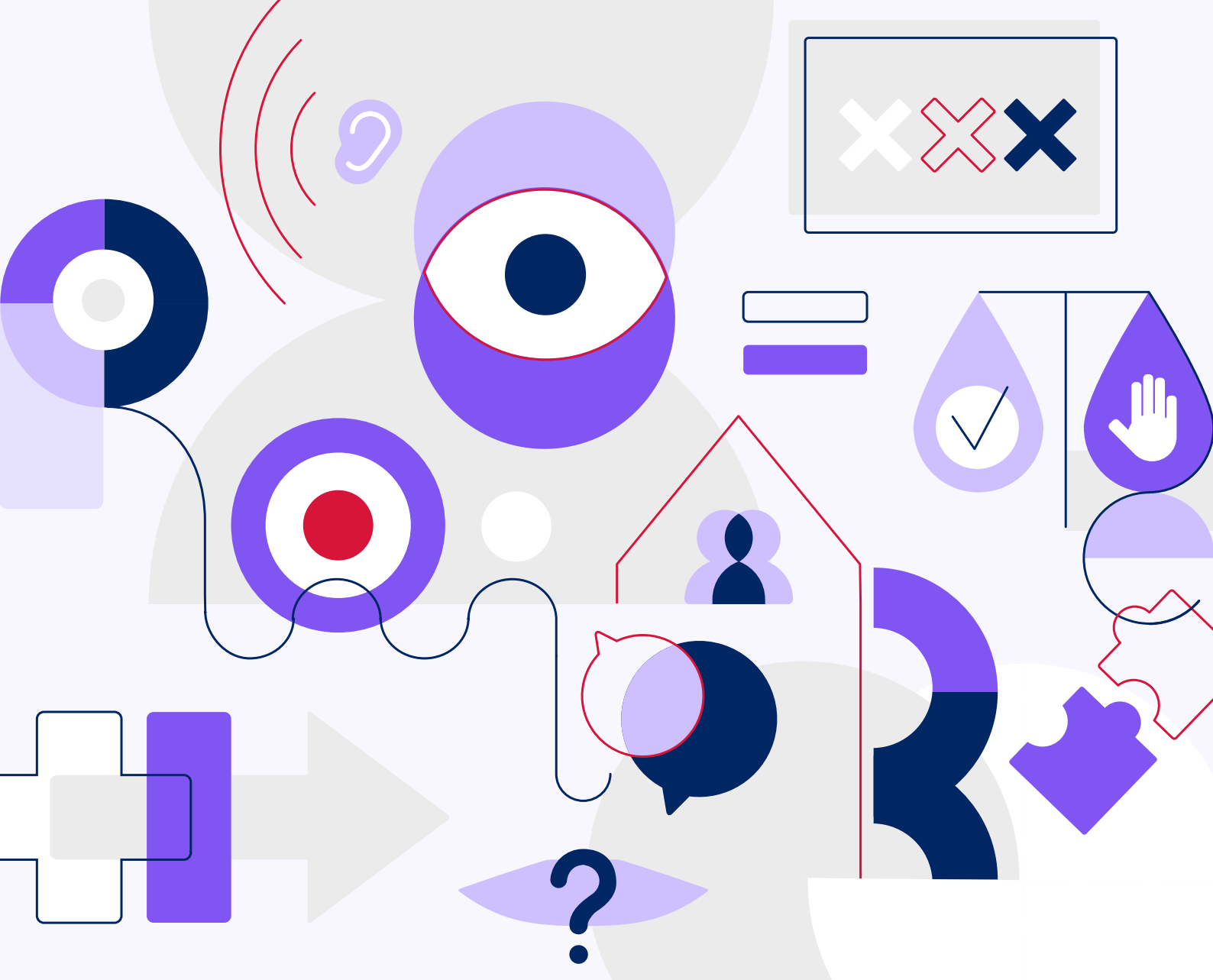




NSW Department of Education

Teaching Respectful Relationships Education K-12

February 2026



Acknowledgements

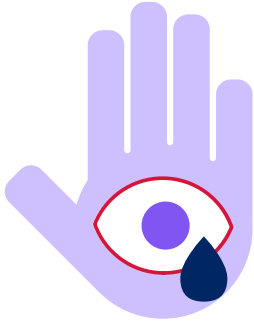
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What is RRE?



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.

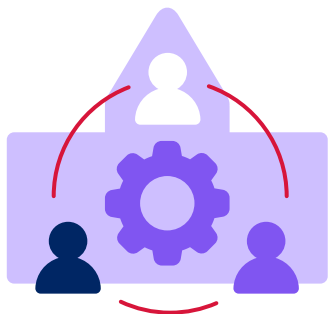
Violence against women and their children is deeply rooted in power imbalances that are reinforced by gender norms and stereotypes. Attitudes, gender stereotypes and social norms are learned through social and cultural expectations.

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

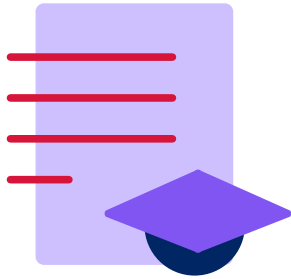
How schools approach each topic will depend on what students already know and can do, and how the school Respectful Relationships Education program is constructed.

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.

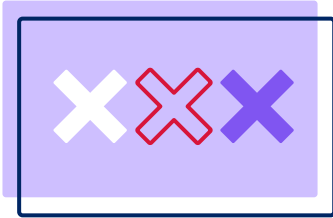
Lesson structure

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

3

S3 – Topic 1:

Staying safe – navigating personal wellbeing

Lesson 1 – my right to always be safe

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 to keep their relationships respectful and safe. This will be done through an activity that demonstrates a shared responsibility. Students will define what abuse is and identify the challenges that may come from disclosing abuse.

The lesson will end in the creation of a question box. A question box encourages anonymous questions, supporting prior knowledge and access to accurate information.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explains how rights and responsibilities contribute to respectful relationships
- Describe the right to be safe from abuse and identify protective strategies

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Evaluate and apply self-regulation strategies to manage responses in offline and online situations

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

By Stage 3, students should be able to identify people and places to seek help from when in unsafe situations and demonstrate assertive protective behaviours such as No-Go-Tell.

By law, children and young people have rights, whether they live with their families or foster carers. The [Charter of Rights](#) for children and young people in NSW is based on:

- [United Nations Convention on the Rights of the Child](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)

Teaching advice

This is the first lesson where students will learn about forms of abuse. Teaching explicitly about abuse can increase the risk of public disclosures. It's important that you have established a safe and inclusive learning environment and are familiar and confident with strategies to prevent public disclosures.

Vocabulary

Tier 2: rights, responsibility, abuse, disclose

Lesson preparation

- question box and sticky notes
- craft sticks (or similar) for each partner

Lesson

Learning intention

Students are learning to:

- recognise the right to safety from abuse in all relationships.

Success criteria

Students can:

- understand children's rights and responsibilities
- define abuse.

Tune in

Introduce skills in focus: awareness of rights and responsibilities



As a class, discuss and name different relationships and how they make us feel.

Teachers can prompt students if necessary. For example, friendships, family relationships, relationships at home, relationships at school,

relationships outside of school, sporting groups or dance groups.

Emphasise to students that relationships should make us feel safe and respected.

Revise what rights are.

Definition

Rights are moral or legal entitlements to have or be able to do something. They are protected by laws. Rights are special rules that help keep everyone safe, healthy and happy. Every child has rights simply because they are a person, and these rights are important, no matter who you are or where you come from. If you ever feel that your rights aren't being respected, it's important to talk to a trusted adult so they can help you.

Use the ABC's Behind the News clip [World Children's Day](#) to introduce students to their rights as children.

Ask students: What are some rights that you have as a child?

Examples might include:

- the right to be treated fairly. No one should treat you badly because of how you look, where you're from or what you believe.
- the right to be safe. You should always have a safe place to live, and adults should protect you from harm.
- the right to be healthy. This means you should have healthy food, clean water and be able to see a doctor when you need to.
- the right to go to school and learn. Education helps you grow, meet friends and learn new things for your future.
- the right to play and have fun. Playtime and resting are important for all children, and no one can take that away from you.
- the right to share your thoughts. Adults should listen to your ideas and feelings, and your opinion matters in things that affect you.
- the right to a family. You should be cared for by your parents or someone who looks after you and loves you.
- the right to privacy. You can keep some things, like your thoughts and personal information, private if you wish.

Explain to students that for rights to be met other people must respect them. People must demonstrate actions and behaviour that support and protect the rights of others.

Understand

Model skills in focus: awareness of rights and responsibilities



Play a game to practise shared responsibility and teamwork.

Option 1: Share the responsibility game. This game focuses on cooperation, shared responsibility and safe movement.

- Students work in pairs with one craft stick (or similar object) or in groups of 3 with 2 craft sticks.
- Partners balance a craft stick between their index fingers, one finger from each student.

Figure 1 – two players

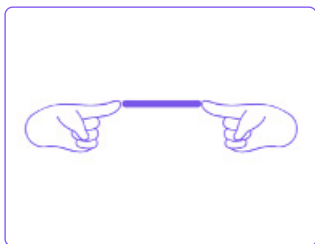
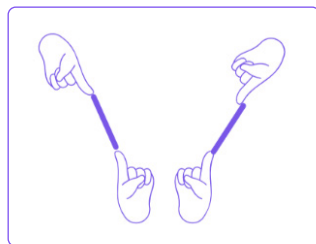


Figure 2 – three players



- Without using their other hand or letting the stick fall, students move around the classroom safely and respectfully.
- For an extra challenge, try moving under furniture or around obstacles, keeping the stick balanced.

Option 2: Build the bridge game. Through this game, students work together as teams to build the strongest bridge out of limited materials, learning that everyone has a role and needs to cooperate to succeed.

- Students work in groups of 4–5 with the following materials:
 - 20 straws per team
 - 10 rubber bands per team
 - 10 paper clips per team

- scissors (one pair per team)
- one small toy car (or other light object) for testing.

- Each group must build a bridge that can hold a toy car between 2 desks (about 30 cm apart).
- In each group, assign roles and equivalent responsibilities. Each role matters for the group's success.
 - Builder – puts materials together
 - Designer – plans and checks the shape
 - Supply manager – collects and counts materials
 - Tester – places the car
 - Reporter – explains the method at the end

Groups must cooperate, communicate and work together.

After the game, debrief with students using the following questions:

- What made this game easy/hard?
- What did this game remind you of?
- What helped your group work well together?
- How did each responsibility help the group?
- What was hard about cooperating?
- How did you solve problems?
- Can you explain how this game might relate to our relationships?

Act and apply

Practise skills in focus: awareness of rights and responsibilities



Students work in groups of 2–3 with one of the following scenarios. In each group, they read the scenario and answer the questions.

Scenario 1: At recess, everyone has the right to play on the playground and use the sports equipment. One day, Sam takes the basketball and plays with it the whole recess, not letting anyone else have a turn. Some other students feel upset because they didn't get to play.

Follow-up questions:

- What could Sam have done differently?

Suggested response

Sam should share the basketball and make sure others have a turn too.

- How would you feel if you never got a turn?

Suggested response

I might feel upset, disappointed, angry at Sam, frustrated.

- Why is it important to think about both your rights and your responsibilities when you play at school?

Suggested response

Everyone has the right to play and have fun at school. Everyone should share and make sure others have a turn too.

Scenario 2: Your class has a special library corner. Every student has the right to use the books, and everyone shares taking care of the library.

One day, when it's reading time, you notice one of the most popular books is missing. Last week, you saw your friend Jamie take the book home to read, but today Jamie says they can't remember where they left it. Some students are upset because they wanted to read the book too.

Follow-up questions:

- What is the right that all students have in this situation?

Suggested response

Every student has the right to use the books.

- What is the responsibility that goes with that right?

Suggested response

Everyone has a responsibility to share and take care of the library and books.

- How might Jamie feel about losing the book?

Suggested response

Jamie might feel sad or embarrassed.

- How might the other classmates feel if the book cannot be found?

Suggested response

Classmates might feel upset and let down. They might feel frustrated with Jamie because they don't have the chance to read the book.

- What could Jamie do to show responsibility now?

Suggested response

Jamie could tell the teacher or librarian. Jamie could ask a parent or carer to help look for the book at home.

- If you borrow something that everyone shares, what is your responsibility?

Suggested response

Your responsibility is to ask permission for what you borrow. It is to look after whatever you borrow. It is to return the item on time and in the same condition you borrowed it.

- Why is it important to think about both rights and responsibilities for a group of people?

Suggested response

It is important to think about both rights and responsibilities for a group because this helps everyone feel safe, respected and included. If everyone only thinks about their own rights, like wanting to speak or play, but not their responsibilities, such as listening or sharing, things can become unfair and people can get hurt or left out.

When each person respects others' rights and takes responsibility for their actions, the group can work well together, solve problems, and make sure everyone has a chance to join in and feel valued. This helps the group stay friendly, fair and happy for everyone.

Explain to the class that you are now going to focus on the rights of children.

Discuss the following questions.

- Who has a responsibility to make sure the rights of children are being protected?

Suggested response

Emphasise that adults have this responsibility.

- Do children have a responsibility to protect the rights of others?

Suggested response

Emphasise that children are responsible for respecting the rights of others and treating others fairly, but they never have the full responsibility for the safety and protection of others.

- What could you do if someone acts towards you in a way that does not respect your rights?

Suggested response

Emphasise that students can take action to have their rights respected. They could use the No-Go-Tell strategy and seek help from a trusted adult.

Evaluate skills in focus: awareness of rights and responsibilities



Introduce and define the word abuse as a class.

Definition

Abuse is any action or behaviour that causes harm to an individual, including physical, emotional, sexual or technological harm.

Physical abuse is a non-accidental physical act that causes harm or injury to a person by another person or people. Physical abuse harms a person physically. It can also harm a person's thoughts and feelings.

Neglect and emotional abuse are not paying attention to or not caring for someone or something.

Sexual abuse includes looking at, showing or touching the sexual parts of the body without permission. This can include in person, online, using photos, or using objects.

- What if an adult harms or threatens a child? What should the child do?

Suggested response

Emphasise that adults have responsibilities towards children. Children are entitled to be protected, not harmed, by adults. There are people who can help. These could be family members, neighbours, support network adults, teachers, and other adults whose job it is to look after the safety and wellbeing of children. If a child is ever hurt, this should be reported immediately to a trusted adult to take action.

- Are there times when children are not entitled to be safe from abuse or harm?

Suggested response

Emphasise that adults are always responsible for ensuring children are safe from harm. Adults who abuse children sometimes try to make the child think that they don't deserve to be safe or respected so the child will keep the abuse secret. These adults usually know that what they are doing is wrong. It is breaking the law. Children always have the right to be safe and respected.

- Why might it be hard for a child or young person to disclose abuse?

Suggested response

Emphasise that while it can be hard to tell, a child who has been hurt should always tell a trusted adult so they can be heard and helped.

They might be worried an adult might not believe them or think they are lying, or won't take them seriously. They might feel ashamed or embarrassed, or that the abuse is their fault.

They might worry they will be blamed or punished if they tell. They might fear that sharing the secret will cause their family to split up or loved ones to get upset or angry.

Sometimes a person who harms or abuses children might threaten the child or their loved ones to keep them silent. Children can be scared that telling will bring harm to themselves or others.

A child may not understand that what is happening is wrong or may not have words to explain it.

- Why is it important to speak to a trusted adult about abuse?

Suggested response

Emphasise that it is important for adults to listen, be supportive, and make sure children know it's safe to talk about anything that worries them. It is important for children to speak to a trusted adult about abuse because adults can protect children, take action and report it to the police or others.

Introduce the question box.

Teaching note

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided.

If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl or hat.

Explain to students:

- the question box can be used to ask questions that they want to know the answer to but don't want to ask in front of everyone
- the question box is anonymous, but you might choose to add your name if you wish

- everyone will be given a blank piece of paper at the end of each lesson
- everyone must record something on their piece of paper, whether it is a question or something else
- they must place their own paper into the question box
- questions will be answered at the next lesson.

Explain to students that they are going to practise using the question box but with an answer, not a question.

Students record an answer to the following question: What have you learnt today about rights and responsibilities?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today you were learning how to recognise the right to safety from abuse in all relationships. We have been able to understand children's rights and responsibilities and define abuse'. Emphasise that all people, including children, have rights and people must demonstrate actions and behaviour that support and protect the rights of others.

Ask students the following questions to reflect on their learning.

- Children have many rights. Which right have we focused on in this lesson?
- What does a safe relationship feel like?
- What responsibilities do we have in relationships?

Formative assessment opportunities

Observe student participation during the discussion about rights and responsibilities.

Observe student participation during responsibility game.

Observe student responses to scenarios and class discussions.



Teaching Respectful Relationships Education

Lesson 2 – being clear

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 recognise what consent looks like in a range of settings. Students learn about the different ways consent can be assertively gained, given or denied.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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

For Stage 3, consent should be taught as a foundational concept about personal boundaries, respect and choices, using practical, age-appropriate examples from everyday life, not just focusing on sexual situations.

Teaching consent empowers students to know their bodies belong to them and to make decisions about physical contact. This foundation gives them the confidence to say ‘no’ to unwanted contact and the understanding that their boundaries matter and must be respected. Learning this early is vital in helping students recognise safe and unsafe situations and reduces the risk of abuse or manipulation.

Understanding and practising consent sets up students to develop respectful relationships built on mutual trust and clear boundaries. It helps prevent misunderstandings and harmful behaviours by teaching kids that permission must be asked for and freely given before any interaction involving their bodies. Children who internalise these lessons are more likely to advocate for themselves and others and know how to seek help if their boundaries are violated.

When students get older, they will learn about sexual consent so they can build respectful, safe relationships, make informed choices, and help prevent abuse and harm. Students will learn that consent means agreeing to do something freely, enthusiastically and without pressure. In relation to physical touch and contact with the body and body parts, consent must be mutual, informed, clear and ongoing. Students practise recognising verbal and non-verbal signs of consent (such as body language, silence or withdrawal) and are taught to seek clarification if unsure. Both parties involved in any form of physical contact, including sexual behaviours such as kissing, cuddling or touching private body parts, have rights and responsibilities. Gaining, giving and receiving consent respects these rights and responsibilities.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately. The question box was introduced in Lesson 1 of this topic.

Students may need help to recognise verbal and non-verbal signs of consent (such as body language, silence or withdrawal) and should be taught to seek clarification if unsure. It is important to explicitly point out cues and support them in identifying consent.

Vocabulary

Tier 2: enthusiastic, enthusiasm, hesitation, assertive, mutual

Lesson preparation

- [mini whiteboards](#)
- [Y chart](#) for consent

Lesson

Learning intentions

Students are learning to:

- examine the importance of consent in a range of situations
- describe the clearest ways to give or refuse consent.

Success criteria

Students can:

- analyse body language
- practise assertively asking for, giving and denying consent
- explain what consent looks, feels and sounds like
- explain why clear consent is important.

Tune in

Introduce skills in focus:
assertiveness and refusal skills



Remind students that everyone's body belongs to them, and each person gets to decide what is comfortable, whether it's a hug, handshake or being left alone.

As a class, discuss situations they encounter, such as sharing equipment, borrowing items, sharing photos, giving hugs or choosing group games. Point out that asking first is how we show respect for others' boundaries. For example, 'Can I borrow your pen?' or 'Do you want a hug?'

Reinforce that it's OK to say 'no' and that others must listen and respect that answer. Respecting your answer is respecting your boundaries and your rights.

Revise consent with students.

Definition

Consent means agreeing to do something freely, enthusiastically and without pressure.

Explain to students that giving and refusing consent should be clear. We can use our skill of assertiveness to show confidence and use clear verbal and non-verbal language to communicate what we want and don't want.

Ask students: If someone asked you to join a game and you were okay with that, what are some ways you could assertively and clearly give consent?

Examples could include:

- 'Yes, I'd like that!'
- 'That sounds fun!'
- 'I want to do that!'

- ‘Yes, I’m comfortable with that.’
- ‘Sure! Let’s do it.’
- Smiling, nodding, giving a thumbs up.

Ask students: If someone asked to give you a hug and you were not okay with that, what are some ways you could assertively and clearly refuse consent?

Examples could include:

- ‘No, thank you.’
- ‘I don’t want to do that.’
- ‘I’m not comfortable with this.’
- ‘I’d rather not.’
- ‘Stop.’ or ‘Please stop.’
- Shaking head, stepping back, looking away, folding arms.

Ask students: If you asked to borrow someone’s hat and they stood in silence, said ‘maybe’ or shrugged their shoulders, have they given consent? What should you do?

Suggested response

Teach that ‘maybe’, uncertainty or silence should be understood as not giving consent. You should not take that person’s hat. You could ask again by saying ‘Is it okay if I borrow your hat?’

Tell students that your friend says ‘yes’ in response to you asking to borrow their hat again. You take the hat and play in the playground. After 5 minutes, that friend tells you they want their hat back. They aren’t comfortable with you in their hat. What should you do?

Suggested response

You should give the hat back. Reinforce that consent must be ongoing and can change at any time. At any time, anyone can say ‘no’, even if they said ‘yes’ before. Respecting ‘no’ is just as important as saying ‘no’. Everyone should listen, accept and not pressure others after a refusal.

Understand

Model skills in focus:
assertiveness and refusal skills



As a class, discuss the different ways that consent can be communicated.

- Written: an example of this might be a permission note or a contract.
- Digital: examples include digital signatures or consent given electronically, such as via text messages or email.
- Verbal: we can give verbal consent or deny consent through speaking, or our words.
- Non-verbal: communicated through body language or actions. Examples include nodding, head shaking, smiling, thumbs up, making eye contact or silence.

Ask students the following questions.

- Which of these are the clearest ways to give or refuse consent?
- Which of these are the least clear ways to give or refuse consent?

Emphasise that non-verbal consent can be unclear and misinterpreted. How clear it is can be dependent on the situation, so it’s usually best combined with verbal consent. Verbal consent is clearer and ensures active and enthusiastic agreement. Verbal and written consent leave little room for misunderstanding.

Practise skills in focus:
assertiveness and refusal skills



Facts and claims

Facts and claims support reasoning with evidence, as students distinguish facts from thoughts and judgements.

Students use a [mini whiteboard](#) to make a claim of whether consent was given for a number of situations. Students can use a tick or a cross to show their claim. Choose different students to provide evidence and a reason to support the claim. Allow students the opportunity to refute another student’s claim and correct any misunderstandings.

Example situations

- Reg put his arm around Carol. Carol tried to move his arm, but Reg held tight.
- Sara’s older sister said, ‘Do you want a hug?’ Sara said ‘Yes’ and wrapped her arms around her sister.

- Amarli's friend took a photo of her while she was sleeping and put it up on social media.
- Fran and James were on a date. Fran grabbed James' hand as they were skating. James felt weird because his parents were with them.
- 'Jack, can I borrow your pencil?' asked Sharni. 'Sure,' replied Jack.
- Mibin asked Meeka if he could give her a hug. Meeka shrugged her shoulders.

As a class, discuss why it is important to seek consent before touching someone. Emphasise that everyone is the boss of their own body. People might not like being touched, you might make them feel uncomfortable, it might upset someone, and everyone has a right to have their bodies respected.

Act and apply

Consent can be given enthusiastically and denied assertively. However, a denial of consent may not always be assertive. There may be hesitation, pause or unease which needs to be considered. 'No' is a powerful way to deny consent and can be communicated in different ways.

Teaching note

Children saying 'no' is not a valued behaviour in many cultures and is not taught or encouraged. It may be difficult for some students, but it is important to learn.

Students identify situations where consent is needed. These might include consent for touch, high fives, hand shaking, holding hands, taking photos or sharing a password.

Students practise asking for (gaining), giving and denying consent and respecting responses. Students can demonstrate this using both verbal and nonverbal forms.

Students use a [Y chart](#) to describe and record what consent looks like, sounds like and feels like. An example that can be used might be:

- looks like: nodding or shaking your head
- sounds like: 'Is it okay if I ...?' or 'No, thank you.'
- feels like: safe and respected, calm and confident.

Evaluate skills in focus:
assertiveness and refusal skills



All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: Can you think of when it might be hard to deny consent or say 'no' to someone?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria. For example, 'today you were learning to examine the importance of consent in a range of situations and describe the clearest ways to give or refuse consent. We have been able to analyse body language, practise assertively asking for, giving and denying consent, explain what consent looks, feels and sounds like and explain why clear consent is important'. Emphasise giving and refusing consent should be clear. We can use our skill of assertiveness to show confidence and use clear verbal and non-verbal language to communicate what we want and don't want.

Have students reflect on the following question with a peer:

- How might asking someone for consent help me in a real-life situation?

Formative assessment opportunities

Observe student responses in Facts and claims activity.

Observe student participation when role-playing asking for, giving and denying consent.

Check student work: Y chart.



Lesson 3 – can you help me with this?

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 practise using their decision-making and problem-solving skills to identify if a problem is small and can be solved independently, or large and needs to be solved with a friend or trusted adult. They will practise asking for help and offering feedback to peers on their ability to ask for help with small and large problems.

- Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Identify and explain how to communicate with and seek help from support networks when in unsafe situations

Why this learning matters

Help-seeking can be influenced by gender and identity, with the following less likely to see support or have access to support:

- males
- individuals from marginalised communities, including Aboriginal and Torres Strait Islander Peoples, cultural or religious minorities, and LGBTIQ+ youth.

It is important to normalise help-seeking and equip young people with the skills to do this.

Teaching advice

For this lesson, use a Yarning Circle during discussions to share perspectives on small and large problems.

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately. The question box was introduced in Lesson 1 of this topic.

Some of the scenarios in this activity contain content that may be sensitive for some students. Change any scenarios to suit the needs of your class.

Vocabulary

Tier 2: independent, persistence

Lesson preparation

- chart paper

Lesson

Learning intention

Students are learning to:

- demonstrate decision-making skills and help-seeking.

Success criteria

Students can:

- decide what problems can be solved on their own, or with a friend or trusted adult
- practise asking for help.

Tune in

Introduce skills in focus:
help-seeking and decision-making



Students identify trusted adults. Prompt students to identify adults at home, at school, in the community, or on Country.

Teaching note

In a range of cultures, people might have other significant adults they can go to for help, such as Aunties, Uncles, Elders and cousins. Some Aboriginal students may visit family on or off Country to connect with them.

Students need to be able to decide if a problem is a small (me) problem that can be solved independently or a large (help) problem that can be solved with a friend or trusted adult.

Explain to students that problems we face can be small (me) and solved by the individual on their own, like forgetting a pencil case or being tagged out of a game. Large (help) problems might include being sick on the playground, which can be solved by a friend getting a teacher, or online bullying, which can be solved with a trusted adult.

As a class, create a chart of small (me) problems and large (help) problems.

Explain that small problems can easily become large problems. Ongoing small issues, or small concerns that are repeated, can turn into a bigger problem and they will need help from a friend or trusted adult.

Understand

Model skills in focus:
help-seeking and decision-making



Students use gestures to demonstrate their understanding of problems and who can solve those problems. By using gestures, such as both hands on chest for small (me) and both hands in front with palms facing up for large (help), students will indicate an answer to the following situations or problems. Choose some students to explain their answers.

Teaching strategy

Teachers can use gesture voting to conduct regular low-stakes checks for every student's understanding. Questions are designed to allow for quick responses and fast interpretation by the teacher.

Sample situations

- Your best friend is away from school.
- You can't remember where you put your school hat in the playground.
- You have been added to a group chat that is about a girl from school. She doesn't know about it.
- Your friend keeps asking for food from you. You're happy to share but you're beginning to worry that their family is having some money problems. You try to talk to them about it but they change the subject.
- You are running the cross-country with a friend when they start to have an asthma attack.
- The person sitting next to you accidentally bumps you which makes you mess up your work.
- One of your closest friends has told you that their parents fight every night. They can't get to sleep and are worried they're going to split up. You've noticed that they go to sick bay often.
- You are at a friend's house, and they use your phone to show you videos that are meant to be for adults only. The next day you receive an email inviting you to sign up to the website to watch the videos.

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

- Which of the large (help) problems would be the easiest to ask for help with?
- Which of the large (help) problems would be the hardest? Why?

Explain to students that it is important to always ask for help from a friend or trusted adult for large problems. If an adult does not listen, persistence is important. Find another trusted adult and tell them until you get help.

Definition

Persistence is about trying again and again. It means not giving up, even when something is difficult or takes a long time.

Act and apply

Practise skills in focus:
help-seeking and decision-making



In pairs, students take turns practising help-seeking from a friend or trusted adult using one of the large (help) problems from the 'Understand' section.

Allow 3–4 minutes for students to both have a turn to practise asking for help.

As a class, discuss the ways that people asked for help that made it clear what they needed and easier to help in the role you played as a trusted adult.

Responses might include:

- they were respectful, using words like 'please' and 'thank you'
- they were calm, knowing they were stuck, unsure or overwhelmed and that it's okay (and smart) to reach out for help rather than stay silent or give up
- they clearly explain what they are struggling with or what they need, using specific language. For example: 'I'm having trouble with X. Can you show me how to solve Y?' or 'I feel upset and need someone to talk to.'
- they listen actively to suggestions, instructions or support, and ask follow-up questions if they don't understand the answer
- they try to apply the help given, reflect on what worked, and may seek further clarification if still unsure.

Allow 3–4 minutes for students to each have a turn to practise asking for help, using a different situation from last time.

The student who is role-playing as the trusted adult can provide peer feedback for what was done well and what could be improved. They can use the criteria from the class discussion to offer their feedback.

Teaching strategy

Peer feedback is a structured process where students evaluate the work of their peers by providing valuable feedback. It:

- should be used by educators to supplement their feedback, not replace it
- encourages collaborative learning and can build and enhance students' capacity for judgement
- helps students become teachers of themselves and each other, and to self-regulate their learning.

Evaluate skills in focus:

self-awareness and communication



Reflect on what problems can be solved independently, with the help of a friend or with a trusted adult.

As a class, discuss what students could do if a friend comes to them with a problem and they decide that they can't help because the problem is large.

Emphasise that recognising when help is needed, knowing who and how to ask, and communicating clearly and respectfully is a skill we can build and improve with practice.

All students are given a piece of paper for the question box. If students don't have a question, they can record the answer to the following question: What is something you find hard to ask for help with?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today you were learning to demonstrate decision-making skills and help-seeking. We have been able to decide what problems can be solved on their own, or with a friend or trusted adult and practise asking for help'. Emphasise the importance of reflecting on how their own strengths and choices shape others' experiences, promoting empathy, inclusion, and positive action.

Ask students to record or share answers to the following questions.

- Were you able to solve a small problem independently? What was it? How was it solved?
- Who did you ask help from for a large problem?

Formative assessment opportunities

Observe student responses during the gesture vote.

Observe student participation when role-playing and when providing feedback to their peers.



Lesson 4 – gender norms and stereotypes

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 learn about the relationship between gender stereotypes and use of power. They will identify gender stereotypes in a school-based scenario and practise using their power in a positive way to role-play how they could challenge a statement from a peer. It builds foundational understanding of gender-based violence and its links to gender stereotypes. This lesson will build on students' skills in decision-making and their right to safety.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain how stereotypes can influence relationships and the wellbeing of individuals and groups

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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Why this learning matters

Gender is a complex, socially constructed concept that can refer to identity categories like 'man', 'woman', 'boy' or 'girl', as well as the societal expectations around how men and women are 'supposed' to behave.

Gender stereotypes can confine individuals to narrow roles, interests, traits, characteristics and behaviours. Women and girls are more likely to face

disrespect and violence because of rigid gender stereotypes. This happens because such stereotypes reinforce harmful ideas about differences between men and women. For example, portraying men as ‘naturally aggressive’ and women as ‘submissive’, and suggesting that men hold more power over women.

To prevent violence against women, we need to address gender stereotypes and change the wider social context in which it occurs. This means challenging beliefs about how men and women should behave and what they are capable of, along with the social practices that reinforce these beliefs.

Teaching advice

Model and enforce respect for all genders and identities with clear classroom rules and supportive language. Encourage students to respect different expressions of masculinity, femininity and non-binary identities.

Address and challenge any sexist or stereotypical remarks quickly and constructively.

Some students may have strong beliefs about gender due to their religious, cultural or family beliefs. This can feel like a challenging situation to address. It is important to adopt a gender fair or rights-based perspective.

Vocabulary

Tier 2: gender, sex, society, culture

Lesson preparation

- [Resource 1 – A3 gender puzzle poster](#)
- [Resource 2 – gender puzzle task cards](#)
- [Gender roles and stereotypes \(1:47\)](#) from Amaze.org via YouTube
- sticky notes

Lesson

Learning intention

Students are learning to:

- evaluate how gender stereotypes can affect and limit individuals.

Success criteria

Students can:

- identify what promotes gender stereotypes
- explore the influences that work together to make unfair ideas about boys and girls.

Tune in

Introduce skills in focus:
social awareness



Watch the video [Gender roles and stereotypes \(1:47\)](#) from Amaze.org via YouTube.

As a class, review gender stereotypes.

Definition

A **gender stereotype** is a fixed idea or image 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. These expectations can give more power or control to one gender over the other in families, schools or communities. For example, some boys might get chosen first for games or leadership roles just because they are boys, even if girls are equally good.

Ask students: Do you think gender stereotypes still exist today?

Suggested response

Yes. Gender stereotypes still exist today, both in Australia and around the world. These ideas come from the way people in society have thought and acted for a long time.

Ask students: Where do you think these ideas about being a girl or boy come from?

Suggested response

Ideas about how to be a boy or girl come from our parents, family, cultural groups, society, media or friends. Stereotypes are embedded in our media and social media, which means we are being exposed to them regularly. This exposure means children, young people and adults believe this is the way girls and women or boys and men are supposed to act, look, speak or think. Some

people accept some gender stereotypes as universal truths. But they need to be questioned and challenged.

Ask students: Do you believe all genders have equal power in our country? Should they?

Suggested response

Emphasise with students that being a boy or a girl doesn't make someone more important or powerful. Sometimes the English language uses phrases and terms that emphasise or position a gender as powerful such as the use of 'fireman', 'sportsmanship', 'man-made', 'be the man'. All of these examples position men as the strong and powerful gender.

It is important that we recognise this, consider our language and challenge stereotypes so that children and young people can live their lives free from limiting ideas about how they 'should' be, think or act.

Tell students that sometimes gender stereotypes mean that people use gender as a way to insult or hurt someone. Sometimes we do this intentionally and sometimes we can use a phrase that is insulting and hurtful without realising it.

Ask:

- Can anyone think of a phrase that includes a gender in it and is insulting?

Suggested response

Phrases might include 'have a boy's look for something', 'run like a girl', 'cry like a girl'.

- What do you think it means to run, throw or kick 'like a girl'? Is it a good thing when someone says this?

Suggested response

Emphasise that 'like a girl' is a phrase that people have often used to suggest that girls are weak or lack skill, which is harmful and unfair. 'Like a girl' is a gender stereotype that reinforces the idea that girls are weaker.

- What do you think boys hear when someone says that phrase to them – 'you run like a girl'?

Suggested response

They might hear that they are slow, run strangely, or aren't good at running. 'Run like a girl' reinforces the gender stereotype that boys are more athletic than girls.

- What do you think girls hear when someone says that phrase to someone who isn't a girl – 'you run like a girl'?

Suggested response

They feel hurt and embarrassed and that they are weaker and less skilful than others.

Teaching note

This [Like a Girl](#) clip created by Meaningful Impact provides context for the class discussion. Teachers could make a decision about the suitability of showing the clip for students in their school context. Or use the messages and ideas of the clip to discuss the impact of these comments on both genders.

Understand

Model skills in focus:

social awareness



Explain to students that stereotypes show what a community, family or individual values or thinks is important, like strength, leadership or kindness. It tells people how they should behave to be accepted. But sometimes these ideas are too simple and don't fit everyone, and they can stop people from being themselves or trying new things.

Gender stereotypes reflect what society expects from boys and girls, but we can also help change these ideas so that everyone can be who they really are and follow their own interests and talents.

Students review the following scenario and discuss the stereotypes using the reflection questions.

- The school is planning a big talent show, and students from Year 5 sign up for different acts.
 - Alex wants to sing a pop song and wear his new sparkly jacket.

- Ella is excited to show her breakdancing skills.
- Jordan wants to play the drums but also wants to join Lisa with her fashion show act.
- Priya is nervous but signs up to tell some funny stories.
- Riley, who doesn't identify strictly as a boy or girl, wants to perform a dance and a magic trick.
- A group of students plan a martial arts demonstration.
- During practice, some students say:

‘Boys should stick to sports and not wear bright colours or sparkles.’

‘Girls shouldn't do breakdancing because it's too rough.’

‘Why is Jordan interested in both music and fashion? That's weird for a boy.’

‘Riley should pick just one thing to perform, not try to do magic tricks and dance.’

Reflection questions

- What gender stereotypes do you notice in what the students say?
- How do these stereotypes make people feel?
- Would it be fair to stop someone from doing something they love because of their gender?
- Are the students making these comments using their personal power in a positive way or a negative way? Explain your thoughts.
- How could these students use their personal power in a positive way?

Teaching note

Gender stereotypes can prevent children from trying new activities or expressing their full selves, making them feel less confident or capable. When children or young people don't fit these expectations, they can feel isolated, bullied or excluded by peers, reducing their sense of power and belonging. When power is equal and balanced, people listen to ideas, take turns speaking, treat others fairly, show respect, participate fully and support others.

Making negative comments is considered a negative use of personal power. Negative comments can influence others in harmful ways, often aiming to control, belittle or dominate them emotionally or socially. When someone uses hurtful words or criticism to exert influence, it creates a power imbalance that can damage relationships, reduce trust, and lower the confidence and motivation of others.

In school settings, negative uses of power might show up as mocking, put-downs or harsh criticism, making students feel less valued or safe. This contrasts with positive uses of power, which promote respect, encourage growth and support fairness. Learning to use power responsibly, including how we speak to others, helps build healthier, more respectful social interactions.

Practise skills in focus:
social awareness



In pairs, students develop a script or practise using their power in a positive way to role-play how they could challenge one of the earlier comments from the scenario.

For example, if someone overheard a student say, ‘Boys should stick to sports and not wear bright colours or sparkles’, they could respond with a comment like:

- ‘Anyone can like sports or bright colours, no matter if they're a boy or a girl, or non-binary.’
- ‘Wearing sparkles or bright clothes doesn't make someone less of a boy.’
- ‘People should be able to choose what they like without being told what's for boys or girls.’
- ‘It's okay for boys to be different and like lots of different things.’
- ‘Both boys and girls can do sports, wear what they want, and be who they want to be.’

This kind of response challenges the stereotype by affirming individuality and breaking down rigid gender roles. It encourages respect for diversity and helps create a more open and accepting environment.

Act and apply

Use the Gender puzzle activity to allow application of students' skills of analysis and critical thinking to understand what contributes to gender stereotypes

- Show students the [Resource 1 – A3 gender puzzle poster](#). Each piece of the puzzle helps explain how individuals should act or express themselves based on their gender.
- Model the activity by using one of [Resource 2 – gender puzzle task cards](#) and writing a response on a sticky note.
- Group students using the remaining 5 task cards and provide them with sticky notes for responses.

Evaluate skills in focus:
social awareness



Bring students back together on the floor with the Gender puzzle poster. Each group shares their sticky notes and thoughts with the class. Ask students if they can identify how different puzzle pieces work together.

Check for understanding using a gesture vote, mini whiteboards or choral response to assess student learning of key concepts and clarify misconceptions. These response systems can also be used to review the lesson's key messages.

- True or false. Boys being sporty and girls being good at dance and crafts are examples of gender stereotypes.
- True or false. Gender stereotypes have only existed since social media was released.

- True or false. Gender stereotypes appear in TV shows and movies.
- True or false. Making fun of someone is a positive use of personal power as it shows the person you respect and value them.
- True or false. It's okay for boys to be different and like lots of different things, including singing, sport, painting and dressing up.
- True or false. Stopping someone from doing something they love because of their gender is a negative use of power.
- True or false. When people listen to ideas, take turns speaking, treat others fairly and be respectful, this shows power is balanced and equal.
- True or false. Equal and balanced power is a good thing for all genders.

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: What is a gender stereotype you see in school or at home?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today you were learning to evaluate how gender stereotypes can affect and limit individuals. We have been able to identify what promotes gender stereotypes and explore the influences that work together to make unfair ideas about boys and girls'. Emphasise that gender stereotypes reflect what society expects from boys and girls, but we can help change these ideas so that everyone can be who they really are and follow their own interests and talents.

Formative assessment opportunities

Observe student responses for the Gender puzzle activity.

Observe students' ability to challenge gender stereotypes.



Lesson 5 – power in relationships

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 learn about gendered violence and power in relationships. This builds on the previous lesson about gender stereotypes, and students will attempt to make connections with how this contributes to an imbalance of power in relationships.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Analyse actions and strategies to maintain and enhance safety in the home, school and local environment contexts

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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

Girls and young women experience gendered forms of violence in similar ways to adult women. One in 6 (1.5 million) Australian girls and young women report having experienced physical and/or sexual abuse before the age of 15. For this reason, violence against women is often referred to as ‘gender-based violence’, in recognition of the fact that adult women, girls and young women experience violence that has gendered dynamics and drivers.

Gender norms can lead to men and boys believing it is more socially acceptable for them to express anger and rage than to show emotional vulnerability. This can lead to the justification of acts of violence within and between genders. Furthermore, it negatively affects the mental health of men and boys and their ability to seek help. There is a strong correlation between violence against women and forms of masculinity that are associated with control, dominance, aggression and entitlement to sex.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately. The question box was introduced in lesson 1 of this topic.

Some boys and men can become defensive in response to initiatives addressing the prevention of gender-based violence. Use positive messaging where boys form part of the solution. Using shame, fear and humiliation tactics are less effective than using strengths-based approaches that empower boys to contribute to respectful relationships.

Vocabulary

Tier 2: dynamics, dominant, submissive

Lesson preparation

- craft sticks

Lesson

Learning intention

Students are learning to:

- explore the influence gender has on power dynamics in relationships.

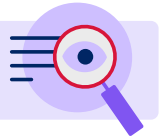
Success criteria

Students can:

- understand what the words 'dominant' and 'submissive' mean in relationships
- understand that an imbalance of power can lead to gender-based violence.

Tune in

Introduce skills in focus:
social awareness



Remind students of the definition of power.

Definition

Power is being able to do something, make something happen or make other people do something. It means having the ability to make choices, influence others or get things done.

Explain to students that the amount of power a person has will change according to different situations. In every group of people, from a family to a community, there are individuals who always have a lot of power. These people are often the leaders of the group who guide others and help them achieve the goals of the group.

Remind students that everyone has power and the capacity to choose how they use their power. Power itself is not good or bad, but how someone chooses to use their power is up to them.

Students use gestures to demonstrate their understanding of power and how it can be used positively or negatively. By using gestures, such as thumbs up for positive power and thumbs down for negative power, students will indicate an answer to the following situations. Choose some students to explain who has the power in each situation and what gives them that power.

Sample situations

- A music teacher asks students to practise playing their instruments.

Suggested response

Positive. The teacher has the power because of their position in the school.

- A coach only chooses players who are friends with their child to play in a game.

Suggested response

Negative. The coach has the power but is being unfair by selecting only their child's friends to play.

- A taller student demands money from a younger student.

Suggested response

Negative. The taller student is abusing the power they have from being bigger.

- A police car races to an emergency and cars have to move off the road.

Suggested response

Positive. The police have the power because of the law and their position in society.

- An older sibling helps a younger sibling to cross a road.

Suggested response

Positive. The older sibling has the power because they are older, more aware of road safety and more able to get across the road safely.

- A group of students exclude someone because they are different.

Suggested response

Negative. The group has the power because of the size of the group. They should not exclude people just because they have power.

Ask students: How do you think someone feels when power is used to hurt them?

Discuss the effects on health, safety and wellbeing, like feeling sad, unsafe or alone. Remind students that everyone deserves to feel safe and respected.

Explain to students that abuse of power is when someone uses their power unfairly to hurt, control or take advantage of others. For example, the oldest sibling bossing younger ones around, a group excluding another student, or someone using secrets to make others do what they want.

Understand

Model skills in focus:
social awareness



Use the game Robot and controller to experience unequal power in a partnership. Students will control a partner and have them do what you want.

How to play:

- In pairs, one student is the robot and the other is the controller. The controller stands opposite the robot and raises their hand with their palm facing the robot's face. The robot must always keep their face the same distance from the controller's hand.
- The controller will signal through hand movement where they want the robot to move as they take the robot for a walk around the room. This should be done without speaking. The controller may move the robot forward or backward, up or down, as they progress around the room.
- Play for one minute, then swap roles. Repeat the game for one minute.
- Introduce a new rule. A controller can steal a robot from another controller by placing their hand between another controller's hand and their robot. A controller then has control over 2 robots.

Ask students how they felt being the controller and robot and how it felt if they were stolen from their controller.

Explain to students that 'dominant' means to have control over or more power than the other. The word 'submissive' means to go along with or give in to the influence of another. There are stereotypes about women being submissive and men being dominant that contribute to power imbalances leading to gender-based violence

Practise skills in focus:
social awareness



Read through the Alex and Uncle Danny scenario below as a class and discuss the questions at the end of the scenario to build understanding of using power.

Scenario – Alex and Uncle Danny

Part 1: Alex was 8. Uncle Danny was older and bigger than Alex. Sometimes Uncle Danny looked after Alex when Alex's parents went out, like tonight. Alex liked it when Uncle Danny was around because they had lots of fun together.

Uncle Danny told Alex to go and have a shower because it was close to bedtime. Alex didn't want to shower but Uncle Danny had been left in charge and Alex's parents had said to be good and do what Uncle Danny said.

Uncle Danny said if Alex had a quick shower, it would be okay to stay up a little bit later and watch television. Uncle Danny said this would be their little secret because they would both be in trouble if Alex's parents found out.

Alex was excited about staying up past bedtime to watch television and quickly got in the shower.

Questions

- Who is using their power?

Suggested response

Emphasise that Uncle Danny has the power. Emphasise that Uncle Danny is older, and Alex's parents left Uncle Danny in charge.

- What is Uncle Danny using power for?

Suggested response

Emphasise that he is using the power to get Alex to shower before bedtime.

- Did Uncle Danny use power to help or harm?

Suggested response

Emphasise that Uncle Danny used power to help Alex get ready for bedtime.

- What might Alex be feeling?

Suggested response

Alex might be feeling excited, happy and special because Uncle Danny is letting Alex stay up later.

- Is the secret about staying up late a secret Alex should keep or tell?

Suggested response

Answers may vary but the following explanation should be given. Alex might feel happy about the secret because it means staying up and watching television which is something fun. However, a happy secret is one that other people are supposed to find out about at a special time and will make them happy. Uncle Danny is asking Alex to keep the secret between them so they won't get into trouble. Alex's parents wouldn't be happy if they found out about it so it isn't a secret that Alex should keep. Alex should tell.

Part 2: While Alex was showering, Uncle Danny walked into the bathroom and was watching Alex. Alex didn't like Uncle Danny watching and asked Uncle Danny to leave. Uncle Danny said it was getting late and Alex needed to hurry up or there would be no television. Uncle Danny started to wash Alex's private parts saying that it would be quicker. Alex got a funny feeling in her tummy and told Uncle Danny to stop (No).

Questions

- Who is using their power?

Suggested response

Emphasise that Uncle Danny and Alex are using their power.

- What is Uncle Danny using power for?

Suggested response

Emphasise that Uncle Danny is using power to touch Alex's private parts.

- Did Uncle Danny use power in a way that respected Alex's rights?

Suggested response

Answers may vary but the following explanation should be given. Uncle Danny used the power of being in charge to wash Alex's private parts. Uncle Danny did not respect Alex's rights. Uncle Danny should not have touched Alex's private parts.

- How do you think Alex might be feeling?

Suggested response

Alex might be feeling uncomfortable, confused, scared, angry and worried.

- Does Alex have power?

Suggested response

Emphasise that Alex does have power as she has rights. All children have the right to be safe and to have their body respected and adults have a responsibility to care for and keep children safe. Children's rights are their superpowers.

- When and how did Alex use part of the No-Go-Tell strategy?

Suggested response

Emphasise that Alex told Uncle Danny to leave and then to stop (No).

- What else should Alex do?

Suggested response

Answers may vary but the following explanation should be given. Alex should tell a trusted adult about what Uncle Danny did. Even if Uncle Danny listened and stopped touching Alex's private parts, a trusted adult such as a parent, an adult family member or a teacher should always be told.

Extension questions

- Do you think Alex has mixed or changing

Suggested response

Emphasise that Alex did have mixed and changing feelings. Alex felt happy at first about getting to stay up late and watch television. Alex liked Uncle Danny but got a funny feeling in her tummy when Uncle Danny touched her private parts. This might mean Alex's feelings about Uncle Danny begin to change.

- What behaviours of Uncle Danny's might be a sign that the situation is unsafe?

Suggested response

Examples include Uncle Danny asking Alex to keep a secret from her parents, watching Alex in the shower and touching Alex's private parts.

- Would it make a difference if Alex was a girl or a boy?

Suggested response

Emphasise that it wouldn't matter if Alex was a girl or a boy. Most children of Alex's age can wash their own bodies. Other people need permission to touch private areas whether you are a girl or a boy.

- Why should Alex tell someone about what Uncle Danny did?

Suggested response

Emphasise that it is important to always tell a trusted adult if someone looks at or touches your

private parts without permission. Telling someone can help to make sure it doesn't happen again.

- What might make it hard for Alex to tell?

Suggested response

Examples may include Alex liked Uncle Danny and didn't want to get either of them in trouble.

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 and the teacher suspects a student is at risk of significant harm they must inform their principal or workplace manager as per the Child protection – responding to and reporting students at risk of harm policy. 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.

Act and apply

Evaluate skills in focus:
social awareness



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

- What does it feel like when other people abuse their power or use it negatively without considering our needs or rights?
- What are some of the different ways people with power or influence can treat those they have power over?
- What responsibilities do people in power have to respect the rights of others with less power?

Explain to students that gender stereotypes, expectations or what is considered normal or acceptable by society for a gender gives more power or control to one gender over the other. Women and girls are more likely to be controlled, lack power, face disrespect and experience abuse or violence because of rigid gender stereotypes.

This happens because such stereotypes reinforce harmful ideas about differences between men and women and suggest that men are stronger and hold more power over women. For example, portraying boys or men as tough, strong or aggressive and women as quiet and gentle.

To prevent violence against women, we all need to challenge gender stereotypes and use our language and behaviours in respectful ways to all genders.

- Ask students: What should you do if someone used their power over you in a way that was not fair and okay?

Suggested response

Say No, Go and Tell a trusted adult.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question: What is one way you have used power responsibly?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today you were exploring the influence gender has on power dynamics in relationships. We have been able to understand what the words 'dominant' and 'submissive' mean in relationships and that an imbalance of power can lead to gender-based violence'. Emphasise that power itself is not good or bad, but abuse of power is when someone uses their power unfairly to hurt, control or take advantage of others.

Students reflect on the qualities of respectful relationships where power is equal.

Formative assessment opportunities

Observe students' responses to Parts 1 and 2 of the scenarios.

Observe students' responses during Think-Pair-Share.



Lesson 6 – telling a trusted adult

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 distinguish the differences between accidental harm and intentional abuse. They will build on their knowledge of abuse, particularly sexual abuse, and develop an understanding of sexual abuse both with and without physical contact.

Students will practise help-seeking and develop strategies to tell a trusted adult about abuse using scenarios.

- Identify and explain how to communicate with and seek help from support networks when in unsafe situations

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Describe the right to be safe from abuse and identify protective strategies

Why this learning matters

Knowing how to identify and speak with a trusted adult is an important safety and wellbeing skill for students to have. Students need to be empowered and to use their agency and personal power to seek help when they feel scared, confused or unsafe. Teaching help-seeking and identifying trusted adults builds confidence and reinforces that no one should make them feel scared, worried or uncomfortable.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

This lesson uses a range of scenarios, with a focus on sexual abuse, for students to practise help-seeking conversations. Review and change the scenarios to suit the context of your class.

Support students in understanding that seeking help is a positive step towards being safe.

Vocabulary

Tier 2: abuse, consent, bribe

Lesson preparation

- [Resource 3–Practise telling scenarios](#)

Lesson

Learning intention

Students are learning to:

- explain what sexual abuse is and develop strategies to seek help.

Success criteria

Students can:

- explain the difference between accidental harm and harm that is on purpose (abuse)
- identify trusted adults
- practise help-seeking.

Tune in

Introduce skills in focus:
help-seeking



Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

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](#).

Read the following situations. Have students suggest what they might do and what might happen if they don't do anything.

Situation 1: you were at your friend's house and their parents offered you a peanut butter sandwich, but you are allergic to peanuts.

Situation 2: you see a small child about to run out onto the road to get a ball.

Situation 3: you were at the park when a big, electrical storm hit.

Situation 4: the smoke alarm in your house went off and you could see smoke coming from the kitchen.

Situation 5: the toilet in your house has blocked up and overflowed all over the floor.

Situation 6: a cricket ball flew over the fence and smashed one of the windows on your house. There was glass all over the lounge room floor.

Explain to students that each one of these situations requires a response or someone could be hurt or harmed. Some situations require you to:

- say 'no'
- say 'stop'
- go from the situation
- tell someone else
- try to fix the situation yourself but you still need to tell someone.

Identify that the hurt or harm that could have been caused in these situations was most likely accidental.

Ask students: What is it called when hurt or harm is on purpose? Emphasise that this is called abuse.

Ask students to recall different types of abuse. Emphasise that the different forms of abuse are physical, sexual and emotional.

Understand

Remind students that it can be very hard for children to tell someone about abuse.

Ask students: Why might it be harder to tell someone about abuse than it is to tell someone about accidental harm? Suggested responses include:

- being scared of what people might do
- feeling embarrassed
- thinking they are to blame
- not wanting to upset someone
- confused feelings about what happened.

Explain to students that it can be even harder to tell someone about sexual abuse. This is because sexual abuse involves talking about private body parts and situations that are not talked about often.

Display and read the following definition of sexual abuse:

Definition

Sexual abuse includes looking at, showing or touching the sexual parts of the body without permission. This can include in person, online, using photos, or using objects.

Sexual abuse involving touch can include touch by the hand, the mouth, another part of a person's body, or by an object. Examples could include kissing, someone touching your sexual parts, being asked to touch someone's sexual parts, or being asked to touch one's own sexual parts.

Sexual abuse not involving touch can include looking at someone's sexual body parts or making a child look at another person's sexual body parts when they don't want to, pressuring someone to look at pictures or videos which show sexual body parts or sexual acts, pressuring someone to send photos of sexual body parts online, or taking photos or videos of someone's sexual body parts.

Inform students that none of these behaviours are okay.

- Sexual abuse is an act of power and control over someone.
- It is never okay for an adult or an older person to engage in sexual activity with a child even if a child doesn't say 'no' or ask them to stop or even willingly participates.
- These behaviours are sexual abuse and it is illegal for an adult or older person to do this.

Ask students:

- Is it okay for an adult to ask a child to touch the adult's sexual parts? Emphasise that this is sexual abuse.
- Is it different if it's a child asking another child to touch their sexual parts? Emphasise that this is still not okay.
- When is it okay for someone to touch your sexual parts? Examples include:
 - When you are sick or injured, you may need help washing your sexual parts.
 - Parents and caregivers, carers and support workers need to touch the private parts of babies and small children when they care for them. As children get older, they can look after their bodies themselves.
 - If you need help to look after yourself, another person may need to touch the private parts of your bodies.

Teaching note

When working with some students with disabilities it will be important to discuss the need for other people such as a School Learning Support Officer (SLSO) to touch the private parts of students' bodies. Teachers and SLSOs should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them. Emphasise that this should only happen at the time of need, for example, when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

- When is it okay for an adult to kiss a child?

Suggested response

Emphasise that it is when the child feels comfortable with who is kissing them, how they are kissing them, and where they are kissing them.

- How could an adult know if the child is okay with them kissing them?

Suggested response

Emphasise that the adult could ask before kissing the child.

- If an adult or older person asks a child to touch them in a sexual way and the child says 'yes', is this okay?

Suggested response

Emphasise that this is still sexual abuse and the adult or older person is committing a crime.

- Is a child at fault if they let an adult or older person touch them in a sexual way?

Suggested response

Emphasise that a child is never at fault. The adult or older person is at fault.

Explain to students that getting permission to do something to someone is called consent. If someone does not get consent to touch or take videos or photos of someone, then they are not respecting that person's rights.

- Ask students: Why is it important to get consent to touch someone?

Suggested response

Emphasise that the person might not like being touched, you might make them feel uncomfortable, it might upset someone, everyone has a right to have their bodies respected.

Model skills in focus:
help-seeking



Explain to students that the best way to stop sexual abuse is to tell a trusted adult, even if they've been threatened or bribed not to tell. It is not something that is easy to do but sexual abuse is not a problem that children can solve on their own.

Ask students:

- Why is it important to tell someone about sexual abuse?

Suggested response

Emphasise that it is important:

- so you can get help
- because it is not ok
- because often people who sexually abuse children do it to more than one child. When a child tells someone about the sexual abuse, they are helping to stop themselves being abused, but they could also be helping other children who are being abused.

- If the sexual abuse stops before you have told a trusted adult about it, should you still tell?

Suggested response

Emphasise that sexual abuse can affect a person's thoughts and feelings, so it is important to still get help. It is also important because this person could sexually abuse someone else.

- What if a child tells a trusted adult about the sexual abuse but it doesn't stop?

Suggested response

Emphasise the importance of telling another trusted adult and to keep telling until someone does something about it.

Explain to students that if a trusted adult at school is told about a child being abused, they must, by law, report the abuse. They must make sure the child receives help to stop the abuse. This does not mean the trusted adult tells everyone; they make a confidential report that will go to only those that can provide support. Other trusted adults that can help include police, doctors, nurses, psychologists and any adult that you trust.

Remind students that it can be extremely difficult to tell a trusted adult about sexual abuse, but the important thing is to just take the first step. Any attempt to tell someone is one step closer to getting help.

Practise skills in focus:
help-seeking



Ask students to brainstorm the strategies they could use to try to tell an adult that they have been sexually abused. Ask students to record the strategies which could include:

- Writing a note that says, 'I need to talk' or 'I need to tell you something'
- Writing a note that tells the whole story
- Start by talking about the feelings you have
- Explain the feelings you are having to a trusted adult
- Drawing a picture
- Calling someone on the phone and telling them
- Calling the Kids Helpline
- Telling a trusted adult you have something to tell them but you don't know how
- Turning your back and telling
- Telling a trusted adult from the other side of a closed door. Say, 'Something bad has happened to me and I don't know what to do' or say, 'I am scared about something that has happened to me'.

Have students share their ideas if they feel comfortable.

Act and apply

Ask students: What could you do if someone didn't get consent to touch you or take photos of you?

Suggested responses include: using the No-Go-Tell strategy, saying 'no', asking them to stop, walking away and telling someone.

As a class read through the scenarios from [Resource 3–Practise telling scenarios](#). Discuss ways to tell a trusted adult about what happened.

Evaluate skills in focus:
help-seeking



Put students into pairs. Read the other Practise telling scenarios one at a time. After each scenario, ask students to practise ways of telling a trusted adult.

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: Who in your support network can you talk to and seek help from if you needed it?

Teaching note

It is advised that this lesson is followed by a fun game such as Riverbank to dispel any tension in students.

Riverbank: Students line up along a line or a rope. The side they stand on is the bank. On the other side of the line is the river. When they have one foot in the river and one foot on the bank it is called riverbank. Start students on the bank and call out river, bank, or riverbank in any order. Students must jump to the correct spot that was called. If students miss a jump or jump to the wrong spot, have them complete a physical activity such as 5 squats or run to a designated place and back before joining in the game again.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today you were learning to explain what sexual abuse is and develop strategies to seek help. We have been able to explain the difference between accidental harm and harm that is on purpose (abuse), identify trusted adults and practise help-seeking'. Emphasise to students that the best way to stop sexual abuse is to tell a trusted adult, even if they've been threatened or bribed not to tell.

Formative assessment opportunities

Observe students' ability to identify strategies to ask for help.

Observe students practising how to tell a trusted adult.



Resource 1 – gender puzzle



Resource 2 – gender puzzle task cards

What are some of the differences in gender roles you see shown in advertisements? In popular TV shows? On social media? What differences do you see in what is being 'sold' to people because of their gender? How are people of different genders used as characters in advertisements?

What differences based on gender might be seen in what people usually wear, for example, to parties or special events like weddings? What are some of the current ways fashion suggests people should dress because of their gender? Consider also what happens for different age groups.

What do you see in the sport section of television news and other sport programs? Are there gender differences in relation to which sport or players get most of the attention? Are any recreational or fun activities usually assumed to be more appropriate for one particular gender than another?

What are some of the images you see of people at work? Are there gender differences? What were the sorts of roles people played at work when your parents, carers or grandparents were younger? What has been changing?

What sorts of different roles can be given or expected in homes, based on a person's gender? What were the traditional gendered approaches to housework, care and home duties when your parents, carers or grandparents were younger? To what extent do you think things have been changing over time?

What sorts of gender differences do you see in the ways toys, games, TV shows and stories are marketed to children? What effects do you think this might have?

Resource 3 – practise telling scenarios

You are with an older neighbour. They start to rub your bottom. You ask them to stop but they keep rubbing your bottom. You run away.

Practise a way of telling a trusted adult about this.

Your parents sometimes go out and leave you with a babysitter. One day your babysitter gives you a kiss goodnight but starts to cuddle you tightly. You don't like it and ask them to stop. They tell you it's okay because you like each other. They start kissing you more and they touch your private parts.

Practise a way of telling a trusted adult about this.

An online friend has been sending you pictures of them naked. You don't know this person in real life but they pressured you to send some naked photos back to them. You did and now they are asking you to do things in the photos with your body that you don't want to. They have threatened that if you don't, they will send your photos to all your friends and family.

Practise a way of telling a trusted adult about this.

You have a family member that has been touching your private parts. You have asked them to stop but they haven't. Lately they have been making you touch them too.

Practise a way of telling a trusted adult about this.

Your older friend has been showing you a website with naked people doing things to each other. One day they force you to do some of the things that people were doing on the website. You feel sick, scared and guilty for letting it happen.

Practise a way of telling a trusted adult about this.

Every week your parents drop you off to train for sport. They are often late picking you up and your coach waits with you. The last few times the coach has started touching your private parts while you have been waiting to be picked up. Your coach has been messaging you saying how you are special and that you're the best player on the team. They have been buying you gifts and have told you to keep it a secret so the other players don't get jealous.

Practise a way of telling a trusted adult about this.

References

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S3 – Topic 2:

Boundaries
and limitations
–how far is
too far?

Lesson 1 – 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

Students will identify the difference between being passive, aggressive and assertive when communicating boundaries with others. They will understand that they have the right to physical, emotional and digital boundaries that need to be respected by others. Students will understand that boundaries can keep them safe.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Respond to peer and teacher feedback to refine skills and strategies in a range of contexts
- Explain how emotional responses to situations can impact decision-making and relationships

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Why this learning matters

Boundaries are a key part of establishing respectful relationships. Setting and respecting boundaries requires people to draw on their self-management and interpersonal skills including communication.

Students need to understand the difference between a boundary, rule or law and understand the importance of asking for consent before crossing personal boundaries.

This learning builds the foundations for boundaries in the future when students enter into romantic or physical relationships.

Teaching advice

Adjust the scenarios if required. You may need a stop and start cue for students during the role-play activity. The peer feedback strategy used is Two stars and a wish. However, this can be adjusted to suit your class needs.

The question box was introduced in Topic 1 Lesson 1 – my right to always be safe and forms part of creating a safe environment. Encourage students to continue using the question box.

Vocabulary

Tier 2: assertive, boundary, consent

Lesson preparation

- [The case of the sleepover secret \(2:07\)](#) – Australian Children's Television Foundation via YouTube
- [Resource 1 – Setting boundaries scenarios](#)

Lesson

Learning intention

Students are learning to:

- identify boundaries and demonstrate respectfully asking for consent.

Success criteria

Students can:

- assertively communicate boundaries to stay safe
- recognise the difference between a rule/law and a boundary
- ask for consent to cross a boundary.

Tune in

Introduce skills in focus:
self-awareness and
assertive communication



Ask students to raise their hand if they've ever had to take a step back because they felt uncomfortable when someone approached them or spoke to them when standing too close.

Demonstrate this action with a student.

- Take a large, exaggerated step towards them and ask them to tell you when to stop.
- When that student says 'stop', take a step back.

Emphasise to students the importance of respecting each other's physical boundaries and if they wanted to get close, they would have to ask for consent first.

Define a boundary.

Definition

A **boundary** is like an invisible line around your body. Boundaries are different from rules, which are universal, and most people know them.

Everyone has their own personal space. This is a boundary. It's like having a bubble around you. We should ask before going into someone else's bubble, and they should ask before coming into yours.

Explain to students that boundaries are the line between behaviours we are okay with and things we aren't okay with. Having boundaries help us feel physically, emotionally and digitally safe.

For example, not taking someone else's hat or going into a toilet cubicle when someone else is using it are rules that we all know to follow.

Reinforce to students that they are the boss of their body. No one should touch them or come close if it makes them uncomfortable, even if it's someone they know or love.

Demonstrate asking for consent to move into the student's physical space and respect the decision made.

Understand

Watch the clip [The case of the sleepover secret \(2:07\)](#) by Australian Children's Television Foundation.

Students build their understanding of boundaries using the questions provided.

- What physical, emotional or digital boundaries were crossed? How do you know?
- How could Amelia have respected Pixie's digital boundary?
- If Pixie had walked in 30 seconds earlier, what could Amelia have said to her and how might she say it?

Explain that sometimes we need to communicate our boundaries, and they need to be communicated in an assertive way, not in a passive way.

Define assertive and passive.

Definition

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

Discuss the difference between assertive and passive. Use the example scenario to clarify.

Scenario: Imagine two friends, Aisha and Kai, both want the last red crayon at school.

Passive response

Aisha stays quiet, looks sad, and lets Kai take it. She misses out on drawing her picture but doesn't want to upset anyone.

Assertive response

Aisha says calmly, "Hey Kai, I want the red crayon too. Can we share it and take turns?" She speaks up for herself while being kind, so both can use it happily.

Model skills in focus: assertive communication and self-awareness



Demonstrate to students how Pixie might communicate her digital boundary for using her phone by first being assertive, then aggressive and finally passive.

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 identify the differences between assertive, aggressive and passive communication. Focus on differences in tone, volume, body language and words.

As a class, discuss the following questions:

- What might the outcome be if Pixie communicated aggressively?
- How about if she communicated her boundaries passively?

Ask students to imagine the following:

- A photo was taken earlier in the day on your friend's phone, and you haven't seen it yet.

What would you need to do if you wanted to look at a friend's phone?

Guide students to build their understanding of consent, emphasising that consent is always needed.

- How would you feel if someone looked at your phone or photos without asking? How does asking first show respect?
- What could you say if someone tries to look through your things without permission?

Everyone has a right to keep their things private. Just like you wouldn't want someone to open your bag or look through your notebook without asking, the same goes for their phone.

Act and apply

Practice skills in focus: assertive communication and self-awareness



Students work in pairs to practise assertively communicating their boundaries or asking for consent to cross a boundary using [Resource 1 – Setting boundaries scenarios](#). Students swap roles to allow them to practise assertively establishing a boundary and respectfully asking for consent.

Students use [Two stars and a wish](#) to provide each other with feedback.

Bring the class together and choose students to demonstrate their scenarios.

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 assertively communicating boundaries and respectfully asking for consent to cross boundaries. We understand that boundaries help keep us safe and respecting boundaries ensures that everyone feels safe and comfortable.'

Reiterate that boundaries are what help keep us safe and being assertive can help communicate this.

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: What might make being assertive hard?

Ask students the following reflective questions:

- How do you feel after practising setting boundaries?
- Is what you did in the role-play very different to what you might do in real life? How and why?

Formative assessment opportunities

Observe students' responses to 'The case of the sleepover secret' clip.

Observe students' recognition of what assertive means and how they demonstrate this.

Review peer feedback provided to partners.



Lesson 2 – when boundaries are crossed

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 continue practising assertive communication and establish protective strategies for if a boundary is crossed with no consent.

- Describe and demonstrate respectful and effective communication to promote leadership, inclusion and collaboration

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Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain how rights and responsibilities contribute to respectful relationships
- Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

Why this learning matters

Students need to continue practising assertive communication, particularly if they do not consent to an activity or if a boundary of theirs is being crossed. If this does happen, students need to apply protective strategies and seek help from a trusted adult.

It is important to normalise help-seeking and build the skills and knowledge that young people need to seek support when needed.

Students need to build skills in peer support and referral, as they may turn to their friends for help due to feelings of embarrassment or fear of getting into trouble.

Teaching advice

In Topic 1, students learnt about their rights. They learnt that rights keep them safe, healthy and happy. Students need to understand that they have the right to create physical, emotional and digital boundaries to keep themselves safe.

Students in Stage 3 may turn to a peer for help. Teachers should emphasise the key message – if a friend confides in you about something serious or unsafe, you are being a good friend by seeking help and telling a trusted adult.

Vocabulary

Tier 2: boundary, assertive

Lesson preparation

- no resources required

Lesson

Learning intention

Students are learning to:

- demonstrate assertive responses and protective strategies if boundaries are crossed.

Success criteria

Students can:

- recognise their right to be safe
- be assertive when denying consent
- seek help from a trusted adult.

Tune in

Introduce skills in focus:
assertive communication



Explain that boundaries are necessary for staying safe, and our bodies often tell us when a boundary is crossed.

As a class, discuss body signals that tell us when a boundary is crossed. Guide the discussion with examples like feeling frozen or unable to move,

wanting to retreat, becoming angry or feeling overwhelmed.

Emphasise that these body signals are important clues that tell us if we are in an unsafe situation. We need to be assertive when communicating our boundaries and denying consent. Remind students that being assertive means to be strong and clear in what we say and do.

Understand

A situation is safe when you and the people around you feel comfortable, protected and in control. It's unsafe when something or someone makes you feel scared, uncomfortable or unsure, especially if there's a risk of harm or you don't know what might happen next.

Explain to students that a safe or unsafe situation can depend on how you feel about:

- who you are with
- what body part someone is touching
- how someone is touching you or how people are behaving.

Things that make a situation safe include:

- the people around you, for example, family, teachers or trusted friends
- an adult you trust knows where you are
- the environment feels comfortable, not scary or confusing
- people respect your choices and personal space
- you can easily ask for help if you need it.

Model skills in focus:
assertive communication



Explain to the class that if we are with a trusted adult, and they kiss us gently goodnight on the forehead, we might feel safe and we might not feel like a boundary has been crossed. However, if we are with a neighbour and they start massaging us, we might feel unsafe and we might feel like a boundary has been crossed.

Model how to be assertive using the No-Go-Tell strategy for a situation where someone is crossing a physical boundary and touching you when you don't

want to be touched. Demonstrate how to assertively (clearly and strongly) say no, followed by where you could go and identify who you could tell.

- **No** – I would say ‘Stop! I don’t like that’, while I look at the person, and hold my hand out firmly.
- **Go** – take a step back and move toward a safe adult or a group of friends.
- **Tell** – I would find a teacher, parent or another trusted adult and say, ‘Someone crossed my boundaries. They touched me when I didn’t want them to. I told them to stop, but I feel uncomfortable.’

Unpack the modelled example to check understanding using the questions provided.

- How does it feel to use an assertive voice?
- Why is it important to tell an adult after saying no and going away?
- Who are the trusted adults you can go to when you feel unsafe?

Explain to students that sometimes their friends might tell them when they feel unsafe or when they are hurt instead of a trusted adult. Emphasise that being a good friend means that they need to be assertive and seek help from a trusted adult to support their friend.

Act and apply

Practise skills in focus:
assertive communication



Read the scenarios that illustrate a boundary is being crossed. Discuss the questions as a class.

Scenario 1 – Lewis: Lewis is at a birthday party. Lots of people have their phones out and are taking photos. Lewis and his friends are standing still for a group photo when suddenly one of his friends pulls Lewis’ pants down. They tell him that the photo is going to be uploaded to Snapchat.

- Has a boundary been crossed? If so, which?

Suggested response

Yes. Physical and emotional boundaries have been crossed, and a digital boundary is being threatened.

- What could Lewis say to his friends and how might he say it?

Suggested response

Lewis should assertively tell them not to upload that photo and that what they did was wrong.

- What could Lewis do next?

Suggested response

If Lewis’ friends do not respect that he has denied them consent to upload a photo of him, he should go and tell a trusted adult.

Scenario – Mai: Some of the Stage 3 kids are playing on the bottom oval. They’re playing a game of truth or dare. They start off with some funny innocent things but then the dares become more uncomfortable. It’s Connor’s turn to be dared and they dare him to kiss Mai. Mai doesn’t want to be kissed but everyone is cheering and pointing. She’s frozen. Connor looks uncomfortable and doesn’t move.

- Has a boundary been crossed? If so, which?

Suggested response

Yes. An emotional boundary has been crossed but the other kids are also wanting Connor to cross a physical boundary too.

- What could Mai say and do?

Suggested response

Support students in understanding that the word no is a strong way to deny consent. Mai should say no, even if she doesn’t feel strong or assertive. Connor should also say no. If Mai or Connor cannot say no, they should go from the situation to somewhere they feel safe and tell a trusted adult. Explain to students that Mai and Connor have the right to feel safe and have their boundaries respected.

- If Mai was your friend and told you what happened, what might you do?

Suggested response

Students need to understand that their role as a friend is to tell a trusted adult. Because this happened at school, encourage them to identify a trusted adult at school who could help.

Scenario – Amir: Amir is new to school and is still learning English. He has gone to the toilet and left himself logged onto his Chromebook. When he returns, his teacher is mad at him because he has posted inappropriate messages and images to their Google Classroom. He can see a couple of the boys in class looking at him and laughing.

- Has a boundary been crossed? If so, which?

Suggested response

Yes. A digital boundary has been crossed.

- If Amir asked you for help, as his friend what might you do?

Suggested response

Their role as a friend is to tell a trusted adult. Because this happened in the classroom, this might be the classroom teacher or another member of staff.

Scenario – Jye: Jye goes on Country with his family to visit his Aunties and Uncles. Sometimes the men go in one direction, and the women go in a different direction. Sometimes he's allowed to go with the men. He told his best friend at school some of the things that he's learnt with his Uncles and older cousins. He isn't meant to tell anyone what happens, but he tells his best friend it's a secret. At lunch time, Jye runs over to his friends at the handball squares and realises that his best friend has told them all about what happens when he goes on Country with his Uncles and cousins.

- Has a boundary been crossed? If so, which?

Suggested response

Yes. An emotional boundary has been crossed. A cultural boundary is also crossed. Some information Jye learns is meant to stay within the family or community only and not be shared with outsiders or beyond trusted people.

By telling his best friend something that is meant to be secret, there is a risk of disrespecting these cultural protocols and the trust of his family. His friend sharing the secret further spreads information that might be sensitive or wrongly understood without cultural context.

- What could Jye say or do in this situation?

Suggested response

Jye could tell his best friend to stop and if he doesn't stop, he should tell a trusted adult.

- If Jye told you what had happened, what might you do?

Suggested response

Students need to understand that their role as a friend is to tell a trusted adult. This might mean telling a trusted adult that Jye's emotional boundary had been crossed by a friend and he needs help.

Teaching note

In many Aboriginal cultures, there are important rules about what can be shared outside the family or community for spiritual, cultural and sometimes sacred reasons, especially about practices and knowledge learned while on Country. Respecting privacy, trust and boundaries around cultural knowledge is a key part of showing respect for the Country and the community. It also helps protect the integrity and sacredness of the traditions passed down through generations.

Explain to students that in all scenarios a boundary was crossed that was either physical, emotional or digital. When boundaries are crossed it's important to use a protective strategy like No-Go-Tell and seek help from a trusted adult. If you see a friend's boundary being crossed, you can help them by seeking a trusted adult too.

Ask students: What might make it difficult for the characters in the scenarios to seek help? What might make it difficult for their friends to seek help?

Evaluate skills in focus:
assertive communication



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we demonstrated how to use assertive communication and protective strategies when our boundaries are crossed. We understand and know our right to always be safe and our boundaries help to keep us safe. If someone crosses the line and makes us feel unsafe, we can seek help from a trusted adult.'

Provide all students a piece of paper for the question box. If students do not have a question, they can write the answer to the following question: What do you think is the most important thing when being assertive?

Formative assessment opportunities

- Observe students' ability to identify emotional, physical or digital boundaries.
- Observe students' ability to demonstrate assertive responses to boundaries being crossed.
- Observe students' understanding of their role as a help-seeking friend.



Lesson 3 – recognising coercion

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 learn to identify coercion and coercive behaviours using scenarios. They will learn to identify and categorise the 4 types of coercion: force, bribes, threats and guilt. Using scenarios, students will practise recognising these manipulative tactics and discuss assertive, safe ways to respond.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online

- Evaluate and apply strategies to respond to emotional or physically unsafe situations

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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Why this learning matters

Research shows that many 14 to 20-year-olds are confused about what healthy boundaries look like. Over a quarter mistakenly believe that controlling behaviours, such as forced physical touch done 'out of love', are acceptable or even signs of care.

Only 22% of young people feel completely confident to take action when they feel uncomfortable, unsafe or disrespected ([Our Watch 2025](#)). This shows a

significant need for education around recognising pressure and knowing how to respond.

Girls, in particular, are at greater risk. They are twice as likely as boys to feel pressured or blackmailed into sexting, highlighting the gendered nature of coercion. This reflects broader societal issues – rigid gender stereotypes often portray men as naturally aggressive and powerful, and women as passive or submissive. These harmful ideas contribute to the higher rates of disrespect and violence experienced by women and girls ([The Line 2025](#)).

It is important for students to be able to identify the warning signs of coercion and to recognise the unsafe nature of it.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

Students will participate in paired reading. Be strategic when pairing students.

Vocabulary

Tier 2: bribe, coercion, guilt, resist

Lesson preparation

- sticky notes
- [Resource 2 – Kanoa and Rhianna](#)

Lesson

Learning intention

Students are learning to:

- recognise coercion and use protective strategies.

Success criteria

Students can:

- understand what coercive behaviours are
- suggest strategies to resist coercion.

Tune in

Introduce skills in focus: assertive communication and refusal skills



Students work in small groups to experience pressure and the body's response to pressure.

Group challenge: each group competes to be the first to answer a question or complete a task. One representative from each group takes part in each round. The winner stays on for the next challenge, while the other groups nominate a new representative to compete.

Allocate a point to the group that wins each challenge. Continue rounds until all students have had a chance to compete for their group.

Questions and tasks should allow demonstration of a variety of skills or knowledge.

Sample questions or tasks could be a maths question, recalling timetables facts, spelling a word or completing a set number of physical movement activities such as hopping or star jumps.

As a class, discuss the following questions:

- What were some feelings and body signals you experienced when it was your turn to complete the task or challenge?

Suggested response

Feeling uncomfortable, stressed, heart beating faster, tight throat, nervous, not wanting to have a turn, not wanting to let the group down, excited, confident, calm.

- Did anyone feel pressure to win for their group when it was their turn?
- Did you feel that the pressure came from yourself or from your group?
- When might people be put under pressure by other people?

Suggested response

When other people try to make them do something they don't want to do.

- What might people do to pressure others into doing something they don't really want to? Can people be pressured in non-physical ways?

Suggested responses:

People might use a range of way to pressure others into doing something they don't really want to. These include:

- using words to persuade or insist. Saying things like 'Everyone is doing it', 'If you don't, you're not a true friend', or 'Come on, just this once!'
- non-physical bullying such as looks and gestures may occur
- making threats or giving ultimatums, such as 'If you don't do this, I won't hang out with you'
- using teasing or name-calling, including making someone feel bad or silly for saying no, like calling them a loser or chicken.
- excluding or ignoring someone by leaving them out of games, conversations or social groups to make them feel left out unless they agree
- trying to manipulate feelings by making someone feel guilty or ashamed for not agreeing, or saying things like 'You don't trust me if you won't do this'
- physical pressure, such as standing too close, grabbing or touching to make someone uncomfortable or force compliance.

Understand

Model skills in focus: assertive communication and refusal skills



Hold up a closed fist and ask if anyone feels that they could get you to open your fist. Ask students to suggest ways to open your fist.

Explain to students that in pairs they are going to try to open their partner's fist, but they are not allowed to touch their partner in any way.

After a minute, have students swap roles and repeat the task. Using sticky notes, each pair records the strategies they to try to open each other's fists.

Introduce the term 'coercion'. Discuss the definition.

Definition

Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do. Coercion usually involves pressure.

Write coercion on the board. Below the word coercion add the following subheadings: force, bribes, threats, guilt.

Definition

Force is defined as making someone do something by using physical power or actions without their agreement. For example, taking a toy from someone's hand without asking or physically pushing someone to do something.

Bribes include offering something valuable like money, treats or gifts to persuade someone to do what you want. For example, saying, 'If you clean your room, I'll give you my dessert.'

Threats include telling someone bad things will happen if they don't do what you want. For example, saying, 'If you don't share your snack, I won't be your friend.'

Using the strategies recorded from the previous activity, students take turns placing the strategies under the appropriate heading.

Discuss reasons for the placement and how each strategy is a form of coercion.

Define guilt.

Definition

Guilt is feeling bad about doing something wrong or not doing something that was expected, for example, you might feel guilty if you break a rule, take the last piece of cake and someone else misses out, or you forget someone's birthday.

Explain to students that guilt can be a natural response but does not necessarily mean that a person is guilty. Sometimes it means that someone thinks they have done something wrong, even if they haven't. For example, if you feel you must do something that you do not want to do just to make someone else happy.

Guilt can sometimes be used to pressure a person into doing something they do not want to do. This includes making someone feel bad or responsible for your feelings to get them to do what you want. Someone might say ‘After all I’ve done for you, you can’t help me now?’ or ‘If you do not come, I’ll be so sad.’

Guilt might be used to make a person keep a secret that should not be kept. People can be made to feel guilty if they were part of the secret, or because someone they know will get into trouble.

Remind students that unsafe secrets are harmful and should be told to a trusted adult.

Practise skills in focus: assertive communication and refusal skills



Teaching note

Discussion of the scenarios in this section of the lesson should emphasise the following key messages:

- coercion involving guilt can be harder to resist and harder to talk about
- coercion involves lack of care and respect for someone’s feelings, safety and personal rights
- coercion is not okay. Talking to a trusted adult will help you to decide what to do about the unsafe situation.

Read the following examples of coercion and answer the questions provided as a class.

Scenario – Costa and Rob: Costa wants to borrow Rob’s new jacket. Rob’s parents told him he wasn’t to lend his clothes to anyone. Costa says that Rob is so lucky because he gets everything he wants from his parents and Costa’s parents never buy him anything. Rob feels guilty.

- What did Costa say that was coercive? How did Rob feel?
- Was that an appropriate response? What should Rob do?

Scenario – Sacha: Sacha went shopping with her friend. On the way home her friend showed her 2 pairs of earrings that she had stolen from a shop. Sacha was shocked. Her friend said that Sacha could have one pair if she never told anyone how she got them. Sacha loved the earrings but later she felt unhappy whenever she wore them.

- What did Sacha’s friend say that was coercive? How did Sacha feel?
- Was that an appropriate response? What should Sacha do?

Scenario – Milan: Milan’s Uncle was fun to be with and took Milan to the movies often. When they were alone, Milan’s Uncle would play a tickling game with him. Lately, Milan felt uneasy about this game. Milan’s Uncle said that Milan had let him do it before so now it was too late to stop. Milan felt guilty because he had enjoyed the game before.

- What did Milan’s Uncle say that was coercive? How did Milan feel?
- Was that an appropriate response? What should Milan do?

Act and apply

Provide students with the [Resource 2 – Kanoa and Rhianna](#) worksheet. Students read the scenario in pairs.

As a class, discuss the following questions in response to the scenario.

- What types of coercion did Rhianna use? For example, force, bribes, threats, guilt.
- What behaviours, actions or words demonstrate the types of coercion? You can highlight the text to show where this occurred.
- How did Kanoa’s feelings change throughout the scenario?
- Which feelings occurred when Kanoa was being coerced?
- What were Kanoa’s feelings telling him?
- How could Kanoa have resisted each example of coercion?
- Who do you think Rhianna is? Why? Why not?
- What do you think Kanoa should have done and should do now?

Evaluate skills in focus: assertive communication and refusal skills



Reinforce and revise:

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt how people might be pressured into doing things they don't want to do. This is called, coercion. Coerion can involve bribes, threats and guilt. We understand that if someone is trying to coerce us to do something we do not want to do and is unsafe, we can seek help from a trusted adult.'

Remind students that their bodies are good at telling them when something is unsafe and they should go and tell a trusted adult. Even if it feels hard to talk about, they need to trust their feelings and seek help.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question: What are the different forms of coercion?

Formative assessment opportunities

Observe students' abilities to identify coercive strategies.

Observe students' responses to discussion about Kanoa and Rhianna.



Lesson 4 – understanding 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

Students will identify some of the actions that make up grooming. They will form an understanding of the tactics used that result in vulnerability and potential sexual abuse.

Students will analyse 2 scenarios showing how a person can be manipulated and isolated. They will focus on how the perpetrator builds trust with the victim and their family, and the specific tactics used.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Evaluate and apply strategies to respond to emotional or physically unsafe situations
- Describe the right to be safe from abuse and identify protective strategies

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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Why this learning matters

Grooming is the deliberate process of manipulating a child and their support network (family, carers, kin) to gain control and ultimately commit child sexual abuse. Child sexual abuse and grooming can occur within families and by other people the child or young person knows or does not know. It can also occur in organisations, clubs (sporting, hobby, community) and online.

Behaviours related to grooming are not necessarily explicitly sexual or directly abusive and may be consistent with behaviours or activities in non-abusive relationships. They can often be difficult to identify and may only be recognised in hindsight. In these cases, the main difference between acceptable behaviours and grooming behaviours is the intent and motivation behind them.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

This learning and the scenarios within it may be distressing to some students. If necessary, alternative activities or options may need to be used for specific students.

Vocabulary

Tier 2: manipulate, pressure, vulnerable, tactics

Tier 3: grooming, coercion

Lesson preparation

- [Resource 3 – guitar lesson scenario](#)

Lesson

Learning intention

Students are learning to:

- analyse grooming to identify manipulative behaviours to build trust.

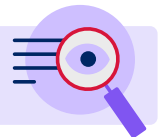
Success criteria

Students can:

- identify grooming tactics
- recognise and explain manipulation
- seek help from a trusted adult.

Tune in

Introduce skills in focus:
self-awareness and help-seeking



Revisit the class definition of coercion created in the previous lesson or provide students with a definition.

Definition

Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do. Coercion usually involves pressure.

Explain to students that actions that are coercive are unsafe and it's important to trust their feelings about people, places and situations. Remind students to use protective strategies like assertively saying 'No', leaving the situation (Go) and seeking help from a trusted adult (Tell).

Adults have a responsibility to keep children safe. However, it's important for children to recognise and identify potentially unsafe situations.

Understand

Model skills in focus:
self-awareness and help-seeking



Explain to students that grooming is when an adult or older person befriends a child and sometimes their family to win their trust. This makes the child vulnerable to being controlled and manipulated leading to potentially sexually abusive situations.

Definition

Grooming is a crime. It is a crime for an adult to have sexual contact with a child. Being groomed is never the fault of the victim.

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](#).

Read the following scenario to the class about Aisha.

Scenario: Aisha and her family have just moved to a new suburb. She has settled into school and has made lots of friends. Her parents have new jobs and sometimes she's left alone at home with her little brother. He's usually pretty good but he can be a handful. Aisha's parents have allowed one of their new friends, an older neighbour, to help her.

He tells her that she is the best big sister a little brother could have and that he can't believe how responsible she is for a young girl. He has never met such a mature and clever girl. This makes Aisha feel proud and grown up. Sometimes he buys her special presents that he tells her to keep secret. Lately, he's asked Aisha to have private conversations in her bedroom away from her little brother. They sit on her bed, and he asks her all about the things she likes. Sometimes he comments on how she looks and has started touching her hair and legs. She thinks she should be able to trust him because her parents do, but she is starting to feel unsafe.

Guide students into recognising the tactics the neighbour is doing that are grooming. Write these actions on the board for students to refer to.

Suggested responses

The friend:

- built trust with Aisha with secrets and presents
- manipulated Aisha to feel different and special by telling her she is the best big sister
- gained the trust of her parents
- isolated her.

As a class, discuss what Aisha should do and identify who Aisha might seek help from.

Emphasise that Aisha is being groomed and she needs to tell a trusted adult.

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

self-awareness and help-seeking



Use the [facts and claims](#) strategy for the next activity.

In groups of 3 or 4, students work together to recognise grooming using [Resource 3 – guitar lesson scenario](#). Students highlight evidence of grooming tactics and explain their thinking.

Bring the class together. Students share what their group recognised as grooming.

Conclude the discussion by reiterating that Misha is being groomed and must tell a trusted adult.

Evaluate skills in focus:

self-awareness and help-seeking

**Reinforce and revise**

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt how grooming might occur through tactics such as manipulation, building trust and isolation. Being groomed is never the fault of the victim. Adults have a responsibility to keep children safe and it's important to always seek help from one of our trusted adults.'

Invite students to share who their trusted adults are in school and out of school.

Reiterate that if they are feeling unsafe, uncomfortable or unsure about something they should always tell their trusted adults.

All students are given a piece of paper for the question box. If students do not have a question, they can write the answer to the following question: What did you find difficult about today's lesson?

Formative assessment opportunities

Observe students’ ability to recognise grooming tactics in the Guitar Lessons scenarios.

Observe students’ ability to identify their trusted adults.

A purple clipboard icon with a white checkmark and three horizontal lines representing a checklist.

Lesson 5 – help from trusted people

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 continues to build on students' abilities to recognise grooming tactics.

Students will respond to unfinished stories of grooming. They will provide advice and support to a fictional character whose friend has disclosed sexual abuse. This will provide students the opportunity to actively rehearse help-seeking, without centring themselves in the abuse.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Identify and explain how to communicate with and seek help from support networks when in unsafe situations
- Evaluate and apply strategies to respond to emotional or physically unsafe situations

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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Why this learning matters

Students need to know what to do and who to talk to if something feels unsafe. They also need to know what support services are available if they are unsure or if something has happened. They have practised saying no in a range of settings both online and

offline, however, they also need to be confident and comfortable when seeking help for unsafe behaviours or sexual advances. Students should feel safe and protected when disclosing what is happening to them.

If students do seek help, they may be more likely to turn to peers, rather than to formal sources like teachers, doctors, wellbeing leaders or psychologists. It is important to build skills for peer support and peer referral, as well as to normalise help-seeking as a legitimate action.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

This learning and the scenarios within it may be distressing to some students. Alter the scenarios if needed or change the lesson to suit the needs of your class.

Students may identify friends as people they trust. This is appropriate, however, support students in their understanding that a trusted adult is going to be the best option for support.

This lesson may be the first time students are introduced to the Kids Helpline. Ensure the website kidshelpline.com.au/kids or contact number 1800 551 800 are displayed. Providing these details early helps normalise help-seeking and ensures every student has a direct pathway to support.

Vocabulary

Tier 2: grooming, suspected, tactics

Lesson preparation

- mini whiteboards or workbooks

Lesson

Learning intention

Students are learning to:

- evaluate why recognising grooming is important for safety.

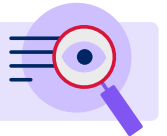
Success criteria

Students can:

- recognise grooming tactics
- describe actions to take if grooming is suspected
- demonstrate help-seeking.

Tune in

Introduce skills in focus:
help-seeking and decision-making



Students identify 5 people they trust.

Some students may identify peers as safe and trusted people. Acknowledge that peers can be trusted people who can help if they feel unsafe. Their trusted peers' job is to seek help for them from a trusted adult.

Students reflect on what these people do that makes them trusted.

- What actions do they demonstrate?
- How do they show they can be trusted?

The focus should be on the behaviours of these people, not on general personality traits such as being kind or happy.

In pairs, students share the behaviours of trusted people, how these behaviours make them feel and what emotions and physical responses they experience. For example:

- a friend checks in when they look upset which helps them feel understood and supported
- a teacher listens without interrupting which helps them feel calm and respected
- a parent notices when they are stressed and helps them talk it out which makes them feel safe and less tense
- a coach gives feedback kindly when they make mistakes which helps them feel encouraged and motivated
- a sibling stands up for them if someone is being unfair which helps them feel confident and relaxed.

Remind students to pay attention to when their bodies tell them whether they are safe or unsafe.

When they are with people they trust, they may feel relaxed and calm. However, their bodies can also provide warning signs like anxiety, confusion, or a feeling that something isn't right. Emphasise that paying attention to these signals is an important step in staying safe

Understand

Model skills in focus:

help-seeking and decision-making



Revise the definition of grooming.

Definition

Grooming involves predators gradually building trust with a child through kindness, gifts, or attention to enable abuse, often starting subtly over time. They target vulnerable kids, desensitise them to touch, and enforce secrecy.

Ask students to recall grooming tactics and write them on the board:

- targeting someone vulnerable, like a lonely child
- building trust through gifts, compliments, or pretending to be a friend
- manipulation by making the individual feel special
- gaining the trust of parents or carers
- isolating the individual from others and keeping secrets or cutting off family and friends
- introducing sexual talk, touch, or content.

Explain to students that these tactics together are what leads to grooming. Because a sense of trust has been carefully built, it is normal for someone to feel confused or unsure if something is wrong. This can make someone vulnerable to being controlled and manipulated and can lead to potential sexual abuse.

It is essential to identify those early feelings of discomfort or confusion—even if the person is someone known. Paying attention to these feelings allows us to use protective strategies as soon as possible. The most important step is to immediately tell a trusted adult. Sharing your feelings early is a powerful way to stay safe and prevent harm. If you feel there isn't an adult you can talk to, organisations like the Kids Helpline are always available to listen and help.

Teaching note

It may be helpful to display the website and the phone number for students to access:

kidshelpline.com.au/kids or phone 1800 551 800.

Students copy and complete the following sentence on their mini whiteboard, identifying 5 trusted people or organisations.

- If I ever feel confused, anxious, uncomfortable or unsafe I can speak to ...

Suggested response

If I ever feel confused, anxious, uncomfortable or unsafe I can speak to my mum, my dad, my teacher, my principal and the Kids Helpline.

Students share ways they might ask one of those people for help to practise what help-seeking sounds like in action. Example help-seeking statement that students can use might include:

- 'Kids Helpline? I was hoping you could help me. I don't feel safe.'
- 'Ms Anderson. I was hoping you'd be able to help me with something that has been making me feel unsafe.'

Allow time for students to practise saying these statements aloud to a partner.

Act and apply

Practise skills in focus:

help-seeking and decision-making



Share the following scenarios as a class. Work together to identify and communicate help-seeking behaviour.

Scenario 1: A friend has disclosed to a peer that an adult they know has been doing things that make them feel uncomfortable and confused. The peer recognises the behaviours they describe are grooming.

- What should that peer do?

Suggested response

Explain to students that if a peer asks for help or shares something that makes them feel worried or unsafe, they must tell a trusted adult. While they might want to talk to another friend about it, doing so can delay the help that is needed.

Support students in understanding that the most effective way to help a friend, especially in cases of grooming or assault, is to immediately tell a trusted adult. Emphasise that being a good friend in these situations means not keeping secrets that could lead to harm, but instead ensuring their friend gets the support and protection they need.

Scenario 2: Lately, someone has started to feel uncomfortable around one of the adults at home. At school, they learnt about grooming and why trusting their feelings early was important.

- What should that person do?

Suggested response

Guide students in understanding that the best way to stop grooming and prevent sexual abuse is to tell a trusted adult. Provide students with the opportunity to apply their help-seeking statements to the scenarios above.

Evaluate skills in focus:

help-seeking and decision-making



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about the importance of seeking-helping early when grooming tactics are being used. If a friend tells us something that is unsafe, we can help by immediately telling a trusted adult. Telling a trusted adult is the best way to stop grooming and preventing sexual assault.'

Ask students to explain why it's important to say something early to a trusted person.

Emphasise to students that there is always something they can do when they feel unsafe and there is always someone they can tell, including parents, teachers, family members and the Kids Helpline.

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question:

- What might make it hard to ask for help in situations that involve grooming?

Teaching note

It is advised that this lesson is followed by a fun game such as Riverbank to dispel any tension in students.

Play Riverbank.

- Students line up along a line or a rope. The side they stand on is the bank, over the line is the river and when they have one foot in the river and one foot on the bank it is called riverbank.
- Start students on the bank and call out river, bank or riverbank in any order.
- Students must jump to the correct spot that was called.
- If students miss a jump or jump to the wrong spot, have them complete a physical activity such as 5 squats or run to a designated place and back before joining in the game again.

Formative assessment opportunities

Observe students' ability to identify people they trust.

Listen to students' help-seeking questions or statements.

Listen to student responses during whole class discussion in concluding activity.



Lesson 6 – online 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

This lesson supports students in their understanding about digital safety. It draws on their skills of recognising safe and unsafe situations and strategies to stay safe online.

Students will recognise and understand what personal information includes and why it should be kept private. They learn ways to keep their personal information secure from unsafe or unknown people online.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Demonstrate and explain how respectful and responsible digital citizen behaviours enhance online safety

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Evaluate and apply self-regulation strategies to manage responses in offline and online situations

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Why this learning matters

All students need to be taught specific technical, personal and social skills to help avoid online predators. Teaching students what is appropriate and inappropriate contact (both online and offline), and encouraging open and honest communication, without shame or stigma, will help to better protect them.

This includes teaching students to understand safe and unsafe behaviours and situations, including being able to identify early warning signs and their body's natural reactions when they feel unsafe, worried or scared.

The [Australian Child Maltreatment Study](#) found that around 1 in 13 children have experienced a sexual image of them being shared without their consent before the age of 18 (this is [image-based abuse](#)), and nearly 1 in 5 have experienced sexual grooming behaviour from adults. These numbers are even higher for girls. Among all the children who experienced [grooming](#) online, 1 in 4 were under 12 years old. This shows how important it is to have online safety conversations from a young age.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

Vocabulary

Tier 2: online, offline, digital, users

Lesson preparation

- Class set of laptops or ipads
- [Resource 4 – my personal online security plan](#)
- A3 paper for posters
- [Act eSafe video \(05:30\)](#) – eSafety Commissioner website

Lesson

Learning intention

Students are learning to:

- create strategies to stay safe online.

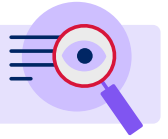
Success criteria

Students can:

- identify risks of sharing private information online
- recognise ways to keep personal information safe
- determine ways to seek help for online problems.

Tune in

Introduce skills in focus:
self-awareness



Watch [Act eSafe video \(05:30\)](#) (eSafety Commissioner).

Ask students: Who else might be able to see Anna's location and what are the risks of sharing your location?

As a class, brainstorm information that should be classified as private. Students should identify the following:

- full name
- date of birth
- address
- school
- photos that have identifying features like school or sport's team emblem
- phone numbers and email addresses.

Explain to students that these are all considered personal information. Personal information could even include their sports team or their favourite park, as this can reveal where they spend their time.

Understand

Model skills in focus:
self-awareness



Use the Jigsaw activity strategy for the following activity.

Introduce the class to the eSafety Kids pages [Sharing photos and my personal information online](#) and [Security and privacy for my device](#). Divide the class into 4 groups to research one of these topics.

- **Group 1 – privacy.** What are 3 things you can do to protect your own privacy and personal information online? What are 3 ways you can show respect for other people's privacy?
- **Group 2 – passwords.** What makes a good password?

- **Group 3 – settings.** What settings should you check on a social media app to make sure only your friends see your posts? Are there any other settings you should check to protect your privacy?
- **Group 4 – posting and sharing.** Describe 3 things that would be okay to post or share on social media. Why are they okay? Describe 3 things it would not be okay to post or share. Why not?

Each group to shares their findings with the whole class.

Act and apply

Practise skills in focus:
self-awareness



Students create a poster to share their findings with the school.

Students complete their [Resource 4 – my personal online security plan](#).

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 evaluated ways to stay safe online recognising that personal information such as full names, school, and location needs to stay private. We created our own personal online security plans to take control of what we share and how to be safe and respectful in the online space.’

Students work through the ‘Privacy and personal information’ module of eSafety Commissioner’s [Be Secure kids’ quiz](#).

All students are given a piece of paper for the question box. If students don’t have a question, they can write the answer to the following question: How do you stay safe online?

Formative assessment opportunities

Observe students’ ability to identify safe sharing of private information online.

Review how students successfully create an online security plan.

Observe student responses during whole class discussion.



Lesson 7 – being responsible online

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

Through a classroom continuum activity, students will critically discuss a range of online behaviours, from talking to friends online to sharing photos without consent and reflect on their own decision-making.

Following a video clip on internet safety, students will identify safe and unsafe actions and collaboratively brainstorm the purpose of age restrictions. The lesson concludes with students creating a video where they demonstrate safe online behaviours.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Demonstrate and explain how respectful and responsible digital citizen behaviour enhance online safety
- Demonstrate how and when to assertively gain, give or deny consent when sharing information online and promote help-seeking strategies

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Evaluate and apply self-regulation strategies to manage responses in offline and online situations

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Why this learning matters

All students need to be taught specific technical, personal and social skills to help avoid online predators.

As they play games, watch videos or use apps, they might come across things that are unsafe or receive messages from people they don't know. Sometimes this can happen by accident, and it's important that children understand this is never their fault and they won't get in trouble for telling someone.

If something online makes them feel scared, unsure or uncomfortable, they should always talk to a trusted adult. It's an adult's job to keep children safe, listen to their concerns, and help them feel safe again.

According to the eSafety Commissioner (2023), 1 in 4 young people have been contacted online by someone they don't know. While many of these messages are harmless, sometimes the contact can be inappropriate, unwanted, or unsafe, even if the child first thought it was okay.

In serious cases, unsafe contact can lead to grooming, where someone builds a relationship with a child to harm or abuse them. This abuse can happen in person, but more often now, it happens entirely online, especially when children are manipulated into trusting someone they have never met.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

During the continuum activity, explain to participants that there is no right or wrong answer and that they are free to change their mind at any time.

Vocabulary

Tier 2: online, offline, digital, users, consent, verify age

Lesson preparation

- two pieces of chart paper
- three A4 pieces of paper, each containing the words 'Safe', 'Not sure' and 'Unsafe'

- [Can Kids Be Restricted from Some Parts of the Internet? – Behind the News \(3:51\)](#) – Behind the News via YouTube
- class laptops or iPads

Lesson

Learning intention

Students are learning to:

- identify and apply strategies to engage responsibly and safely online.

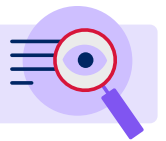
Success criteria

Students can:

- identify safe and unsafe actions
- recognise protective strategies for unsafe online behaviour
- explain the need for age restrictions for certain websites.

Tune in

Introduce skills in focus:
self-awareness and problem-solving



Begin with a [continuum activity](#). Access the [RRE Teaching Strategies resource](#) for guidance on how to effectively implement a continuum 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.

Place the words 'Safe' on one side of the classroom, 'Not sure' in the middle and 'Unsafe' on the other side. Choose statements about online safety below, or use your own, that might suit your class context.

- Talking to friends online
- Liking friends' and family's photos
- Adding people who you don't know
- Accepting friend requests from people you don't know
- Uploading images of friends without their consent
- Commenting on people's pictures
- Posting as someone else
- Changing your date of birth so you can sign up to an app
- Meeting up with online friends
- Uploading photos of yourself

Invite participants to express their thoughts using these questions as a prompt.

- What were you thinking when you moved to the position of safe, unsafe or not sure?
- What influenced your thoughts and decisions?

Invite someone from the opposing position as a way of providing feedback and sharing.

Understand

Model skills in focus:

self-awareness and problem-solving



Watch the clip [Can Kids Be Restricted from Some Parts of the Internet?](#) (Behind the News).

Students identify what is safe to do online and what is unsafe to do online. This can be recorded on chart paper using a [T chart](#).

Examples of safe actions might include communicating with a trusted adult, playing online games with people you know in real life, using parental controls. Examples of unsafe actions might include lying about age, sharing personal information, clicking on unknown links.

Practise skills in focus:

self-awareness and problem-solving



Students think critically to [brainstorm](#) answers to the following question:

- Why do some websites have age restrictions?

To support students, prompting questions may be needed.

- What kinds of things might a younger child see that could be scary or confusing?
- Why do some movies or TV shows have age restrictions? How is that like a website or app?
- Why might there be a need to verify age?

Act and apply

Students work in groups to create a short 'Behind the News' episode demonstrating tips for being safe online. Some things they may cover include:

- asking for permission before going online
- making sure websites they are surfing are age appropriate
- explaining that the people they communicate with are people they know in real life
- always logging off when finished
- telling a trusted adult if something they have seen has made them feel unsafe.

Option: with the permission of students, these short videos might be uploaded to their Google Classroom for peers to view. Once uploaded, students can practise being responsible online by writing respectful comments.

Evaluate skills in focus:

self-awareness and problem-solving



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we identified safe and unsafe actions online and applied strategies to engage responsibly and safely online. We understand why there are age restrictions for some websites and safe actions to take if we see something unsafe online.'

Create a Venn diagram using chart paper to demonstrate being safe online and being safe offline or in real life.

Being safe online might include:

- using passwords
- not sharing your location on posts or photos
- blocking unknown people.

Being safe offline might include:

- sun protection
- wearing a seatbelt
- being aware of your surrounds.

Safety for both might include:

- trusting feelings
- not sharing personal information
- being respectful of boundaries.

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: What's something that you do that keeps you safe online?

Formative assessment opportunities



Observe student responses to discussions and brainstorm responses.

Observe students' tips in the stay safe online video.

Lesson 8 – safely navigating the online space

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 acknowledges the positive aspects of being online while empowering students to critically evaluate online content for safety and factual accuracy. Students will explore concepts such as algorithms and personal agency. They will apply 3 key tips to navigate real-world online scenarios, focusing on making respectful choices. This lesson reinforces the importance of self-respect, peer respect, and the need to double-check information before sharing.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Identify and explain how to communicate with and seek help from support networks when in unsafe situations
- Demonstrate and explain how respectful and responsible digital citizen behaviours enhance online safety

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Evaluate and apply self-regulation strategies to manage responses in offline and online situations

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Why this learning matters

It is important for students to develop critical thinking skills to evaluate information they see online. This not only helps them manage their own wellbeing but also ensures they are not contributing to disrespect or harm in their online communities.

Social media can be a great way to stay in touch with friends, but sometimes it can cause harmful comparisons between students and online personalities. It can be easy for some students to fall into the trap of thinking that the posts they see on social media reflect real life when, most of the time, they are showing a lifestyle that is unrealistic.

By learning to check for facts and recognise unreliable sources, students understand their responsibility to not spread rumours or hurtful information. The pressures from social media are very real and have consequences for anyone using it. Pressures can affect student mental health and how they feel about themselves.

Teaching advice

Review the contents of the question box and decide on questions to respond to and ones that may need to be addressed privately.

Throughout the lesson, remind students that they have agency and control over their online experience. Remind them that they can always choose to log off, walk away and interact with people around them.

Vocabulary

Tier 2: criticise, engage, algorithm, content, agenda, verify

Lesson preparation

- [Zara's story: Tips for navigating social media \(2:25\)](#) – eSafety Commissioner via Vimeo
- student workbooks
- class set of laptops or iPads
- [Resource 5 – Tips for navigating social media](#)
- Add the following link to Google classroom or online classroom platform
<https://www.esafety.gov.au/kids/i-want-help-with/how-do-i-know-if-something-fake>

Lesson

Learning intention

Students are learning to:

- safely navigate the online world.

Success criteria

Students can:

- critically analyse online content including social media posts
- make safe decisions when exploring the internet.

Tune in

Introduce skills in focus:
self-awareness and problem-solving



Revise the positives and benefits of the internet and being online. Ask students: What makes the internet or being online positive?

Possible responses: connecting with friends and family, funny videos, pictures, information about things they are interested in or playing games.

Acknowledge that the internet can be a place where we can experience many positive emotions. However, it is important to know that not everything online is safe, factual or real.

Being online means potentially being exposed to disturbing content or fake news and images. It's important to recognise this and have strategies to keep ourselves safe. Remind students to pay attention to how their bodies are feeling. Even though they're online, their bodies will let them know if the content they view is safe or unsafe.

Understand

Model skills in focus:
self-awareness and problem-solving



Ask students to raise their hands if they have ever seen something fake online before.

- How did you know it was fake?
- What did you do to prove it was?
- Have you ever believed what you saw only for it to be revealed as fake?
- How did it make you feel?
- Why do you think people produce fake content?

Students log onto a laptop or Chromebook and access the eSafety Commissioner's webpage [How do I know if something is fake?](#). Provide students with time to read the information and create a summary for how to spot fake news.

As a class, discuss why it is important for them to be able to identify if something they have read or viewed online is real or fake.

Guide students to conclude that being able to identify what is real and fake content empowers them to think critically to prevent the spread of misinformation, contributing to a safer online community.

Practise skills in focus:

self-awareness and problem-solving



Relate thinking critically online with how they view social media.

Teaching note

Be aware that some students may not have accessed or be familiar with social media, whereas others may have viewed their parent's accounts. The eSafety Commissioner's '[Children and Social Media Survey](#)', conducted in September 2024, revealed that 84% of children aged 8 to 12 had used at least one social media or messaging service since the beginning of the year. This was despite being under the age limit of 13+ (except for children using Family Link YouTube accounts, who are not breaching the age policy). (eSafety Commissioner (n.d.))

Students [brainstorm](#) a list of social media apps they know or have heard about.

Acknowledge that social media is a great way to interact with friends, family and maybe our favourite online personalities. However, like fake news, social

media posts need to be looked at critically. Present the following scenarios to students:

Scenarios

- Riley uses his mum's phone to look at Instagram and YouTube. He doesn't follow any of his friends or family, he only uses it to look at the cars he likes. Riley does not realise it, but sometimes he's on the apps for over an hour. Lately, he notices that the car videos and reels have been replaced with muscular guys working out at the gym who talk about how to be a 'real man'. It makes him feel confused, anxious and insecure about his body.
- Lucy has just been given a phone. All her friends are on social media, and they pressure her into creating a profile. Every afternoon, before her parents get home, she is in her room scrolling. Everyone on her 'For You' page looks so beautiful and perfect. Their faces look so smooth, their eyelashes are long, they've got the nicest clothes and shoes. Not just that, everyone seems to be somewhere cool, while she is just sitting at home. Lucy decides to create her first video. She uses filters to adjust her face, so she looks just right. Just before she posts, she looks at it and then looks at herself in the mirror. It upsets her. Why can't she look like her filtered version in real life?

Students reflect and think critically about both scenarios.

- What has happened to both characters? How has social media affected them?

Watch Zara's story: [Tips for navigating social media \(2:25\)](#).

[Think-Pair-Share](#) the following questions.

- What is an algorithm and how does it affect what we see?
- The video suggests that if something online makes you feel uncomfortable, you don't have to engage with it. What are some actions you can take instead?
- Which of Zara's 3 tips do you think is the most helpful and why? Display [Resource 5 – Tips for navigating social media](#) for students to refer to.

Tip 1: remember social media is powered by algorithms.

Tip 2: remember that everyone has an agenda.

Tip 3: if in doubt, double-check.

Students work in small groups. Using Zara's 3 tips, groups reflect on the 2 scenarios of Lucy and Riley.

Use the following questions to prompt student discussion.

- How did Riley end up exposed to and engaging in content about working out and being a 'real man'?
- Why was Lucy's 'For You' page full of influencers who looked a certain way and had a certain kind of lifestyle?
- Who or what might be contributing to the content both characters were seeing?
- What do you think the characters should do next?

Act and apply

Display the 3 tips for students and have them decide the safest way to navigate the following situations. Students should record their responses to the scenarios.

- You see a headline that says something shocking about your favourite online personality. It makes you feel upset and worried, but you have not seen it on any other news sites. What could you do to verify the news?
- Your social media feed is full of posts from a few influencers showing off a 'perfect' life. It makes you feel bad about yourself and what you do not have. What is a protective strategy you could use to keep yourself safe from seeing this?

- Your friend sends you a screenshot of a funny-looking photo of another student in your class. The photo was taken without their permission, and a caption underneath makes fun of them. Your friend texts, 'This is hilarious, we have to share this!' Which tip might you use in this situation? What could you do next?

Students share their responses with the class.

Evaluate skills in focus:
self-awareness and problem-solving



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we explored how to safely navigate the online world by becoming critical of the information we view and share. We used 3 tips from the eSafety video to help us question what we see and read. This empowers us to make safer, more informed decisions whenever we explore the internet.'

Close the lesson by discussing the following questions as a class:

- What should you be aware of when navigating online?
- What can you always do if you see something that makes you feel unsafe?

All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question: What are some steps you'll take to keep yourself safe online?

Formative assessment opportunities

Observe student responses during Think, Pair, Share.

Review student responses to the scenarios.



Resource 1 – setting boundaries scenarios

Students work in pairs using the scenarios to practise assertively communicating their boundaries or asking for consent to cross a boundary.

Setting boundaries	Asking for consent
Partner A: setting an emotional boundary You've told a friend a secret, but you didn't tell them not to tell anyone. At lunch time, they start telling the other people in your group what you had told them.	Partner B: asking if it's okay to share a secret with another person.
Partner A: setting a digital boundary Your friend has taken a photo of the 2 of you and wants to upload it. You didn't realise that they wanted to do that, and you don't want everyone to see it.	Partner B: asking if it's okay to upload a photo to the internet.
Partner A: setting a physical boundary Your friends want to play a game of tips, but you hate it because the game always ends up turning rough. As much as they love it, you hate it.	Partner B: asking friends to play a game of tips.
Partner A: setting an emotional boundary You're trying to figure out a problem independently. You know you're close. A well-meaning classmate keeps trying to tell you the answer or do it for you.	Partner B: asking if you can help a friend who is having trouble with a word problem. You know what the answer is.
Partner A: setting an emotional boundary A couple of your friends are laughing and talking badly about another friend behind their back. They want you to join in.	Partner B: asking an upset friend if they need a hug.

Resource 2 – Kanoa and Rhianna

Kanoa had many friends on his social media app. He didn't know them all but kept his personal information private so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird but he sent one.

Rhianna said he was super cute and she loved the photo and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency and they wanted to pay him for more photos and could he send some soon.

Kanoa felt pretty good thinking that he was good enough to be a model and he was excited about being paid for his photos. He really wanted some new shoes that all his mates had and thought about how he could buy them if he was making money.

Kanoa decided to send another photo to Rhianna and asked when he would get paid. Rhianna replied and said the modelling agency needed a few more photos to set up a profile for Kanoa and then he could start making money. Rhianna sent a few photos of other boys showing the types of photos the modelling agency were after. The photos made Kanoa feel very uncomfortable, he didn't want to take the types of photos Rhianna had sent him. Rhianna said that he could make

really good money and that if he gave her his address the modelling agency would send a little bit of money for the first photo. Not long after Kanoa received \$20 in the mail with a letter that said the photos were good but the agency needed more.

The next time Kanoa was online, he saw he had missed a lot of messages from Rhianna. They were all about the money the agency had sent and how they were getting impatient and needed the photos or they would find someone else. Kanoa thought about it and decided the photos they wanted were not ok and he didn't want to do it anymore, even though he'd get money for it. Rhianna sounded really angry in her next text and told Kanoa he had wasted her time and made her look bad with the modelling agency. She said if he could just send one more photo then she might be able to get him more time. Kanoa didn't want Rhianna to feel bad and he wanted her to like him. He decided one more photo wouldn't hurt. Kanoa sent the photo but it didn't feel right. He regretted sending it instantly and he felt sick in the stomach.

Kanoa decided that he wouldn't send anymore photos. Rhianna was really happy that Kanoa had sent her the photo and wanted more. Kanoa said he couldn't do it anymore. Again, Rhianna got angry but Kanoa still said no.

The next message Kanoa got from Rhianna made his body freeze. Rhianna said that if Kanoa didn't send the photos the agency wanted then they would send his photos to his parents. Kanoa didn't know what to do.

Resource 3 – guitar lesson scenario

During the school holidays, Misha and her family went to a fair and watched some live music. One of the performers played the guitar and offered private lessons.

Misha was excited about this and asked for one of his flyers so that she could show her parents. The guitarist commented on how long and perfect her fingers were, that they'd be perfect for playing the guitar. Misha looked down at her fingers and felt proud and special. He told her she'd be an excellent musician, especially with his help.

Once a week, the guitar teacher would go to Misha's house, and they would have their lessons. Sometimes he brought her parents coffees or cakes from the fancy bakery in town. Her parents really appreciated these sweet treats. He and Misha initially had their lessons in the lounge room, but he insisted they move into her bedroom. Misha was just too distracted by everything and everyone in the lounge room. Sometimes her parents left the house and left them alone. They felt that they could trust him. This made Misha so happy. She liked when it was just the 2 of them because he made her feel like she was the most important person in the world.

Sometimes he would send Misha private messages on her phone telling her that he was thinking about her and that she was his special student. Lately, he's been asking her for photos of her. At first, he asked her for just selfies because he was missing her, but now he's asking for photos of her with no clothes.

This makes Misha feel uncomfortable and she doesn't want to. But she also doesn't want to let him down. Especially when she knows how much she means to him.

Resource 4 – my personal online security plan



Privacy and personal information

When I get a new app, what settings should I check?

What is a safe username I could use online?

What information do I need to keep private?

How can I make a strong password?

Who can I ask to help me check and update my settings?

What are 3 things I can do to respect the privacy of others online?

When is it safe to share my location on a game or other apps?

This resource has been adapted from the eSafety Commissioner resource [Be Secure](#) under [CC-BY 4.0](#). The Be Secure online safety and security suite has 5 topic-based activities that can be explored separately or delivered as a whole unit.

Resource 5 – tips for navigating social media



Social media is powered by algorithms

‘What am I seeing, and why?’

The algorithm shows us content it thinks we’ll like, but it might not always be positive or respectful.



Whose agenda?

‘Why did this person post this?’

Influencers, friends or others might have an agenda, like wanting more followers or starting an online debate.



Double-check

‘Is this real, and should I share it?’

It’s everyone’s responsibility to keep a critical eye on what they’re engaging with.

References

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S3 – Topic 3:

Beyond the line – understanding bullying, discrimination and extremism

Lesson 1 – we are all different

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 complete a profile of themselves to be displayed in the classroom. It will explore different aspects of their identity and who they are. They will reflect on ways they want to be treated and how they should treat others. Students will recognise that their shared commonality is diversity.

This learning lays the foundations for how to interact, how to feel good about ourselves and how to respect others.

- Explain how rights and responsibilities contribute to respectful relationships
- Explain and apply strategies to manage changes respectfully in relationships

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

Why this learning matters

Someone's sense of identity is one of the basic contributors to their health and wellbeing. It impacts their 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 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

Continue using the question box strategy that was introduced in Topic 1, Lesson 1.

Some students may have experienced discrimination. Ensure that you acknowledge their experiences and follow school policies and procedures.

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

In this lesson, students will be asked to complete personal profiles, which will require them to describe their physical appearance, family structures and values. Keep in mind that this may be confronting or sensitive for some students. Edit or adjust the profile to suit the needs of your class.

Offer students the option to record their responses digitally if needed.

Vocabulary

Tier 2: unique

Tier 3: discrimination, stereotype

Lesson preparation

- [Discrimination \(3:52\)](#) via YouTube by ABC's Behind the News
- [Resource 1 – personal profile](#)
- [Resource 2 – example personal profile](#)
- mini whiteboards

Lesson

Learning intention

Students are learning to:

- value the unique identities of others.

Success criteria

Students can:

- recognise similarities and differences
- identify discrimination.

Tune in

Introduce skills in focus:

self-awareness, social awareness
and empathy building



As a class, [brainstorm](#) responses to the following questions:

- What is identity?
- What does it mean?

Definition

Identity refers to all things that define who an individual is. Identity is shaped by a person's strengths, values and culture.

It is how someone sees themselves and how they choose to show themselves to others.

Students explore parts of their identity by completing [Resource 1 – personal profile](#). Use [Resource 2 – example personal profile](#) to model how to complete the profile.

Understand

Model skills in focus:

self-awareness, social awareness
and empathy building



Using mini whiteboards, students draw 2 columns with the headings 'similar' and 'different'.

Students participate in a [gallery walk](#) to view each other's profiles and learn more about their peers.

Students record a tally mark on their mini whiteboards when they identify something that is similar or something that is different to their own profile.

Once completed, students use the questions provided to undertake a [Think-Pair-Share](#).

- What do you notice about your similar and different data?
- What do you notice about how you want to be treated, how you want others to treat you and how others in the class want to be treated?

Support students in understanding that most people want to be treated with respect, fairness and want to be included – nobody wants to be disrespected, treated unfairly or excluded from anything.

Teaching note

The values of respect, fairness, and inclusion are woven throughout this topic. Using this question to frame how students treat others and how they wish to be treated, provides students with the foundational learning to support their understanding of more complex value-based discussions in upcoming lessons.

Highlight to students that although they may have many similarities, they also have many differences. One thing everyone has in common is that they are all different. Differences are what makes everyone unique.

Explain to students that some people use differences to exclude or discriminate against others.

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 (for example, religion).

Watch [Discrimination \(3:52\)](#) from the ABC's Behind the News via YouTube.

Use the following questions to check for student understanding.

- What form of discrimination was being reported on?

Suggested response

The video reported on racism.

- Do you know of any other forms of discrimination?

Suggested response

Other forms of discrimination include sexism, ableism, ageism, homophobia, classism or religious discrimination.

- How would it feel to be discriminated against for part of your identity?
- What would you do if you or someone you knew was being discriminated against?

Suggested response

Everyone has the right to communicate their boundaries regarding how they are treated. If the treatment continues and they feel unsafe, students should use No-Go-Tell and seek help from a trusted adult.

Act and apply

Practise skills in focus:

self-awareness, social awareness and empathy building



Students work in groups of 2 or 3 to evaluate the following scenarios.

Teaching note

If students identify stereotypes within the scenarios, encourage them to reflect on how those labels can lead to unfair treatment. Highlight that discrimination often begins with a stereotype.

Scenario 1: A few high school students are running a technology session in the primary school. To help set up, they ask Stage 3 for volunteers but only choose the boys who have their hands up. One of them shrugs and says, 'boys are just easier because they are better with technology.'

- What kind of discrimination is this?
- If you were there, how would you expect everyone to be treated?

Support students to recognise that they would want to be treated with respect, fairness and for everyone to be included despite their gender.

Scenario 2: On the playground the students are lined up for a game of soccer. Nobody ever chooses Jack because they think he is only good at maths and science so he can't be good at sport. Some of the students tease him, saying he should go play with his calculator. Jack knows the other students are saying this because he is Asian.

- What kind of discrimination is this?
- How do you think Jack wants to be treated?
- How should Jack be treated?

Scenario 3: Maria's religion doesn't believe in Christmas, but her family says she's allowed to participate in all school activities and celebrations. Some of the kids in her class know she doesn't celebrate Christmas, but they still ask her to join in on their performances. Her group of friends include her in Secret Santa.

- How are Maria's friends treating her?

Evaluate skills in focus:

self-awareness, social awareness
and empathy building



Students share examples of how they might show respect or fairness, or how they might include others on the playground.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about our identity – the things that make us who we are. We recognised that while we share many similarities, our differences are what make us unique. Most importantly, we learned that everyone wants to be included and treated with fairness and respect.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: How might someone feel if they were discriminated against based on who they are – their identity?

Formative assessment opportunities

Observe students' ability to identify what makes them unique in their personal profiles.

Listen to student response to their similarities and differences.

Observe students' ability to identify discrimination and how it may be countered through respect, fairness or inclusion.



Lesson 2 – my strengths in action

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 identify their personal strengths and explore how these strengths can be used to de-escalate situations, protect themselves or support a peer.

This lesson bridges prior learning about boundary-setting and agency, building a foundation for understanding values. This lesson is foundational for upcoming learning about being an upstander.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain how stereotypes can influence relationships and the wellbeing of individuals and groups
- Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Explain how emotional responses to situations can impact decision-making and relationships

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

Students need to recognise that they have personal attributes and strengths that can be applied across a range of situations. They have agency and choice to advocate for themselves and others.

A strong sense of personal identity, combined with an awareness of their strengths, acts as a protective buffer. It enables students to challenge other people's actions that may negatively impact wellbeing (either their own or that of someone else). Without an understanding of their own strengths, students are less able to create safe environments for themselves or effectively support their peers.

Teaching advice

Prior to the lesson, ensure you familiarise yourself with the character strengths provided in the resources and prepare examples to support students to develop their vocabulary.

This learning may challenge some students' personal beliefs. It is important to shift the focus from personal feelings toward the need to respect rights of others. It may be helpful to remind students that everyone has personal boundaries, and it is everyone's responsibility to ensure those boundaries are respected.

Vocabulary

Tier 2: advocate, agency

Tier 3: inclusion, discrimination

Lesson preparation

- [Resource 3 – my strengths](#)

Lesson

Learning intention

Students are learning to:

- advocate for themselves and their peers.

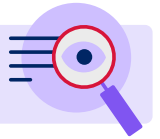
Success criteria

Students can:

- identify discrimination in action
- use protective strategies
- apply personal strengths to a range of scenarios.

Tune in

Introduce skills in focus:
self-awareness and problem solving



Connect to previous learning about identity by reminding students that everyone is made up of many parts, including personal strengths. Explain that these strengths influence how people think, feel and behave, and guide the choices they make every day.

Display [Resource 3 – my strengths](#) and provide students enough time to skim and scan the words.

Introduce students to a fictional character named Ash who is in Stage 3. Guide students to recognise Ash's strengths.

- Ash always tells the truth, even if they know they might get into trouble. What strength might this be?

Suggested response

Honesty

- They can find ways to make others laugh. What might this strength be?

Suggested response

Humour

- Ash notices a flower in a field of weeds. What might this strength be?

Suggested response

Appreciation of beauty

- Ash always tries to speak up – even when they know it's going to be hard. What might this strength be?

Suggested response

Bravery

- Ash is a sports captain and leads one of the sports houses. What might this strength be?

Suggested response

Leadership

Provide students with their own copy of [Resource 3 – my strengths](#). Students mark the strengths that they identify within themselves.

Teaching note

It may be helpful to have anecdotal statements to support specific students who may struggle to recognise their own strengths. For example, 'I think one of your strengths is [example] because the other day I saw you ...'

Understand

Model skills in focus:
self-awareness and problem solving



Model how students can use their strengths to advocate for their rights and those of others.

Definition

Advocate means to speak out or act on behalf of yourself or another to ensure they feel respected, are treated fairly and feel included.

Explain to students that on any normal school day Ash uses their strengths to advocate for themselves and others.

Scenario – Ash: Ash used to have a different name but is much happier with the name Ash – they feel like it fits their identity more than the name their parents gave them when they were born. Ash has an older relative that keeps calling them by their old name – the relative doesn't believe that Ash should be allowed to change their name.

- What strength could Ash use to advocate for themselves in this scenario?

Teaching note

Some students may hold personal beliefs about gender identity and naming. It is important to support students in understanding that everyone, including themselves, deserves respect. Ash has the right to establish boundaries that support respect, fairness and inclusion.

Ash has a best friend who likes doing the same things they do. He plays soccer, likes swimming and listens to the same music as Ash. Sometimes when they play on the oval other kids tease him because his name is

different – they mispronounce his name or rhyme it with other words. Ash knows this upsets him, so Ash starts rhyming their own name with other words to make them all see how ridiculous it is to do that and they stop. Ash tells them that there is no racism on the school playground and if it continues, they'll seek help from a teacher.

- What strengths is Ash using to advocate for their friend?

Suggested response

Ash is using their strength of humour to show others how silly it is to tease someone about their name. Ash is also using leadership to enforce boundaries and rules for playing on the oval

Students use a [Think-Pair-Share](#) strategy to explain which of their strengths they would use to advocate for Ash's friend.

Reiterate that someone's personal strengths can be used in different ways to advocate for themselves and others.

Act and apply

Practice skills in focus:
self-awareness and problem solving



Students work in pairs to role-play their strengths in action. Students provide feedback on whether they advocated for someone to be treated with respect, fairness or inclusion.

Scenario – Cameron: Cameron has a helper who comes to school during the day and uses sign language to help him. Some students feel uncomfortable around Cameron because his helper is always there and they feel weird trying to talk to him, so they just don't bother. During play time, he watches the other kids playing chess.

- Which of your strengths could you use to include him?
- Demonstrate the actions and words you would use.

Scenario – Eva: During a group activity, you notice that every time Eva speaks, the other kids in the group ignore her. She tries to participate but when she picks something up, they all tell her she's doing it wrong. You're not sure if they're doing it because she's the only girl in the group but you've also

noticed that when she's not close enough to hear, the other kids mock her because she has an accent.

- Which of your strengths could you use to advocate for Eva?
- Demonstrate the actions and words you would use.

Provide students with the opportunity to demonstrate their skills to the class.

Evaluate skills in focus:
self-awareness and problem solving



Ask students the following questions:

- Do you think one strength is more important than another?
- How did you pick which skill to use?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about what it means to advocate for ourselves and others. Advocating means taking action to ensure that we, or others, feel respected, are treated fairly and feel included. We learnt that we can take action using our personal strengths.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: Which skill do you think you use the most and why?

Formative assessment opportunities

Observe students' ability to identify their strengths

Observe students' ability to advocate for themselves and others using their personal strengths



Lesson 3 – my connections and their influence

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 continue to build on their understanding of identity, exploring how it is shaped by family, friends, clubs, schools and online communities.

By identifying their strongest connections, students will analyse how these influences directly impact their choices and behaviours. To apply this learning, students will complete a worksheet mapping their connections to reflect on how these relationships guide their decision-making.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing
- Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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

By studying how others connect to different places and groups, students move beyond their own perspective – a crucial step in reducing prejudice and building a respectful school culture. When

a student understands how and why they make their decisions, they gain the agency to make more intentional choices.

A key component of this work is recognising the deep connection Aboriginal and Torres Strait Islander peoples have with Country, which fosters a lifelong sense of responsibility toward the environment, history and culture.

Teaching advice

For students to grasp what Country means, it may be useful to watch the [Connection To Country -BTN Special \(22:00\)](#) from the ABC's Behind the News via YouTube.

Choose an appropriate and contextual video from [This Place](#) by ABC Education.

Whenever possible, prioritise resources or guest speakers that depict the unique connection Aboriginal students have to the specific Country on which your school stands, as this fosters a direct and tangible sense of local custodianship.

Vocabulary

Tier 2: influence, agency

Lesson preparation

- [Resource 4–connectivity](#)
- [Connection To Country -BTN Special \(22:00\)](#) via YouTube by ABC's Behind the News (optional)
- Selected video from [This Place](#) by ABC Education

Lesson

Learning intention

Students are learning to:

- evaluate connections and their influence.

Success criteria

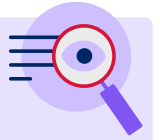
Students can:

- identify who they have the strongest connections with

- explain how their connections might influence actions
- make choices and actions to keep safe connections.

Tune in

Introduce skills in focus:
self-awareness, problem-solving
and decision-making



Play your chosen video from ABC Education [This Place](#) or from your own school resource.

Students [brainstorm](#) why the connection to people, groups, Country and places is important. Example responses might include friendship, support or knowledge sharing.

Teaching note

Country is the term often used by Aboriginal peoples to describe the lands, waterways and seas to which they are connected. The term contains complex ideas about law, place, custom, language, spiritual belief, cultural practice, material sustenance, family and identity.

Unpack [Resource 4–connectivity](#) with students. Explain that their connections with people, groups, communities and places is like a Wi-Fi signal.

As a class, discuss what a strong Wi-Fi connection looks like as opposed to a weak connection.

Suggested responses

In a strong-signal friendship or relationship, you feel respected, included and energised after spending time together. A strong connection includes:

- a reliable signal. You can count on each other. You show up, keep promises, and check in without being reminded.
- clear, fast communication. You say what you mean, listen well and sort out misunderstandings quickly. You don't have to "buffer" every sentence.
- secure network. You feel safe sharing feelings and mistakes, knowing they won't be used against you or spread around.

- good coverage. You stay connected even when life is busy or hard; distance or time doesn't instantly drop the friendship.
- low interference. Jealousy, gossip or competition don't constantly get in the way. If they appear, you name them and work through them.

Suggested responses

In a weak-signal friendship, you often feel confused, lonely or drained – even when you're technically 'connected.' A weak connection looks like:

- dropped signal. The person is there sometimes and vanishes at other times. Plans are often cancelled or forgotten.
- lag and glitches. Messages are ignored or answered days later, important topics are dodged and small issues turn into big conflicts.
- unsecure network. You hold back because you're not sure your secrets or feelings are safe. Trust feels patchy.
- limited coverage. The friendship only works in certain situations (for example, at school or work) and 'disconnects' when things get difficult.
- lots of interference. Drama, put-downs, gossip or one-sided effort constantly disrupt the connection.

Students reflect on the metaphor using the questions provided.

- In your life, which relationships or people feel like full-bars Wi-Fi?
- Where do you notice low-bars or dropping out, and what might strengthen or reset that connection?

Model how to complete Resource 1 – connectivity using fictional student, Ash.

People

- The people Ash feels the strongest connection to are their dad, brothers and grandparents. They influence how Ash might make decisions about people, situations and places.

Action

Write these names on the fourth bar – the people they have the strongest connections with.

- Ash feels a strong connection with their friends too but not as strong as their connection with family. They feel the same way about their

teacher and their coach – they are both trusted adults for Ash, but they don't feel as strong a connection with them as their family.

Action

Write these names on the third bar.

- Ash follows some people who make online content. They watch their videos and they think they're cool but there's no way they'd use them as a point of reference when an important decision was being made. They're only connected based on having the same interests.

Action

Write these names on the first bar.

Ask students who might be on the second bar for Ash.

Groups and communities

- What are some groups Ash might have a strong connection with?

Suggested responses

Ash might have strong connection with Mob, friendship groups, religious groups, sports teams and school community.

Discuss with students where these groups might go on the resource.

Places

- What are some places Ash might have a strong connection with?

Suggested responses

Ash might have strong connection with where they were born, home, school, where they shop, where they like to eat, sporting fields and the beach.

Provide students with [Resource 4 – connectivity](#) to complete.

Understand

Model skills in focus:
self-awareness, problem-solving
and decision-making



Explain to students that the connections they have with people, groups and places can influence how people approach different situations and sometimes even the choices that they make. Maintaining

connections with people, groups and places can be compared to how someone might maintain a strong Wi-Fi connection; nothing blocking the way, closeness and a steady two-way flow of communication.

Students use a [Think-Pair-Share](#) strategy for Ash using the following scenarios.

Scenario 1

- Ash and their friends are outside playing on Country. One of them grabs onto a tree branch and starts pulling, ripping the branch from the tree. A few of the others start to join in. When they try to get Ash to join in, they say no and to stop. Ash's Elders taught them that being on Country means respecting Country.
 - How did Ash's full bars of connection to Country and family influence their decision?
 - Between Ash's connection to Country and family, and their connection to friends, which was stronger?
 - If the connection or signal was weak, would they have joined in?

Scenario 2

- Ash likes a fitness influencer but notices the influencer sometimes says racist or sexist things. Ash remembers their coach, who always prioritises inclusion and fairness, and decides to close the app and disconnect.
 - Whose connection and signal was stronger and had more influence on Ash here?
 - Which connection would Ash want to maintain and keep strong?
 - Why did Ash choose to disconnect?

Remind students that their connections can influence their choices, but they also have agency.

Definition

Agency is having the right to make choice. Agency develops independence, self-esteem and wellbeing.

Act and apply

Practise skills in focus:

self-awareness and problem-solving



Students return to [Resource 4 – connectivity](#).

Students identify what can sometimes block a strong connection. For example, being distracted by their phone when they're with family is a blocker. A way to reconnect might be to leave their phones in their bags or in another room.

Students write down one specific action they will take to strengthen a connection.

Evaluate skills in focus:

self-awareness, empathy



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about how connections we have with people, groups and places can influence our decisions and our responses. We identified ways we can manage and maintain strong connections but also identified that we can still maintain boundaries and disconnect when we need to.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: Out of all your connections, which is the most important to you? How do they help you when making decisions?

Formative assessment opportunities

Observe students' ability to recognise connections to people, places and groups.

Observe students' ability to identify how stronger connections and more influence on choice.

Read student responses to strengthen and maintain strong connections.



Lesson 4 – applying our values

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 learn how values like respect, fairness and inclusion can be used to challenge the harmful or hurtful beliefs (prejudices) that can lead to discrimination.

Students will use scenarios to identify the prejudice and values that can lead to a changed belief.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain and apply strategies to manage changes respectfully in relationships

- Apply strategies to enhance protective and upstander behaviours in unsafe or risky situations offline and online

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Evaluate and apply self-regulation strategies to manage responses in offline and online situations

[Personal Development, Health and Physical Education K-6 Syllabus](#)
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Crown in right of the State of New South Wales, 2024.

Why this learning matters

Challenging discriminatory and prejudicial beliefs is important for building respectful, inclusive communities. Grounding students in the values of respect and fairness empowers them to navigate the complexities of questioning inherited beliefs. This critical thinking fosters the confidence needed to advocate for the wellbeing of themselves and others.

Teaching advice

This learning connects the previous lessons of connections and influence and personal strengths. It may be helpful to show students Resource 3 from Lesson 2, and Resource 4 from Lesson 3.

Some students may have experienced bullying and discrimination based on race, ability or gender. It is important to acknowledge these experiences and to follow the school's behaviour policies and procedures when addressing this.

If not provided by students, indicate responsible actions that they could take to ensure safety or health, and acknowledge that carrying out some of these actions may be difficult.

Vocabulary

Tier 2: influence, inclusion, agency, advocacy

Tier 3: prejudice, discrimination, stereotype

Lesson preparation

- nil

Lesson

Learning intention

Students are learning to:

- apply the values of respect, fairness and inclusion.

Success criteria

Students can:

- recognise prejudice in scenarios
- identify values in action.

Tune in

Introduce skills in focus:

social awareness and empathy building



Unpack with students that the values and beliefs people hold are often influenced by the people or groups that they have the strongest connections with.

Teaching note

Optional: refer to [Resource 4 – connectivity](#) from Topic 3 – Lesson 3 where students identified people, groups and places they have strong connections with.

Remind students that the stronger the connection, the more influence that connection has on someone's values and beliefs.

Definition

Values are inner rules that guide people's actions. Values are the important things people know are right and wrong, and people use their values every time they decide how to treat others.

Beliefs are the ideas and thoughts people have about themselves and others. These thoughts are shaped by people's family, Mob, friends and experiences.

While values tend to stay the same, people's beliefs can change.

Explain that sometimes a belief can be challenged by the values someone has.

Write 'values', 'respect', 'fairness' and 'inclusion' on the board. Students use a [Think-Pair-Share](#) to define and provide an example for each.

Explain that using values allows people to advocate for themselves and others.

Definition

Advocacy is when someone speaks up or takes action to support themselves or others.

Understand

Model skills in focus:

social awareness and empathy building



Explain to students that some people hold prejudicial views that can lead to discrimination. Discrimination includes actions and behaviours that are disrespectful, unfair and exclusionary.

Definition

Prejudice comes from pre-judging. It is an unfounded belief regarding a group or individual that is unfavourable and based on ignorance, fear and misinformation.

Prejudice is the belief and discrimination is the action.

Teaching note

Prejudice can be linked to certain stereotypes. Some students may be able to make this connection independently.

Read the following unfinished stories where a character's prejudices are challenged. Students match the behaviours to one of 3 values, titled 'respect', 'fairness' and 'inclusion'.

Unfinished story 1 – Luka: 'Luka has been watching content online from a creator who posts hateful videos about a specific religious group. The creator believes that this group is 'taking over' and is trying to force their beliefs on everyone. Luka really liked this creator – they used to post videos about fishing. Luka has a mate who is part of that religious group and is nothing like the creator describes.'

Support students to identify what beliefs Luke is challenging, and which values he uses to do so. Support student to identify the actions Luka can take to show respect, fairness and/or inclusion.

For example, Luka's values of fairness and respect conflict with the beliefs shared by the content creator. Luka's experiences with his mate provide him with the evidence that the creator's claims are untrue.

Luka can show respect and use his agency to unfollow the creator. He could ask a teacher or parent to report the creator to either the video platform or to eSafety because he knows that the video is unfair, disrespectful and not inclusive – it could cause hurt or harm.

Unfinished story 2 – Misha: 'Misha sees Kyle at dance group and then sees him skipping with the girls at recess. She thinks it's strange for him to be doing the things she likes because she believes boys

should only play rough games or contact sports. Misha ignores Kyle and pretends she can't see or hear him, even when he tries to talk to her. Lucy calls Misha out, reminding her that she plays football and asks her how she'd feel if her team decided that girls didn't belong on the football field. Misha realises that she was being unfair and makes an effort with Kyle.'

Support students to identify which value Lucy used to challenge Misha's beliefs.

For example, Lucy challenges Misha's belief that boys are limited to specific activities. The idea that boys should not dance and should only participate in rough sports is a gender stereotype. By advocating for Kyle, Lucy used the value 'inclusion' to challenge Misha's belief. Consequently, Misha realised her belief was unfair and used her agency to change her beliefs.

Act and apply

Practise skills in focus:

social awareness and empathy building



In groups of 2 or 3, students evaluate how the values of respect, fairness and inclusion can challenge prejudice. Remind students that they can also advocate for themselves and others using their personal strengths.

Scenario 1: Georgie has a condition that makes it hard for her to move around. At playtime, you notice a group of students ignoring her because they believe she can't play properly. Georgie is standing by watching and you can tell she wants to join in.

- What belief can be challenged in this scenario?
- How can you advocate for Georgie using the values of respect, fairness and/or inclusion?

Teaching note

Students may need to be reminded that people with disabilities have choice and asking first shows respect.

Scenario 2: Suzy's grandparents have arrived from overseas. She's so happy because her Lola has made her favourite food and she gets to take leftovers

for lunch. When she opens her lunch box one of her classmates pulls a face, holds their nose and says, 'How can you eat that? You people eat gross food! It stinks!'

Teaching note

This is a typical scenario for children who come from a multicultural background. Students may need to be supported in understanding that this is a form of racism.

- What belief can be challenged in this scenario?
- How can you use the values of respect, fairness and/or inclusion?

Invite students to share their groups' findings.

Evaluate skills in focus:

social awareness and empathy building



Remind students that they have agency (they can choose their actions and words). How students advocate for themselves and others reflects their ideas about how they should treat others and how they want to be treated.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about using the values of respect, fairness and inclusion to challenge beliefs and support decision making. We understand that our values are influenced by people, groups or places and our beliefs can be changed based on values.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: Who has modelled or taught you ways to show respect, fairness and inclusion?

Formative assessment opportunities

Listen to students' definitions for the values of respect, fairness and inclusion.

Observe students' ability to recognise beliefs being challenged

Observe students' ability to apply a value to prejudice



Lesson 5 – being an upstander

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

In this lesson, students will explore the role of the bystander in bullying. They will watch 2 videos: the first is about herd mentality and social pressures; the second explains why it might be difficult to stand up to a bully and the actions that students can take to actively seek help in a safe way.

By analysing scenarios that examine power dynamics in bullying, students learn that their response can either fuel or disrupt negative behaviours. Students will be reminded of their personal safety and risk assessment, which teaches students to advocate for others both online and offline while recognising when it is necessary to seek help from a trusted adult.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Apply strategies to enhance protective and upstander behaviours in unsafe or risky situations offline and online
- Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply problem-solving and decision-making actions across contexts

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

Every educator knows that student bullying has a significant negative long-term impact on the students involved. Research indicates that

preventative strategies such as anti-bullying content in the classroom and promoting upstander behaviour are effective in reducing bullying.

Teaching advice

Access resources to support students who have experienced bullying, or those who have engaged in bullying behaviour.

It is important to acknowledge that students in the classroom may have personal experience as a witness, a person who has experienced bullying or as a person who has bullied others. It is important to remind students that beliefs about people can be changed based on the values that shape who we are – respect, fairness and inclusion. Students should also be encouraged to use their personal strengths when practising safe bystander choices.

Vocabulary

Tier 2: bystander

Tier 3: advocate, agency

Lesson preparation

- [Antibullying video \(1:16\)](#) by Connect, reflect, protect from the NSW Department of Education
- [Bullying is never ok \(3:18\)](#) by Bullying no way via YouTube
- mini whiteboards

Lesson

Learning intention

Students are learning to:

- apply strategies to safely advocate against bullying.

Success criteria

Students can:

- identify the power of bystanders
- relate their values to the actions of bystanders
- demonstrate safe bystander actions online and offline.

Tune in

Introduce skills in focus:
decision-making and problem solving



Play the [Antibullying video \(1:16\)](#) twice through for students.

On the second playthrough, pause the video when the below statements and questions appear on screen. Students respond to the statements and questions by writing 'agree' or 'disagree' on their mini whiteboards.

- 'Ever done something just because everyone else did?'
 - Agree or disagree?
- Ask students the following questions:
 - Why did you feel like you had to join in?
 - Did you feel pressured? If so, how did that feel?
 - Did you feel like you could stop or say no?
- 'You don't always have to go along with the group.'
 - Agree or disagree?

Remind students that they have choice and agency in what they do. If they feel like they're being pressured to do something they don't want to do, they can stop. Remind students that they can give or remove consent at any time.

- 'Bullying stops when someone takes action.'
 - Agree or disagree?

Ask students what actions they can to stop bullying – of themselves and others.

- 'Follow your heart, not the herd.'
 - Agree or disagree?
 - Relate 'following you heart' with following students' values.
 - Ask students if what is happening is respectful, fair or inclusive.

Explain to students that the reactions of those witnessing bullying behaviour (bystanders) can influence whether the behaviour continues and can

also have long-term effects on the wellbeing of the person being bullied. Someone trying to help can have a positive impact on the person being bullied.

Bullying involves an imbalance of power. Power is given, or not, to the bully by the response of the bystanders, not from their bullying behaviour.

Understand

Model skills in focus:
decision-making and problem solving



Show students the following video from [Bullying no way – our special power \(2:25\)](#).

Ask students the following questions:

- What is bullying?
- What are some things bystanders can do?
- What can bystanders do if they don't feel safe to stand up to the bullying?

Acknowledge that there may be times when it is not safe or appropriate to stand up to bullying directly. For example, if someone is becoming aggressive and the situation feels dangerous, personal safety must come first.

Discuss signs that a situation may be escalating, such as raised or angry voices, someone crying, invading personal space, threats, intimidation or pushing.

Emphasise that if a student sees someone being physically hurt, or notices signs that the interaction could escalate into violence, they should not confront the person engaging in the bullying. Instead, they should move to safety and seek help from a trusted adult immediately (No-Go-Tell).

Explain to students that they're going to help support a student. You will role play the upstander and a student will role play a supporter.

The supporter is going to give the upstander more power and encourage more supporters to help stop the bullying.

As a class, read the below scenario.

Scenario: Mateo likes styling the girls' hair at lunch time—he is really good at plaiting and braiding. He says he wants to be a hairdresser when he grows up. Some of the other kids in his class call him names and tease him saying that he wants one of the other boys to be his boyfriend. They do this every time they see him. This upsets Mateo. He just wants to be himself but he's starting to feel that he can't be.

- If I was one of Mateo's friends, what could I do to be an upstander?

Model how student responses might look. Correct any misguided responses using the values of respect, fairness and inclusion.

- What could the first supporter do or say to support the upstander?

Students model how they might do this. This might include repeating what the upstander has said.

- Ask students what they can do if the bullying continues.

Support students in understanding that they can seek help from a trusted adult.

Explain to students that they have agency to advocate for themselves and others—both online and offline.

Act and apply

Practise skills in focus:
decision-making and problem solving



Working in groups of 3 students role play values-based actions to support and advocate for others. Students take turns playing an upstander, a supporter and providing feedback.

Scenario 1: You're standing in line at the canteen when you notice that some students are calling another student names because of how they look. They're trying to tell them that they shouldn't be in line at the canteen because they don't need to eat any more food. At first you choose to ignore this but the next day, you notice that they're doing it again.

- What could you do as an upstander and how can someone help as a first supporter?
- What would this look and how would this sound?

Scenario 2: You're in a group chat with some other students from your class. A screenshot gets sent of another student who is wearing traditional, cultural clothing. This student isn't in the group chat, so they don't know that their image is being shared. The kids in the group chat send laughing face reactions and emojis. Some of them make comments that are racist, which gets more laughing face reactions and emojis.

- What could you do as an upstander and how can someone help as a first supporter?

Scenario 3: After school, you notice another student by themselves. There is a group of students huddled together pointing and laughing. The next day, you see that same student approach the group, but they all run away from them, leaving them to stand alone. The group have started point and laughing at them.

- What could you do as an upstander and how can someone help as a first supporter?

Choose students to role-play their actions in response to a scenario to the class.

Evaluate skills in focus:

decision-making and problem solving



Ask students to reflect on the impact of bullying and the importance of taking actions that align with the values of respect, fairness and inclusion.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about the important role bystanders have. We understand that bystanders have the power to stop bullying offline and online and they can support the person being bullied without putting themselves at risk.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: What can make it hard to 'follow your heart and not the herd'?

Formative assessment opportunities

Observe students' ability to apply values-based actions to support someone.

Observe students' decision-making when choosing the best course of action.

Look for responses that indicate understanding of safe intervention online and offline.



Lesson 6 – my words and 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 explores how people's words and actions reflect who they are. Students will develop self-awareness by identifying their personal strengths and consider how this influences the way they express their identity.

By analysing the consequences of their choices, students learn to recognise that their behaviour communicates their values and character to others. They will examine how thoughtful decisions can lead to positive outcomes, particularly in more complex social situations.

Students will also explore strategies for aligning their actions with their values to promote respectful, positive interactions.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online
- Identify and explain how to communicate with and seek help from support networks when in unsafe situations

PH3-SMI-01 Evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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Why this learning matters

Words and actions are powerful reflections of someone's identity. When left unexamined, they can inadvertently reinforce prejudice or condone

discriminatory behaviour. This lesson moves students beyond tolerance, empowering them to recognise and enact truly inclusive behaviours.

By exploring the consequences of their words and building empathy, students develop the emotional intelligence and interpersonal skills necessary to resolve conflicts peacefully. This learning builds the resilience and ethical decision-making needed for responsible citizenship and promotes a school culture that is rooted in respect, fairness and inclusion.

Teaching advice

In [Resource 1–personal profile](#) from Topic 3–Lesson 1, students recorded how they felt they should be treated and how they think they should treat others. Students identified their strengths using [Resource 3–my strengths](#) in Topic 3–Lesson 2. Have these resources ready for students to refer to throughout this lesson.

If students did not complete Resource 1–personal profile, explain that everyone wants to be treated with respect, fairness and be included.

Vocabulary

Tier 3: consequence

Tier 3: advocacy

Lesson preparation

- [Resource 3–my strengths](#)

Lesson

Learning intention

Students are learning to:

- evaluate how words and actions communicate their identity to others.

Success criteria

Students can:

- identify whether an action or word results in a positive or negative consequence

- analyse a person's character based on their actions and words
- demonstrate how to reflect personal strengths through actions and words.

Tune in

Introduce skills in focus:
self-awareness, empathy,
assertive communication



Explain that words and actions have direct consequences. They can positively affect a connection by strengthening it or negatively affect a connection by weakening it.

Using [gesture voting](#), students determine if the following actions or behaviours result in a positive or negative consequence.

- Asking someone if they want to join your game when they are sitting alone.

Suggested response

Positive consequence

- Laughing at a meme that makes fun of someone's size.

Suggested response

Negative consequence

- Listening when someone is speaking.

Suggested response

Positive consequence

- Running away from someone because they're not cool enough.

Suggested response

Negative consequence

- Standing up for a classmate when others are spreading a rumour.

Suggested response

Positive consequence

Explain to students that what they do and say communicates to others who they are – what students' identities are.

Understand

Model skills in focus:

self-awareness, empathy,
assertive communication



Unpack the following activity, 'Show don't tell'. Explain that a character in the scenario will 'show' what kind of a person they are through their actions and words. Students will then 'tell' what kind of person they think the character is.

Scenario 1: A group of students like to wander around the playground trying to intimidate other kids. Lately, one of them has been targeting Joy because she has cut her hair short and, instead of wearing the school dress for uniform, she's been wearing shorts. Joy tries to ignore them but it's getting hard. Sometimes that student swears at her and calls her names that hurt her feelings.

- What does this student's actions and words say about them?
- Why might someone choose to act this way?
- Would you choose to be their friend? Why or why not?

Scenario 2: One of Harry's classmates is very quiet – he doesn't talk much and mostly keeps to himself. When the other boys in the class run outside to play football, he chooses to draw pictures or help the teacher with the younger kids. Harry notices that another student in the class pushes him around and calls him names when he thinks nobody is watching. Harry decides to stand up against the bully and advocate for his classmate.

- What kind of person do you think Harry is? Answers might include respectful, fair, kind.
- What actions might he take and what might he say?
- Would you choose to be Harry's friend?

Act and apply

Practise skills in focus:

self-awareness, empathy,
assertive communication



Students reflect on their chosen personal strengths from [Resource 3 – my strengths](#).

Students respond to the following scenarios by recording an explanation of how they might use words or actions to make a positive consequence that reflects their personal strengths and their values.

Scenario 1: A new student has joined the class. You notice at lunch time that a few students are trying to touch her hijab (head covering). The students say they're just joking around. The new student has not consented to being touched.

- What words or actions would result in a consequence that represents the kind of person you are?

Scenario 2: A student in one of the younger grades needs to use a walking frame to move around the school. Although he is mostly independent, he sometimes needs some support. You notice that he is standing at the top of the stairs looking for help but everyone else ignores him and pretends they can't see him.

- What words or actions would result in a consequence that represents the kind of person you are?

Provide students the opportunity to present their responses to the class. The class can provide feedback on whether it was a positive consequence using the same gestures from earlier.

Evaluate skills in focus:

self-awareness, empathy,
assertive communication



Invite students to reflect on whether being aware of their words and actions is important, and how these choices define the kind of person they want to be.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about using the values of respect, fairness and inclusion to challenge beliefs and support decision making. We understand that our values are influenced by people, groups or places and our beliefs can be changed based on values.'

Give each student a piece of paper to write a question for the question box. If students don't have a question, they can record an answer to the following question: What are some of the actions and words a respectful, fair and inclusive classmate would use?

Formative assessment opportunities



Observe students' ability to identify positive and negative consequences.

Listen to students' responses when analysing characters from the scenarios.

Review written or view recorded student responses outlining actions and words that achieve a positive consequence.

Lesson 7 – you're wonderful

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 explores how active inclusion and mutual celebration build a strong classroom community. Students develop self-awareness and empathy by identifying the unique qualities of their peers and reflecting on how their own words and actions shape a sense of belonging.

Through watching 2 antibullying videos, students will explore how celebrating one another strengthens the social fabric of the classroom.

Syllabus outcomes and content

PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships

PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts

- Explain ways to build positive connections within families, groups, community organisations and places to enhance health and wellbeing
- Identify and apply strategies to contribute to safety in online environments

PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts

- Apply and evaluate interpersonal skills to make decisions that support the wellbeing of themselves and others

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

Celebrating diversity creates inclusive and equitable environments where every individual feels valued. Affirming diverse identities and recognising unique personal strengths fosters a profound sense of belonging, which contributes to increased

engagement and wellbeing. When students see their own backgrounds and identities represented positively, motivation increases, leading to improved social and academic outcomes.

Developing an appreciation for diversity builds mutual respect and reduces prejudice, empowering students to navigate social complexities as confident upstanders. Overall, this learning not only enriches the educational experience but creates stronger communities, equipping students to become responsible, active citizens.

Key findings from the department's '[Supporting students' sense of belonging](#)' (2020) report show:

- students who experience a positive sense of belonging at school also have improved overall wellbeing, mental health and long-term academic success
- sense of belonging is linked to both student engagement and wellbeing and teaching practices.

By moving beyond tolerance towards active inclusion, students are prepared to lead and contribute to a school culture where difference is viewed as a collective strength.

Teaching advice

Offering peer compliments can be a complex social task for some students. To support this process, students should be encouraged to apply empathy by reflecting on the emotional impact their words have on others.

Reminding students that their choice of language reflects their own character – specifically their commitment to being respectful, fair and inclusive – can provide the necessary motivation to engage authentically. This practice transitions the activity from a simple task into a meaningful exercise in prosocial behaviour.

Vocabulary

Tier 2: diverse

Tier 3: inclusion

Lesson preparation

- [You're wonderful \(1:30\)](#) from the NSW Department of education via YouTube
- [You're wonderful too \(1:59\)](#) from the NSW Department of Education via YouTube
- Colourful paper strips to form a paper chain

Lesson

Learning intention

Students are learning to:

- create a sense of belonging and connectedness.

Success criteria

Students can:

- identify the unique and wonderful qualities of peers
- explain how celebrating the qualities of others benefits all individuals.

Tune in

Introduce skills in focus:
self-awareness and empathy building



Students complete a [Y chart](#) to describe what belonging looks like, feels like and sounds like.

Suggested responses

- looks like – everyone included in games, diverse friendships
- sounds like – 'do you want to have a go?'; 'it's your turn'; shared laughter, respectful language
- feels like – warm, safe, comfortable, relaxed, happy

Explain that students who experience a positive sense of belonging are more likely to enjoy healthy friendships, an absence of bullying and higher participation in activities outside of the classroom. They also tend to value learning, demonstrating higher levels of effort, interest and motivation, as well as positive homework habits.

Students use a [Think-Pair-Share](#) to explain how inclusion and belonging can create a positive environment.

Guide students to recognise that inclusion is the intentional removal of prejudice and discrimination. By actively celebrating diverse identities, the school community moves towards creating a sense of belonging for every individual.

Understand

Model skills in focus:

self-awareness and empathy building



Watch the video [You're wonderful \(1:30\)](#) from the NSW Department of Education via YouTube.

Ask the following questions:

- Did the students being interviewed feel like they belonged? How do you know? What words were they using to describe themselves?
- How did the students being interviewed describe themselves?
- What words did the other students use to remind them that they belong? How did they celebrate them as individuals?

Explain that while everyone feels left out at times, intentional actions, like a kind word or an invitation to join in, can help restore a sense of belonging. Emphasise that celebrating the strengths of others works in 2 ways: it makes the person receiving the compliment feel valued, and it boosts the confidence and happiness of the person giving it.

Watch the sequel [You're wonderful too \(1:59\)](#) from the NSW Department of Education via YouTube

Guide students to understand that a culture of mutual celebration ensures that every member of the community benefits. When each student feels respected and seen, it creates a supportive environment where everyone feels secure. In this setting, students feel safe to be themselves, knowing their unique qualities are valued by those around them.

Act and apply

Practise skills in focus:

self-awareness and empathy building



Students will create a class representation of their collective identities.

- Provide each student a chain link. On one side, students write their names and decorate the link in a way that reflects their unique identity and personality.
- Collect the links and redistribute making sure no student receives their own.
- On the blank side of the link, students write one wonderful thing about the peer whose name is on the link.
- Repeat this process 3 times so each link contains multiple wonderful messages from different classmates.
- Return the links to their original owners. Allow time for students to read the wonderful messages.
- Facilitate the physical linking of the strips to create a long classroom chain and display in the classroom.

Explain that the chain serves as a visual representation of the class's collective identity. Each link is unique and represents an individual. When these links are joined through mutual respect and support, they are stronger than any single link alone.

Evaluate skills in focus:

self-awareness and empathy building



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria. For example, 'today we learnt about how a sense of belonging is built through the intentional celebration of one another. Every word and action act reflects our personal identity and values. By choosing to recognise the unique strengths in others, we create an environment where everyone feels valued.'

Students form a circle and with a soft ball play a game of, I am, you are, focusing on peer strengths.

Teaching note

It may be helpful to display [Resource 3 – my strengths](#) for students who may need support in identifying a strength.

- Initiate the game by selecting a student, making eye contact, and stating a positive quality. For example, 'You are a great writer.'
- The student receiving the ball acknowledges the strength by stating 'I am a great writer' before choosing another peer. The student then passes the ball to a new classmate using a different 'You are' statement.
- The game continues until every student has both received an affirmation and offered one to a peer.

Formative assessment opportunities

Listen to student responses to how belonging looks, sounds and feels.

Observe students' abilities to recognise positive qualities in others.

Observe students' abilities to demonstrate empathy.

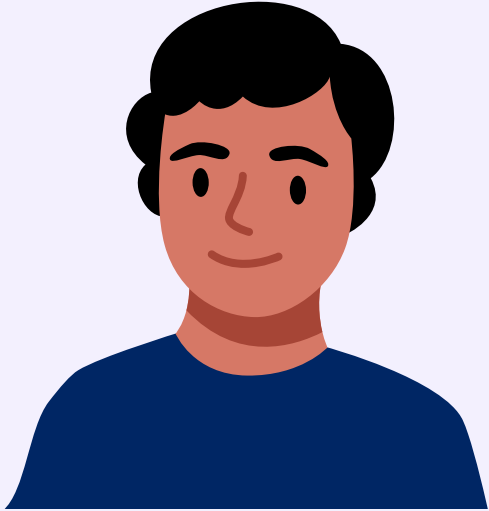


Resource 1 – personal profile

Complete the table to create an overview of your identity.

Name:	Picture:
Date of birth:	
Place of birth:	
Hair colour:	
Eye colour:	
Height:	
Who lives at home:	3 things that are important to my family:
3 words that describe me:	Something I am proud of:
How I like to spend my time:	How might my friends describe me:
How I want to be treated:	
I treat others:	

Resource 2 – example personal profile

Name:	Jesse	
Date of birth:	4th July 2015	
Place of birth:	Parramatta	
Hair colour:	Dark brown	
Eye colour:	Dark brown	
Height:	141 cm	
Who lives at home: Dad, Grandma and Grandpa, my 2 brothers and our pet dog Stuart.	3 things that are important to my family: 3 things that are important to my family: being respectful to my grandparents, helping with the younger siblings and the dogs and having dinner all together.	
3 words that describe me: Sporty, shopper, singer	Something I am proud of: I am proud of my family and how fast I am at running.	
How I like to spend my time: Listening to music and hanging out with friends.	How might my friends describe me: Kind, nice, friendly, and loud.	
How I want to be treated: With respect and kindness.		
I treat others: I treat others with kindness and respect too – especially if that’s how they treat me.		

Resource 3 – my 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 4 – connectivity

People



Blockers:

Reconnection:

Groups/Community



Blockers:

Reconnection:

Places



Blockers:

Reconnection:

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

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

Contact Respectful Relationships Education

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 education.nsw.gov.au/teaching-and-learning/curriculum/respectful-relationships-education

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