The following unit plan has been designed to cover the National Curriculum – Health in the area of personal growth and safety.

- Consultation with parents will be undertaken before commencing this part of the health program.
  - Parents may feel content is unsuitable for personal or cultural reasons.
- All children partaking in this part of the Health program will require a signed note from parents.
Rationale

The school parent partnership

- Community have an agreed understanding of
  - the expectations for this curriculum
  - the need for common language
  - accurate information
  - awareness raising of acceptable and unacceptable interactions

Belief

We believe children should

- have a healthy body concept
- be able to protect themselves and know where to go for help
- be able to keep themselves safe
- understand how their bodies change and work.
- Parents are in an important part of the process of delivering a successful program
<table>
<thead>
<tr>
<th>National Curriculum</th>
<th>Growth and change</th>
<th>Resources</th>
<th>Personal safety</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prep</strong></td>
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</tbody>
</table>
| NAME PARTS OF THE BODY AND DESCRIBE HOW THEIR BODY IS GROWING AND CHANGING | *Animals have families too*  
*How families are the same and how they differ* | *school designed workbook*  
*animal – mother and baby matching*  
*family portrait*  
*body parts*  
*this is me – things I am good at and things I am still learning.* | *Ditto show – points about private parts of the body*  
*Feeling unsafe and what to do* | *worksheet from Bravehearts*  
*Print Resource*  
*Everyone’s got a bottom by Tess Rowley*  
*Poster – Feeling Safe* |
|                     |                  |           |                 |           |
|                     |                  |           |                 |           |
|                     |                  |           |                 |           |
**Year 1**

**DESCRIBE PHYSICAL AND SOCIAL CHANGES THAT OCCUR AS CHILDREN GROW OLDER AND DISCUSS HOW FAMILY AND COMMUNITY ACKNOWLEDGE THESE.**

**PRACTISE STRATEGIES THEY CAN USE WHEN THEY NEED HELP WITH A TASK, PROBLEM OR SITUATION.**

- Students develop the knowledge and understanding to describe the ways their bodies are developing as they grow older. They begin to explore the characteristics what make them similar to others and those that make them unique.
- Human babies grow in their mother’s womb. They take 9 months to grow before being born.
- Students are developing a greater level of autonomy in these years and learn how to take responsibility for their own safety at school and at home, with a particular focus on protective behaviours.

| Resource | *Human babies take 9 months to grow inside the mother’s womb*  
|          | *They develop and change during the 9 months*  
|          | *Parts of the body and changes when they grow.*  
| Resource | *school designed workbook*  
| Resource | *Before You were born by Jennifer Davis*  
| Resource | *Ditto show – points about private parts of the body*  
| Resource | *Good Secrets and Bad secrets / warning signs that you feel unsafe / having 5 people you can trust and talk to if you are worried/*  
| Resource | *worksheet from Bravehearts*  
| Resource | *Matilda learns a valuable lesson by Holly-ann Martin*  
|            | Posts – Warning signs  
<p>| Resource | Getting help |</p>
<table>
<thead>
<tr>
<th><strong>Year 2</strong></th>
<th><strong>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these.</strong></th>
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<tbody>
<tr>
<td><strong>Practice strategies they can use when they need help with a task, problem or situation.</strong></td>
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<tr>
<td>• Students develop the knowledge and understanding to describe the ways their bodies are developing as they grow older. They begin to explore the characteristics that make them similar to others and those that make them unique.</td>
<td>• Students are developing a greater level of autonomy in these years and learn how to take responsibility for their own safety at school and at home, with a particular focus on protective behaviours.</td>
</tr>
</tbody>
</table>
| | *Mummy Laid an Egg by Babette Cole*  
*School designed workbook* | *Ditto show – points about private parts of the body  
*Good Secrets and Bad secrets / warning signs that you feel unsafe/ having 5 people you can trust and talk to if you are worried/* | |
| | *Worksheet from Bravehearts* | *Some Secrets should never be kept by Jayneen Sanders* | | |
| | *Posters – Feelings Bodies Touches* | | |
**Year 3**

**EXAMINE STRATEGIES TO MANAGE PHYSICAL, SOCIAL AND EMOTIONAL CHANGE.**

**DESCRIBE AND APPLY STRATEGIES THAT CAN BE USED IN SITUATIONS THAT MAKE THEM FEEL UNCOMFORTABLE OR UNSAFE.**

- Students develop and apply the knowledge, understanding and skills to manage the physical, emotional and social changes they begin to experience during this stage of life.
- Chromosomes determine the gender of a baby.
- Sometimes fertilisation produces more than one foetus.

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<tr>
<td>* The female egg is fertilised by the male sperm</td>
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<tr>
<td></td>
<td>XX chromosome create a female baby and XY create a male baby</td>
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<td></td>
<td>*Twins can be identical or fraternal</td>
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<td></td>
<td>*Multiple births</td>
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<td>*So that’s Where I came from by Gina Dawson</td>
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<tr>
<td></td>
<td>*school designed workbook</td>
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<tr>
<td>* Good Secrets and Bad secrets / warning signs that you feel unsafe / having 5 people you can trust and talk to if you are worried /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*worksheets from Bravehearts</td>
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<tr>
<td>*Hayden-Reece learns a valuable lesson that Private means “Just for you” by Holly-Ann Martin</td>
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<tr>
<td>Posters – I have the right to feel safe Flip Chart and booklets</td>
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### Year 4

EXAMINE STRATEGIES TO MANAGE PHYSICAL, SOCIAL AND EMOTIONAL CHANGE.

DESCRIBE AND APPLY STRATEGIES THAT CAN BE USED IN SITUATIONS THAT MAKE THEM FEEL UNCOMFORTABLE OR UNSAFE.

- Students develop and apply the knowledge, understanding and skills to manage the physical, emotional and social changes they begin to experience during this stage of life.
- Families come in different forms. Some families have children naturally and others need assistance in some form.

| *what is normal as you grow* | *school designed workbook* | *Where Did I Really come from? By Narelle Wickham* | Personal safety – your body is your own
* Good Secrets and Bad secrets / warning signs that you feel unsafe/ having 5 people you can trust and talk to if you are worried |
*Feelings you may have as you grow* | *Assisted conception* | *I have the right to feel safe* Flip Chart and booklets |
*Families can come in many different combinations* |
*How a baby is conceived by a couple* |
**Posters** –
**Year 5**
INVESTIGATE RESOURCES AND STRATEGIES TO MANAGE CHANGES AND TRANSITIONS ASSOCIATED WITH PUBERTY.
INVESTIGATE COMMUNITY RESOURCES AND STRATEGIES TO SEEK HELP ABOUT HEALTH, SAFETY AND WELLBEING.

- Most students will be experiencing the physical, emotional and social changes associated with the start of puberty during these years. Students learn about these different changes and the associated transition into adulthood and investigate positive ways to manage the transition.
- Students examine the nature of relationships and develop an understanding of how individuals and peer groups can affect people’s behaviours, beliefs, decisions and actions in relation to a range of issues and situation.
- Students begin to consider how peer influence may play a role in the choices they make and how these choices may affect their health, safety and wellbeing both now and in the future.

| * Body changes in puberty | *Feelings you may have as you grow through puberty | *Hair in Funny Places by Babette Cole |
Year 6
INVESTIGATE RESOURCES AND STRATEGIES TO MANAGE CHANGES AND TRANSITIONS ASSOCIATED WITH PUBERTY.
INVESTIGATE COMMUNITY RESOURCES AND STRATEGIES TO SEEK HELP ABOUT HEALTH, SAFETY AND WELLBEING.

- Most students will be experiencing the physical, emotional and social changes associated with the start of puberty during these years. Students learn about these different changes and the associated transition into adulthood and investigate positive ways to manage the transition.
- Students examine the nature of relationships and develop an understanding of how individuals and peer groups can affect people’s behaviours, beliefs, decisions and actions in relation to a range of issues and situation.
- Students begin to consider how peer influence may play a role in the choices they make and how these choices may affect their health, safety and wellbeing both now and in the future.