. They tease and mock him – coming up close, calling him names and then sprinting away.

- Is this discrimination?
- What are they discriminating against him for?
- How might he feel?
- Create a scenario that shows the students demonstrating respectful, fair and inclusive behaviours.

Scenario – Ruby: One of Ruby's classmates comes from a different religious background than most of the other students in her class. This means she wears long sleeves and skirts or pants that reach her ankles. In summer, she chooses to stay in the library because it's cooler for her. Some of the other kids call her names and ask questions like why she can't just be normal and wear normal clothes.

- Is this discrimination?
- What are they discriminating against her for?
- How might she feel?
- Create a scenario that shows the students demonstrating respectful, fair and inclusive behaviours.

Ask students to share their responses. Support students in understanding that these scenarios show discrimination based on ability and religion.

Evaluate skills in focus:

self-awareness, social awareness
and empathy



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, ‘today, we learnt that our identities are shaped by the unique traits and characteristics that make us who we are. We recognised that while we share many things in common, our differences are what make us unique. Sometimes these differences are used to discriminate against others. By practising how to choose fairness and inclusion over assumptions, we can build a community where everyone is respected, valued, and included for exactly who they are.’

Students share an action that demonstrates respect for diversity while on the playground.

Formative assessment opportunities

Observe students’ ability to identify similarities and differences between themselves and others

Observe students’ ability to recognise the feelings of others.

Observe students’ ability to suggest respectful and inclusive actions.



Lesson 2 – using my strengths

Creating a safe, respectful and inclusive classroom

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For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students explore how their strengths can help them respond to stereotypes and unfair treatment in ways that keep everyone safe, included and respected. They learn that comments and actions based on stereotypes can harm people's feelings and sense of belonging, and that their own strengths guide how they choose to act in these moments.

Through discussion and scenario work, they will identify when something is unfair or disrespectful, consider how it might impact others, and plan safe, assertive and respectful responses they could use in real-life situations, including online.

Students will understand that using their strengths can help them challenge stereotypes, address exclusion and support peers. This builds their confidence to safeguard their own wellbeing and that of others, and to make everyday choices that promote respect, inclusion and equity in their classroom, playground and online communities.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Describe and apply actions and behaviours that contribute to respectful relationships
- Examine how stereotypes can influence attitudes

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Describe how an individual's emotional responses to situations can affect others
- Apply problem-solving and decision-making actions to enhance learning

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Why this learning matters

Students need to recognise and understand that they have strengths that can be applied across a range of situations. They have agency and choice in advocating for themselves and others. Effective advocacy requires the ability to communicate clearly.

A strong sense of personal identity, underpinned by an awareness of one's strengths, acts as a protective buffer. It empowers students to recognise their own value and confidently challenge behaviours that negatively impact wellbeing.

Without this self-awareness, students are less equipped to navigate complex social dynamics or create safe environments for themselves and their peers. By explicitly linking personal strengths to social action, this learning fosters upstander skills, providing students with the agency to actively combat bullying and discrimination.

Teaching advice

Some students may struggle to recognise their own strengths, so it is helpful to prepare specific anecdotes and evidence to share with them. Provide concrete examples of strengths they have recently demonstrated in the classroom or playground, such as showing empathy while helping a peer or persisting through a challenge. Explicitly validate that every student possesses a unique set of strengths to connect with others.

Vocabulary

Tier 2: language from [Resource 1–list of strengths](#)

Lesson preparation

- [Resource 1–list of strengths](#)
- workbooks

Lesson

Learning intention

Students are learning to:

- apply their personal strengths to problem solve both online and offline.

Success criteria

Students can:

- identify their strengths
- recognise unfair treatment
- practise using their strengths
- provide feedback to others on their problem-solving.

Tune in

Introduce skills in focus:
self-awareness, empathy
and problem-solving



Remind students that their identities are unique from others'. Part of what makes us who we are, are also our strengths.

Present [Resource 1–list of strengths](#) to students.

Students record their strengths and an example of when they've used this strength. For example, if the strength is persistence, an example sentence might be, 'I showed persistence when I was solving a hard maths problem. I kept trying different strategies until I finally solved it.'

Explain to students that their strengths can be used when solving problems and making decisions.

Understand

Model skills in focus:
self-awareness, empathy
and problem-solving



Support students to identify how the characters in the scenarios were able to use their strengths to solve problems.

Teaching note

Some students may identify stereotypes within the scenarios. Explain that discrimination and unfair treatment often stem from assumptions based on stereotypes.

Scenario – Cooper: Most students really like Cooper because he can make everyone laugh. During a STEM activity, he hears one of the boys in the class exclaiming that he didn't want Daisy to be in their group because girls aren't good at robotics. Cooper can see that Daisy feels uncomfortable and upset by his words. Cooper decides to make a joke about robots not knowing the difference between boys and girls. Cooper says that without Daisy's help, the robot will probably spin around in circles and self-implode. The other kids in the group giggle and agree that Daisy needs to help program the robot.

- Guide students to identify that the specific strengths Cooper used were empathy and humour.

Suggested response

He recognised that Daisy was hurt by the sexist comments and used his humour to shift the group's attitude. By doing this, he challenged a stereotype and turned a moment of exclusion into an opportunity for support and inclusion.

Using the next scenario, students use a [Think-Pair-Share](#) strategy to identify what strength a character could use when deciding how to solve a problem.

Scenario – Georgia: Georgia is asked to choose some students to help with kindy on the playground. One of the students who has their hand up tells her not to choose some of the other kids whose backgrounds are different from their own because they can't speak English properly.

- Georgia has a decision to make – what strength(s) could she use here?

Suggested response

Support students to understand that the other student is being racist and assuming that students who can't speak English are incapable of helping. Strengths Georgia might use are leadership and courage to take fair actions – choosing who she believes can help with kindergarten based on merit and skill not race.

Act and apply

Practise skills in focus:
self-awareness, empathy
and problem-solving



In groups of 2 or 3, students role play using their strengths in the following scenarios. Partners can provide feedback to improve strategies.

Scenarios

- A group of students creates a group chat and intentionally leaves one of the students out so they can talk about them.
- During a game on the playground, a group of students keep changing the rules so that certain students are constantly 'out'.
- A younger student is lined up at the canteen. Bigger students keep pushing in front of them.
- During an online game, one of the players starts swearing and saying negative things about another player.

Provide students with an opportunity to share how they applied their strengths to the scenarios.

Evaluate skills in focus:
self-awareness, empathy
and problem-solving



Ask students to reflect on their strengths and which they use the most and why they think this is.

- What strength do they use most on the playground?
- What strength do they use most in the classroom?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learned that our strengths can be used to make our school and online spaces fairer. By practising with our scenarios, we saw how strengths like courage, empathy, and fairness help us make decisions that are respectful, fair and inclusive. By using our strengths this way, we help build a community where everyone feels they belong.'

Formative assessment opportunities



Observe students' ability to identify strengths.

Listen to student suggestions regarding a strength that can be applied to a given scenario.

Observe students' ability to apply their strengths to a scenario.

Lesson 3 – influence and choice

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students explore how their identity is shaped by their connections to people, places, and communities. Likening their developing identities to a seed growing into a mighty tree, students investigate the factors that influence their choices and develop the agency to navigate social situations both online and offline.

Students will be able to identify their most influential connections and explain how they can make respectful, intentional choices to support their own healthy growth and the wellbeing of others.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- 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

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Why this learning matters

Students build stronger, more respectful connections when they understand how their family, peers, and environments influence them. This insight provides the self-awareness and problem-solving skills needed to navigate life safely and resiliently, whether in person or online. As students recognise the drivers behind their decisions, they gain the agency to make more intentional choices.

Throughout this lesson, centring Aboriginal and Torres Strait Islander Peoples' connections to Country will further inform and strengthen how students value the power of culture and community in fostering inclusive relationships.

Teaching advice

This learning relies on figurative language—likening one's identity to a growing tree. To support diverse learners, including EAL/D students or those who prefer concrete examples, it may be helpful to provide a visual aide to help bridge the gap between the abstract concept of identity and the concrete image of a growing plant.

Vocabulary

Tier 2: influence, consent

Tier 3: content creator

Lesson preparation

- mini whiteboards
- workbooks or A4 paper
- colouring in pencils

Lesson

Learning intention

Students are learning to:

- explore factors that influence choices and decisions.

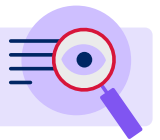
Success criteria

Students can:

- identify connections that have the most influence
- apply decision-making skills.

Tune in

Introduce skills in focus:
self-awareness and decision making



Explain that parts of identities are shaped by the people, communities and places we are connected to. We can think of our identities as something that we nurture as it grows—like a seed growing to become a mighty tree.

Ask students the following questions:

- What do plants need to thrive?

Suggested response

Plants need water, sunlight, nutrients.

- What can we do to keep them healthy?

Suggested response

We keep them healthy by weeding, pruning.

- How do we know if a plant is healthy?

Suggested response

A plant is healthy when it has lots of leaves, green, strong and solid trunk,

Support students to understand that for our identities to flourish, grow and be their healthiest, we need make choices to support its growth and development.

Students identify the people, places and communities that influence their identities or help them grow. Students record these on their mini whiteboards.

- People

Suggested response

Adults at home, Elders, close family members, Mob, teachers, coaches.

- Places

Suggested response

Where they live, Country, country they were born, place they grew up, online.

- Communities

Suggested response

School, sports clubs, church group, online communities.

Students identify what they believe is their sunlight and water – these are the connections that mean the most to them and they need to flourish. Explain to students that they have choice in how they want to feed and nourish their identities.

Understand

Model skills in focus:

self-awareness and decision making



Support students to develop their understanding of influence using the following scenario. Use the pause point to analyse the connections that have influence.

Scenario – Kyah: Kyah follows a popular content creator who posts a new video ranking people by their looks. The video goes viral. The next day at school, a group of students starts a group chat where they rank other students in school. Kyah notices that the group has ranked someone in their class really low and the next day that student looks really upset.

Teaching strategy – Pause point

As a class, unpack which connections influence Kyah's choices.

The creator: Kyah really likes that influencer – he even has some of their merchandise, so he knows that they have impacted their identity.

Mob and family: The last time Kyah went out onto Country with his Uncles and cousins, he learnt about respect for Country, himself and others. His Nan always taught him to stick up for people when they're being treated unfairly.

Kyah chooses to leave the group chat, checks to see if that student is okay and tells a teacher what is happening. After school, he also decides not to follow that influencer anymore.

Kyah has nourished his identity with his connection to Country and family. He even chose to prune the creator away from his identity by unfollowing them.

Explain to students that pruning can be about behaviours, not necessarily people. For example, Kyah can choose to stay friends with the group but prune the choice to join their group chat. This allows him to nourish and grow, without having to end friendships.

Act and apply

Practise skills in focus:

self-awareness and decision making



With a partner, students identify which connections would help them flourish and grow and which connections may need pruning – this might not mean ending friendships, it may just mean pruning a behaviour.

Scenario 1: You are playing an online game when a friend tells you to block another friend. The others have all decided that they don't want to be friends with him. They had seen him with their family and thought how his parents were dressed was weird. They send you a screenshot of him and his parents who were wearing traditional clothing.

- Which connections might influence you in this scenario?
- What will you decide to do to nourish your identity and help you grow?
- What might you prune?

Scenario 2: A student at school with a vision impairment is having some trouble navigating around some of the new play equipment. You can see they are having difficulty and some of your friends are pretending not to notice.

- Which connections might influence you in this scenario?
- What will you decide to do to nourish your identity and help you grow?
- What might you prune?

Teaching note

It's important to highlight that consent must be asked first before touching another person. Consent shows respect and gives the other person control over their body.

Provide students the opportunity to share their responses with the class.

Evaluate skills in focus:

self-awareness and decision making



Students illustrate their identity trees into their workbooks or A4 paper. They decide how to creatively represent their connections to people, places and communities and show how these nutrients influence their growth and identity.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today, we explored how our identities are influenced by the people, places, and communities we are connected to. We practiced using our decision-making skills and understood that we can choose the connections that help us grow strong and prune away behaviours or influences that don't feel right. By choosing which connections to feed, we ensure our identity grows in a healthy and respectful way.'

Formative assessment opportunities

Observe students' ability to recognise who influences them the most

Observe students' ability to solve problems using connections with people, places or communities.

Listen to students' understanding of how choice is influenced by their strongest connections.



Lesson 4 – applying values

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson empowers students to distinguish between beliefs and values. Students learn that values act as a practical guide for decision-making, especially when they are pressured by the unfair opinions, beliefs or influences of others. By applying the values of respect, fairness, and inclusion, students gain the tools to identify and challenge discrimination both in their daily lives and in online spaces.

- Examine how stereotypes can influence attitudes
- Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Identify and apply self-regulation strategies in response to situations and emotions offline and online

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Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Describe and apply actions and behaviours that contribute to respectful relationships

Why this learning matters

By understanding that beliefs can be challenged, students learn that they do not have to be passive followers of the opinions they hear from others.

Students need to feel empowered and understand that they have agency. Agency is about a student's ability to take initiative and have a say in what they do.

When we teach children to use values such as respect, fairness, and inclusion they learn to:

- think independently: move away from simply following a belief they were told and instead act on what they know is right
- become upstanders: feel confident in identifying discrimination and knowing exactly what steps to take – whether that is inviting someone to play or using the No-Go-Tell strategy
- shape their environment: realise that their small, value-based decisions have the power to change a peer's day and create a school community where everyone, regardless of their background or ability, feels safe and valued.

Teaching advice

Students may express opinions or beliefs that are discriminatory or exclusionary. Separate the belief from the student and encourage critical reflection about where ideas come from (e.g. family, media, peers) and the impact they may have on others. Guide discussion back to respect, fairness and inclusion, using reflective questions to help students consider whether a comment or action aligns with these values. Reinforce that while people may hold different beliefs, discriminatory language or behaviour is not acceptable in a classroom where everyone has the right to feel safe and included.

When sensitive issues arise, keep discussion focused on general concepts rather than personal experiences to minimise public disclosures. Be clear about your role and mandatory reporting responsibilities if a student shares information indicating risk of harm. Always follow your school's anti-racism and child protection procedures and seek guidance from the Anti-Racism Contact Officer (ARCO) or leadership if further support is required.

Vocabulary

Tier 2: discrimination

Lesson preparation

- nil

Lesson

Learning intention

Students are learning to:

- apply their values when making decisions on social problems.

Success criteria

Students can:

- demonstrate how values can help decision-making
- identify how beliefs can change
- recognise values in action.

Tune in

Introduce skills in focus:
self-awareness, decision-making
and problem-solving



Provide students with the following definitions for values and beliefs.

Definition

Values are inner rules that guide your actions. They are the important things you know are right and wrong, and you use them every time you decide how to treat others.

Beliefs are the ideas and thoughts you have about yourself and other people. These thoughts are shaped by your family, Mob, friends, and experiences.

While your values tend to stay the same, your beliefs can change.

Ask students to reflect on the values of respect, fairness and inclusion using the questions provided.

- Respect – how can you show respect?

Suggested response

Respect includes listening to others, being polite, understanding others.

- Fair – what does fair look like?

Suggested response:

Fair includes sharing, playing by the rules, taking turns, treating everyone the same.

- Inclusive – what do you think this means?

Suggested response

Inclusive means making sure nobody is left out, letting people join in.

Explain that values help us make decisions and solve problems. When faced with a difficult situation, we can check our choices against our values. For example: Is this respectful? Is this fair? Is this inclusive?

When people act in ways that are disrespectful, unfair or excluding, it can lead to discrimination.

Definition

Discrimination means treating someone unfairly or differently just because of who they are, like because of their race or skin colour, gender, how they look, their abilities, who they are attracted to or what they believe in (religion).

Understand

Model skills in focus:

self-awareness, decision-making and problem-solving



Use the following scenarios to model how values can challenge beliefs.

Scenario: Ethan's older brother has been talking to him about girls lately. He says that they think they know everything and when something bad happens at school, the teachers and adults always take the girls' side. He tells Ethan to never trust girls. At playtime, his friends are playing handball and some of the girls want to join in.

- What should Ethan do?

Support students to understand that Ethan has a decision to make.

- Should he follow his brother's belief that girls shouldn't be trusted, or should he follow his own values?

Ethan can check his choice against the values of respect, fairness, and inclusion.

- Respect: treating everyone as an equal player.
- Fairness: giving everyone the same opportunity to join the game.
- Inclusion: ensuring no one is left out because of their gender.

Ethan decides to let the girls play. If he chose to treat the girls unfairly because of their gender, that would be discrimination. Instead, Ethan used the values of respect, fairness and inclusion to guide his actions.

Act and apply

Practise skills in focus:

self-awareness, decision-making and problem-solving



Working in pairs, students investigate the following scenarios to determine how values can be used for decision-making. Partners will determine a solution by checking their choices against the values respect, fairness, and inclusion.

Scenario 1: A new student starts at school wearing a Patka (a cloth head covering worn by Sikh boys). Some students hold the belief that people from different cultures don't belong in their community, so they choose to ignore him. During playtime, Ben notices the new student sitting alone because the others haven't invited him to join them.

- What belief is leading to discrimination?
- What should Ben do?
- How could Ben use the values of respect, fairness, and inclusion to challenge the belief that the new student doesn't belong?

Scenario 2: During a game of soccer, a student from the support class comes over to join in. This student sometimes finds it difficult to communicate with others and does not run as fast as the other players. Leah hears some of the students groaning and complaining. One of them takes the ball away because they hold the belief that students with different abilities shouldn't be playing in the same game.

- What belief is leading to discrimination?
- What should Leah do?
- How can she use respect, fairness and inclusion to help change the situation?

Scenario 3: Rory is watching his favourite content creator online. Usually, the videos are about fishing and camping but lately, he's noticed that the content is more about being about how to be a strong man and how important it is to be a man. Sometimes they say things that like girls should only be allowed to do certain things. Rory likes the fishing tips but the new content makes him feel uncomfortable – there's something about the tone of the video that feels unsafe.

- What belief is leading to discrimination?
- What should Rory do?
- How can he use the values of respect, fairness, and inclusion to decide what to think about this new content?

Students share their solutions with the class. The class can provide feedback on how well the values were reflected using a thumbs up, thumbs down or suggest an improvement.

Evaluate skills in focus:

self-awareness, decision-making and problem-solving



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learned that values are our inner rules for how we treat people, while beliefs are the ideas we have about the world that may be shaped by our family, friends, and experiences. We explored how our values – like respect, fairness, and inclusion – help us make positive decisions, even when we hear beliefs from others that might be unfair or exclusive.'

Ask students the following questions:

- What might make it hard to change a belief?

Suggested response

Acknowledge that beliefs often come from people who are close to us and have influence – this can make it feel like a belief is true even if it is unfair.

- What could you do if you saw someone being discriminated against, but it was unsafe for you to challenge it?

Suggested response

Support students in understanding that their safety is always the priority. If they witness discrimination but feel it is unsafe to step in, they should immediately use the No-Go-Tell strategy. This means recognising the behaviour is wrong, moving away from the situation, and seeking help from a trusted adult. If the first adult they tell does not take action, they must persist and tell another adult and keep telling until someone helps. Reiterate that it is always the responsibility of adults to stop discrimination and keep children safe.

Formative assessment opportunities

Observe students' ability to explain respect, fairness and inclusion.

Observe students' ability to identify discrimination.

Observe students' application of values to provided scenarios.



Lesson 5 – how can I be an upstander?

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students explore the social dynamics of bullying and the pivotal role of the bystander. Teachers will guide students to define bullying as an unfair use of power and introduce the concept of an upstander – someone who uses empathy and assertive communication to intervene safely.

Using scenarios involving cyberbullying and gender and racial discrimination, students practise practical strategies to shift power away from the bully.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interactions

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Why this learning matters

Bullying and harassment are common school experiences that cause significant distress and isolation, deeply impacting a student's sense of self-worth.

In these situations, students find themselves in various roles: as the target, the observer, or the one involved. This lesson guides students to move beyond the role of a passive bystander toward becoming an upstander – someone who actively supports their peers – or a supportive bystander who reinforces those standing up.

By exploring practical intervention strategies, this lesson provides a safe environment for students to practise how to respond to bullying and seek support for themselves and others. It empowers them to shift from passive onlookers to active participants in building a safe school culture.

Teaching advice

Students who have previously experienced or been subject to bullying and discrimination may find this lesson empowering, however, it is important that experiences are acknowledged and they are supported. Access the [Department's Anti-bullying webpages](#) for more information.

Strategically group students for the group task. Prepare [Resource 2 – upstander cards](#) before teaching the content.

Vocabulary

Tier 2: bystander, upstander

Lesson preparation

- [Resource 2 – upstander cards](#)
- [Scope: Cyberbullying video \(3:10\)](#) by Kids Helpline, via YouTube
- [Being an upstander – prevent bullying video \(4:00\)](#) by The Ned show, via YouTube

Lesson

Learning intention

Students are learning to:

- demonstrate protective and assertive ways of dealing with bullying.

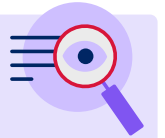
Success criteria

Students can:

- identify the role of a bystander
- suggest safe actions that support being an upstander.

Tune in

Introduce skills in focus:
self-awareness, empathy and assertive communication



As a class, discuss the definition of bullying. Clarify any misconceptions.

Definition

Bullying is the use of power in an unfair way.

It is repeated verbal, physical and/or social behaviour that is done on purpose to hurt, harm, or put someone in danger. Bullying can be done by an individual or a group. Bullying can occur in person or online.

Watch [Scope: Cyberbullying video \(3:10\)](#) by Kids Helpline.

Ask the following question:

- If someone bullies you, how could you respond to the bullying in a positive way?

Suggested responses

- tell a trusted adult
- tell the person who is bullying to stop
- walk away
- ignore the person who is bullying
- go and stand with someone
- go and stand near someone
- tell the person who is bullying to go away
- stand up for yourself
- block the person online
- report online bullying to the game, site or app you are using.

Remind students that whichever way they choose to respond to the bullying, it is important to always tell a trusted adult about it, even if the bullying stops.

Understand

Model skills in focus:

self-awareness, empathy and assertive communication



Explain to students that how we feel in a bullying situation can affect the actions we might take when bullying is occurring. Just like feeling differently, there will be people experiencing the same situation but reacting differently.

As a class, discuss the definition of bystander. Clarify any misconceptions.

Definition

A **bystander** is a person who sees or knows that bullying is happening.

Using the definition, students [brainstorm](#) what bystanders might do if they see or know about bullying.

Suggested responses

Bystanders might:

- ignore it, pretend they didn't see it or know about it or walk away
- laugh or join in with the bullying
- go and tell someone about it
- speak up or stand up to the person who is bullying
- stand beside the person being bullied
- ask the person being bullied if they were ok
- film the bullying
- push the person who is the bullying.

Watch [Be an upstander – prevent bullying \(4:00\)](#) by The NED show via YouTube.

Create a shared definition of the word upstander. Discuss the difference between bystander and upstander behaviour.

Definition

An **upstander** is someone who takes action against bullying behaviour to keep someone safe who is being bullied. They stand up to bullying.

Ask students to share some strategies that upstanders could use when they see or know about bullying.

Suggested responses

Bystanders might:

- say things like stop, just go away, that's enough
- standing with or walking beside someone that is being or has been bullied
- reporting the bullying to a teacher or another adult or reporting online.
- talking to the person that was being bullied when it is happening or later
- distracting the person doing the bullying by getting them to go somewhere else or do something else.

Acknowledge that being an upstander can be challenging at times. If they don't feel strong enough to be an upstander, they can be a supportive bystander. This person stands with the upstander and might say things to support the upstander – giving them more power.

Act and apply

Practise skills in focus:

self-awareness, empathy and assertive communication



In groups students discuss a strategy that can be used to stand up to bullying and suggest ways to demonstrate being an upstander and a supportive bystander based on a situation.

- Provide each group with a card from [Resource 2 – upstander cards](#).
- Students discuss the situation and answer the questions with their group.
- Groups present or record their solution for the scenarios to the class.

Evaluate skills in focus:

self-awareness, empathy and assertive communication



S2-RRE-T3-L5 – how can I be an upstander?

Use chart paper to create a [Y chart](#) for upstander. Ask students to suggest what being an upstander looks like, sounds like, and feels like and add suggestions to the Y chart.

Suggested responses

- Looks like: going over to someone being bullied and standing next to them, finding an adult to tell about the bullying, walking with someone that has been bullied, leaving an online chat space where bullying is happening, taking a screenshot, and reporting online bullying.
- Sounds like: telling someone who is bullying to stop or go away, asking the person being bullied if they are ok, saying 'Leave them alone', reporting the bullying to an adult who can help, telling a teacher.

- Feels like: support, strength, kindness, respectful, braveness, courageous, caring.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt we learnt that while a bystander is someone who sees or knows about bullying, an upstander is someone who chooses to take action to keep others safe. We explored how bullying is an unfair use of power, and that by using assertive communication and empathy, we can create a shift that is fair and safe.'

Formative assessment opportunities

Listen to student responses for actions of the upstander.

Observe students' abilities to identify safe actions to be an upstander.



Lesson 6 – choosing my actions

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

This lesson encourages students to evaluate the impact of their social choices by exploring how words and actions lead to different consequences. Teachers will guide students through identifying helpful versus harmful behaviours in both physical and digital environments, using real-world scenarios to predict how different responses can change the outcome of a conflict.

- Identify people and places to seek help from when in unsafe situations

PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts

- Identify and apply self-regulation strategies in response to situations and emotions offline and online

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Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online

Why this learning matters

Understanding the relationship between actions and consequences is the foundation of student agency. This learning shifts students from simply following to making intentional, value-based choices.

By learning to predict how their words and behaviours affect themselves and others, students move from being passive observers to active decision-makers. This empowers them to realise that their voice has weight, and their actions can

directly change a social outcome. Ultimately, this allows students to step into an upstander role with confidence, knowing they have the power to help foster a safe and inclusive environment.

Teaching advice

Students may need reminding that being an upstander does not mean putting themselves in physical danger. If a situation is escalating or unsafe, they should prioritise their own safety and use the No-Go-Tell strategy. Some students might initially interpret consequences as behaviour management or punishment, so it is important to clarify that the focus of this lesson is on understanding how actions can lead to positive or negative outcomes for everyone involved, rather than rewards or discipline.

Additionally, students may require support to differentiate between dobbing and telling, with guidance that dobbing is intended to get someone into trouble, whereas telling is about seeking help to keep someone safe.

Vocabulary

Tier 2: predict, consequence

Lesson preparation

- [Resource 3 – predicting consequences example](#)
- [Resource 4 – predicting consequences](#)

Lesson

Learning intention

Students are learning to:

- evaluate situations and choose actions that are respectful and safe.

Success criteria

Students can:

- identify whether an action helps or others
- predict the consequences of different choices
- suggest responses to disrespectful or unfair behaviour.

Tune in

Introduce skills in focus:
social awareness and empathy



Explain to students that their actions and words have consequences. Words and actions can help or harm. Using mini whiteboards, students identify if the following situations helps or harms.

- Swearing at someone for missing a goal.
- Showing someone new where their classroom is.
- Throwing someone's ball of over the fence.
- Telling someone that they've dropped something.
- Ignoring someone who is being bullied.
- Asking for consent before sharing a picture.
- Telling a trusted adult when someone is being bullied.

Understand

Model skills in focus:
social awareness and empathy



Use [Resource 3 – predicting consequences example](#) to model the decision-making process. Demonstrate how to pause and predict the potential outcomes of a choice before acting. Explain that making a prediction allows us to evaluate which action is the most respectful and safe for everyone involved.

Scenario – Zac: Zac is chatting with a player online when they start saying some really disrespectful and racist things. He feels uncomfortable with what they're saying because one of his best mates is from another country and saying those things is unfair.

Predict what might happen if:

- Zac ignores them?

Suggested response

They might think that Zac agrees with them and continues being disrespectful.

- Zac joins them?

Suggested response

They would have more power to say worse things and Zac would be showing disrespect to his best mate.

- Zac swears at them?

Suggested response

They might get aggressive and may result in an online fight.

- Zac blocks and reports them?

Suggested response

They lose their power to communicate with Zac and the platform is alerted to the user's disrespectful behaviour.

By choosing to block the person, Zac immediately removes their power to make him feel uncomfortable. By reporting them, he is taking an intentional step to ensure the online environment is safe for everyone else. Zac's choice reflects his values - showing that he prioritises inclusion and respect for his friend, even when that friend isn't there to see it.

Act and apply

Practise skills in focus:

social awareness and empathy



In pairs, students use [Resource 4 – predicting consequences](#) to evaluate the scenarios. Partners work together to predict the potential outcome for each possible choice. Once their predictions are complete, students must decide which action is the best for the character.

Scenarios

- Zian notices that a student in their class has been making fun of Taylah. They make fun of her when the teacher isn't looking and today, they've written notes about her and are passing them around the classroom. Zian has one of the notes. What can Zian do?
- Mauricio's neighbour has a disability which means they can find it hard to communicate with others.

At recess they like to help weed the school's vegetable garden. Mauricio notices some of the older kids mocking them when the teacher isn't looking. Mauricio knows they can't ask for help themselves. What can Mauricio do?

- One of the girls in Erika's class has come out of the toilets upset. She then sees a few older students laughing and yelling at her. They're calling out insults and teasing her physical appearance. What can Erika do?

Students share their actions and predicted consequences with the class. Allow students to provide feedback if appropriate.

Evaluate skills in focus:

social awareness and empathy



Emphasise that everyone has a choice. If they feel that they've run out of options to help, there's always something they can do. They can always No-Go-Tell.

Revise the No-Go-Tell strategy.

When we are feeling unsafe or have warning signs that we are unsafe we can say no in a strong way if we feel safe to do so, we can go if we are able to and we should tell someone about what happened.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today, we learned that our words and actions have consequences. Every choice we make, whether online or offline, can change the outcome for everyone involved.'

By predicting how our choices affect others, we are learning to prioritise respect and inclusion. If a situation becomes unsafe you can always use No-Go-Tell. Seeking help from a trusted adult can help keep everyone safe.'

Formative assessment opportunities

Observe students' ability to identify helpful or harmful actions.

Read/ or observe students' ability to choose actions that help others.

Listen to student's ability to justify decisions and choices.



Lesson 7 – celebrations

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore how celebration fosters a deep sense of belonging and connection within a community. Students will define what it means to celebrate, with a focus on how events like NAIDOC Week, and Harmony week and other significant cultural celebrations move beyond simply accepting differences to actively recognising and valuing unique cultural identities. By watching the Behind the News [NAIDOC Anniversary video \(4:08\)](#), students will explore how shared recognition of history and achievement strengthens respect, inclusion and challenges discrimination.

Students analyse visual symbolism, such as hands, footprints, and colour, from the Calendar for Cultural Diversity galleries. Using these as inspiration, they will draft their own artwork to represent a celebration of diversity. This process enables students to use art as a tool for social awareness and an expression of their own community values.

Syllabus outcomes and content

PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships

PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts

- 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 explains and applies self-management and interpersonal skills in a range of contexts

- Apply interpersonal skills to enhance positive and respectful interactions

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Why this learning matters

Inclusivity is more than the absence of exclusion – it is the active creation of an environment where every student feels a sense of belonging. This is most effectively achieved when unique identities are celebrated. When students see their own backgrounds and cultures positively represented, their motivation increases, leading to significantly enhanced social and academic outcomes.

By developing a genuine appreciation for diversity, students build mutual respect and reduce prejudice. This learning empowers them to navigate social complexities with empathy and integrity, enabling them to contribute to a more equitable and cohesive school community.

Teaching advice

Submissions for student artwork for the 2027 Calendar for Cultural Diversity will open in Term 2, 2026. More information can be found on the [Calendar for cultural diversity](#) under How schools can be involved.

Students will need time to complete their artworks. It may be helpful to utilise the classroom timetable to ensure that this can be scheduled during art lessons.

Vocabulary

Tier 2: inclusion, symbolism

Tier 3: diversity, discrimination

Lesson preparation

- ABC, [NAIDOC Anniversary \[video\] \(4:08\)](#) 4 July 2025, by Behind the News via YouTube
- ABC, [Harmony day \[video\] \(3:20\)](#), by Behind the News via YouTube
- Art supplies

Lesson

Learning intention

Students are learning to:

- value and celebrate diversity using art.

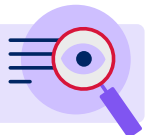
Success criteria

Students can:

- recognise why celebration is important to communities
- identify celebrations in their community
- interpret symbols for peace and celebration.

Tune in

Introduce skills in focus:
social awareness and collaboration



Students use a [Think-Pair-Share](#) strategy for the following questions.

- What does celebrate mean?

Suggested response

Celebrate means to be happy and do something special because something good has happened. It means to have fun and show that you are happy about something.

- What do you and the people at home celebrate?

Suggested response

People celebrate birthdays, anniversaries, religious holidays, New Year's, someone winning something.

- Why do you think we have celebrations?

Suggested response

We have celebrations to be happy and spend time with the people we are closest to. Celebrations are to remember special things and have fun together.

Watch the following video [NAIDOC Anniversary \[video\] \(4:08\)](#) from Behind the News via YouTube.

- How would learning about and celebrating NAIDOC help everyone?

Explain to students that when we celebrate together, we are making a choice to focus on respect, inclusion, and the things that make our community special. When we choose to value each other's differences, there is no room for discrimination or unfair treatment.

Understand

Model skills in focus:

social awareness and collaboration



Explore artwork from [History of the calendar for cultural diversity gallery](#). Invite students to read the information about how and why the calendar for cultural diversity came to be.

View the 2026 Towards peace calendar. Use the questions provided to build understanding of diversity and celebration.

- How has the artist used symbols to represent the idea of peace?
- How has the artist used colour to represent celebration?
- How does the arrangement of the hands around the globe communicate a sense of connection?
- What emotions do you feel when looking at this artwork, and what specific details make you feel that way?

Teaching note

As an optional activity, student could view the 2016 calendar, Walking together. Discuss the symbolism of footprints and the use of different flags within the artwork.

Act and apply

Practise skills in focus:

social awareness and collaboration



Explain to students that they will explore the artworks from different calendars and take inspiration. The goal is to for students to represent a celebration of diversity using either the current year's theme or the upcoming theme.

Students access the [Online gallery – A selection of student artwork from the Calendar for Cultural Diversity](#).

Provide students with time to draw on inspiration from the artworks and plan. They are not expected to complete this task in this lesson; however, they do need to be able to explain what their art will be and how it represents the celebration of diversity.

Evaluate skills in focus:

social awareness and collaboration



Invite students to share what they have done so far, whether that be drafting, planning or ideating.

Ask students:

- What is the most meaningful celebration for them and their family?
- What celebrations do we have at school for diversity?

Watch the following video [Harmony Day \(3:20\)](#) from Behind the News via YouTube.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt that celebrations are an important way communities show what they value. We explored how different families, cultures and communities celebrate in and how learning about these celebration helps to build respect and understanding.'

Celebrating diversity is a choice. When we choose to learn about and honour different traditions, like NAIDOC Week or Harmony Day, we help create a community where everyone feels seen, valued and included.'

Formative assessment opportunities

Listen to students' explanations of what a celebration is and why it is important.

Observe students' ability to identify celebrations in the community.

Listen to students' descriptions and explanations of how their artwork celebrates diversity.



Resource 1 – list of strengths

Strength	Description
Leadership	can organise and encourage others to act
Courage	takes action even when the situation is awkward, or they feel anxiety or fear
Empathy	aware of the needs and feelings of others
Kindness	shows generosity and a willingness to share and help others
Respect	values the diversity in a person or group and challenges own personal beliefs and attitudes
Caution	makes decisions carefully, considering all the options and needs of self and others
Self-control	can control actions and stick to decisions
Persistence	keeps trying regardless of previous experiences or success
Honesty	tells the truth regardless of the situation
Sense of purpose	believes that they can contribute to the world in a meaningful way
Perspective	comes up with good advice, considers the big picture, weighs up alternatives and outcomes before acting
Modesty	doesn't brag about achievements or show off
Humour	sees the light side and helps people laugh
Creativity	brings energy and positivity to all situations
Enthusiasm	keeps trying regardless of previous experiences or success
Optimism	looks on the positive side of things
Forgiveness	let's go of anger and resentment and moves on without holding a grudge
Loyalty	always there for others

Resource 2 – upstander cards

Scenario 1

You see a student being pushed by another student. You heard that this happened the day before too. The person being pushed looks scared and upset.

Answer the following questions:

- What could you do to help the person being bullied?
- What if the person doing the bullying was one of your friends? How could you stop the bullying

Scenario 2

A group of students play soccer at break times every day. One of the boys is continuously called a girl and is told they don't know how to play soccer and to go and play with some dolls.

Answer the following questions:

- What could you do to help the person being bullied?
- What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

Scenario 3

You were using the computers at school and everyone was supposed to be doing a project. You kept getting messages from other students in the class. They were talking about another student and calling them stupid and other names. You could see this person was getting nasty messages sent to them and was looking very upset. Two students were trying to get everyone to ignore this person at lunchtime so they'd have no one to play with.

Answer the following questions:

- What could you do to help the person being bullied?
- What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

Resource 2 – upstander cards continued

Scenario 4

At lunch time, you notice some students teasing another kid for lining up at the canteen. They're calling them names because of their size – saying that they shouldn't be lining up at the canteen at all. You notice that you'd seen them do this the other day.

Answer the following questions:

- What could you do to help the person being bullied?
- What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

Scenario 5

A student who recently moved from another country is trying to share their ideas. Two other students in the group keep rolling their eyes and interrupting them. One student says that they're going to fail because nobody can understand anything he says. They start speaking about the student as if they aren't there, making jokes about how he speaks English.

Answer the following questions:

- What could you do to help the person being bullied?
- What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

Scenario 6

You notice one of the girls in the class has recently cut their hair really short. A group of students follows them around all day whispering loudly about what she's meant to be – a girl or a boy. They call her worse names too, quiet enough so the teachers can't hear but loud enough so she can.

Answer the following questions:

- What could you do to help the person being bullied?
- What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

Resource 3 – predicting consequences example

Zac is chatting with a someone online when they start saying some really disrespectful and racist things. He feels uncomfortable with what they're saying because one of his best mates is from another country and saying those things is unfair. What can Zac do?

Action	Prediction
Zac ignores them.	They might think that Zac agrees with them and continues being disrespectful.
Zac joins them.	They would have more power to say worse things and Zac would be showing disrespect to his best mate.
Zac swears at them.	They might get aggressive and may result in an online fight.
Zac blocks and reports them.	They lose their power to communicate with Zac and the platform is alerted to the user's disrespectful behaviour.

Resource 4 – predicting consequences

Zian notices that a student in their class has been making fun of Taylah. They make fun of her when the teacher isn't looking and today, they've written notes about her and are passing them around the classroom. Zian has one of the notes. What can Zian do?

Action	Prediction

Mauricio's neighbour has a disability which means they can find it hard to communicate with others. At recess they like to help weed the school's vegetable garden. Mauricio notices some of the older kids mocking them when the teacher isn't looking. Mauricio knows they can't ask for help themselves. What can Mauricio do?

Action	Prediction

Resource 4 – predicting consequences continued

One of the girls in Erika’s class has come out of the toilets upset. She then sees a few older students laughing and yelling at her. They’re calling out insults and teasing her physical appearance. What can Erika do?

Action	Prediction

References

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We appreciate your involvement in the RRE Program.

As part of this program we value your feedback and input into all aspects of our support.

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

Your feedback will be used to help the RRE team evaluate the delivery and effectiveness of these RRE resources to inform ongoing improvements and meet participants' needs.

The survey will take approximately 10 minutes to complete.

[2026 Respectful Relationship Education Resources Survey –Fill in form](#)

If you have any questions about the survey or evaluation, please contact:
RRE-schools@det.nsw.edu.au

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