



Divine Mercy College

Protective Behaviour Curriculum

Links with
SCSA WA & EYLF

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Introduction to Child Protection Education at Divine Mercy College

In the heart of our mission at Divine Mercy College lies the unwavering commitment to nurture and protect the intrinsic dignity and value of every child, as reflected in the teachings of the Catholic Church. This foundational belief guides our educational endeavours, shaping how we teach and what we prioritize in our curriculum. The Keeping Safe: Child Protection Curriculum (KSCPC) is an integral part of this mission, ensuring that from Kindergarten to Year 12, our students are empowered with the knowledge, skills, and values to stay safe and respect others in both the real and digital worlds.

Why We Teach Children About Child Protection

Child protection education is vital for several reasons. It equips children with the understanding and skills to recognise, respond to, and report abuse, fostering an environment of safety and respect. By integrating the KSCPC into our curriculum, we are not only adhering to best educational practices but also fulfilling a moral obligation to safeguard the welfare of our students. This education is a proactive approach to child safety, aiming to prevent abuse before it occurs and ensuring that students know how to seek help if needed.

Responsibility for Child Protection

The responsibility for child protection is a shared one, encompassing educators, parents, guardians, and the wider community. At Divine Mercy College, we view this collective responsibility through the lens of our faith, recognizing that it is a manifestation of our commitment to love and serve one another as Jesus taught. Teachers and staff are trained not only to deliver the KSCPC effectively but also to create a supportive environment where students feel valued and safe. Parents and guardians are engaged as active partners, reinforcing the lessons learned at school within the home and broader community contexts.

Alignment with Divine Mercy College's Vision and Mission

Our vision and mission are rooted in the belief that education extends beyond academic excellence to the formation of the whole person. Integrating the KSCPC within our curriculum is a testament to this belief, aligning with our dedication to fostering environments where students are not only intellectually challenged but also emotionally and spiritually nurtured. This holistic approach to education is what sets Divine Mercy College apart, reflecting our commitment to producing not just academically proficient, but morally grounded, compassionate, and socially responsible individuals.

Linkage to Registration Standards for Non-Government Schools – Standard 12 (Western Australia)

Compliance with Standard 12 of the Registration Standards for Non-Government Schools in Western Australia further underscores our dedication to child protection. This standard mandates the establishment of effective systems to safeguard students from abuse and harm, reflecting a legal and ethical obligation that Divine Mercy College takes seriously. Our adherence to this standard, through the meticulous implementation of the KSCPC and our broader safeguarding policies, demonstrates our unwavering commitment to creating a safe and nurturing educational environment for all our students.

In essence, child protection education at Divine Mercy College is not just a curriculum component; it is a reflection of our core values and a practical manifestation of our faith. By teaching our students about child protection, we are equipping them with the tools they need to protect themselves and others, fostering a culture of respect, dignity, and care that resonates with the teachings of Christ and our collective mission as a Catholic educational institution.

DMC Keeping Safe: Child Protection Curriculum Overview

KS:CPC is an essential component of Divine Mercy College's holistic educational approach. It is designed not only to safeguard our students but also to empower them with knowledge and skills vital for their well-being. In alignment with our Catholic values and mission, we address four core aspects of child protection education that resonate with our commitment to nurturing a safe, caring, and respectful community.

Skills to Help Keep Themselves Safe

Divine Mercy College is committed to equipping students with the practical skills they need to keep themselves safe. This includes understanding their rights, recognizing safe and unsafe situations, and knowing how to seek help. We teach these skills through age-appropriate lessons that respect the dignity of each student, acknowledging their innate value as children of God. Activities are designed to build resilience, foster self-esteem, and encourage responsible decision-making, reflecting our belief in the empowerment of each student through knowledge and faith.

Duty of Care: Being Proactive Rather Than Reactive

Our approach to child protection underscores the importance of being proactive. By integrating the KSCPC into our curriculum, we aim to prevent harm through education and awareness, rather than merely reacting to incidents. This proactive stance is part of our broader duty of care, which sees us creating a nurturing environment where students are taught to recognize risks and how to avoid them. Through regular training, our staff remains vigilant, understanding their role in identifying signs of abuse or neglect and taking appropriate actions to ensure the safety and well-being of every child.

Linking Child Protection to Our Catholic Values

Faith is the foundation of our educational philosophy and is seamlessly woven into the principles of the KSCPC, underpinned by our Catholic values. Our school community values respect for every person, compassion for others, and the pursuit of justice, which are not just abstract concepts but lived realities. We embody these values in our child protection efforts, which guide not only our curriculum but also our daily interactions and how we care for each other. By teaching our students about their rights and how to protect themselves and others, we are imparting the moral and spiritual values that will guide them through life.

Progression of topics

Focus Area 1: The right to be safe

ELC Kindy to Years 2	Upper Primary Years 3 to 5	Lower Secondary Years 6 to 9	Senior Years Years 10 to 12
1. Feelings			
2. Being Safe	➤ Being Safe		
3. Warning Signs	➤ Warning Signs	1. Warning Signs	
4. Risk-taking and emergencies	➤ Risk-taking and emergencies	2. Risk-taking and emergencies	1. Risk-taking and emergencies
		3. Psychological pressure and manipulation	2. Psychological pressure and manipulation

Focus Area 2: Relationships

ELC Kindy to Years 2	Upper Primary Years 3 to 5	Lower Secondary Years 6 to 9	Senior Years Years 10 to 12
1. Rights and responsibilities	1. Rights and responsibilities	1. Rights and responsibilities	1. Rights and responsibilities
2. Identity and relationships	2. Identity and relationships	2. Identity and relationships	2. Identity and relationships
3. Power in relationships	3. Power in relationships	3. Power in relationships	3. Power in relationships
4. Trust and networks	4. Trust and networks	4. Trust and networks	4. Trust and networks

Focus Area 3: Recognising and reporting abuse

ELC Kindy to Years 2	Upper Primary Years 3 to 5	Lower Secondary Years 6 to 9	Senior Years Years 10 to 12
1. Privacy and the body	1. Privacy and the body	1. Privacy and the body	1. Privacy and the body
2. Recognising abuse	2. Recognising abuse	2. Recognising abuse	2. Recognising abuse
3. Secrets			
	3. Cyber Safety	3. Cyber Safety	3. Cyber Safety
		4. Domestic and family violence	4. Domestic and family violence

Focus Area 4: Protective strategies

ELC Kindy to Years 2	Upper Primary Years 3 to 5	Lower Secondary Years 6 to 9	Senior Years Years 10 to 12
1. Strategies for keeping safe	1. Strategies for keeping safe	1. Strategies for keeping safe	1. Strategies for keeping safe
2. Persistence	2. Persistence		
	3. Network review and community support	3. Network review and community support	3. Network review and community support

Primary Protective Behaviours Curriculum – links with EYLF and SCSSA

The Protective Behaviours curriculum at DMC has been in place for quite a few years and has been reviewed and updated. Our KS:CPC for Primary Stages integrates with both the Early Years Learning Framework (EYLF) and the Western Australian Curriculum.

Spanning from Kindy to Year 6, the KS:CPC covers a range of key concepts, from understanding personal boundaries and recognising safe and unsafe situations to navigating digital spaces responsibly and seeking help when needed. Each stage of the curriculum is carefully crafted to align with the specific learning outcomes of the EYLF and the WA curriculum, ensuring that child protection education is integrated into the broader educational experience. The existing curriculum for K-6 is outlined below:

Pre-Primary

TERM 1	TERM 2	TERM 3	TERM 4
Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
Topic 1: Feelings 1.1 Characters' feelings 1.2 Different feelings Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe Topic 3: Warning signs 3.1 Introducing warning signs 3.3 Warning signs	Topic 1: Rights and responsibilities 1.1 Needs and wants of pets Topic 2: Identity and relationships 2.1 Exploring identity 2.2 Exploring relationships Topic 4: Trust and networks 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.4 People I don't know who might help	Topic 1: Privacy and the body 1.1 Body awareness 1.3 Parts of the body 1.5 Our whole body is private 1.6 Touching that is 'OK' Topic 3: Secrets 3.1 Defining secrets	Topic 1: Strategies for keeping safe 1.1 Memory activities 1.2 Remembering name, address, telephone numbers 1.4 Revisiting trusted networks 1.8 Saying 'no'

Year 1

TERM 1	TERM 2	TERM 3	TERM 4
Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
Topic 1: Feelings 1.3 Strategies to identify feelings Topic 2: Being safe 2.2 Stories about being safe 2.3 Identifying a safe place Topic 3: Warning signs 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs Topic 4: Risk-taking and emergencies 4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.4 Defining an emergency	Topic 1: Rights and responsibilities 1.2 Children's rights 1.3 Behaviour code and children's rights Topic 2: Identity and relationships 2.2 Exploring relationships 2.3 Relationships circle Topic 3: Power in relationships 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.4 Fair and unfair Topic 4: Trust and networks 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help	Topic 1: Privacy and the body 1.1 Body awareness 1.2 Personal space 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private Topic 2: Recognising abuse 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse Topic 3: Secrets 3.2 Recognising unsafe secrets 3.3 Tricks and trust	Topic 1: Strategies for keeping safe 1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.5 'What if...?' scenarios 1.6 Practising being assertive 1.8 Saying 'no' 1.9 Choosing strategies to keep safe Topic 2: Persistence 2.2 Introduction to persistence 2.4 Practising persistence

DMC Protective Behaviour Curriculum
Year 2

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Feelings</p> <p>1.3 Strategies to identify feelings 1.4 Miming feelings</p> <p>Topic 2: Being safe</p> <p>2.3 Identifying a safe place</p> <p>Topic 3: Warning signs</p> <p>3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs</p> <p>Topic 4: Risk-taking and emergencies</p> <p>4.3 Looking for clues about risks 4.4 Defining an emergency 4.5 Personal emergency 4.6 Thinking and feeling in an emergency</p>	<p>Topic 1: Rights and responsibilities</p> <p>1.2 Children's rights 1.3 Behaviour code and children's rights</p> <p>Topic 2: Identity and relationships</p> <p>2.2 Exploring relationships 2.3 Relationships circle</p> <p>Topic 3: Power in relationships</p> <p>3.3 Dealing with bullying behaviour 3.5 Introducing the concept of power 3.6 Adults using power</p> <p>Topic 4: Trust and networks</p> <p>4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help</p>	<p>Topic 1: Privacy and the body</p> <p>1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.7 'OK' touching in relationships</p> <p>Topic 2: Recognising abuse</p> <p>2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying domestic and family violence 2.7 Online safety</p> <p>Topic 3: Secrets</p> <p>3.2 Recognising unsafe secrets 3.3 Tricks and trust</p>	<p>Topic 1: Strategies for keeping safe</p> <p>1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.6 Practising being assertive 1.7 Role-playing assertive communication 1.8 Saying 'no' 1.10 Resilience</p> <p>Topic 2: Persistence</p> <p>2.1 Theme reinforcement 2.3 Persistence 2.4 Practising persistence</p>

Year 3

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Being safe (Health/PC → Term 1)</p> <p>1.1 Definition of safety 1.3 Imagining a safe place</p> <p>Topic 2: Warning signs (Health/PC → Term 3)</p> <p>2.1 Warning signs: physical indicators 2.3 Exploring different types of feelings 2.4 Feeling unsafe</p> <p>Topic 3: Risk-taking and emergencies (PC – Whole Year)</p> <p>3.1 Ideas about being safe 3.4 What is an emergency?</p>	<p>Topic 1: Rights and responsibilities (Health & HASS → Whole Year)</p> <p>1.1 Rights and responsibilities</p> <p>Topic 2: Identity and relationships (Health – Term 2)</p> <p>2.1 Identity web 2.4 Relationships circle</p> <p>Topic 3: Power in relationships (Health – Term 2)</p> <p>3.1 Exploring a definition of power 3.4 Pressure 3.5 Bullying as an abuse of power</p> <p>Topic 4: Trust and networks (Health – Term 2)</p> <p>4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters</p>	<p>Topic 1: Privacy and the body (Health – Term 3)</p> <p>1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching</p> <p>Topic 2: Recognising abuse (Health – Term 3)</p> <p>2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.6 Basic needs 2.7 Sexual abuse 2.9 Recognising safe and unsafe secrets</p> <p>Topic 3: Cyber safety (Tech – Whole Year)</p> <p>3.1 Media classifications 3.3 Television programs 3.5 Photographs and digital images</p>	<p>Topic 1: Strategies for keeping safe (Health – Term 4)</p> <p>1.1 Helpful and unhelpful thinking 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving</p> <p>Topic 2: Network review and community support (HASS Term 4)</p> <p>2.1 Network review 2.3 Persistence</p>

Year 4

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Being safe (Health/ PC → Whole Year)</p> <p>1.2 Adults caring for children 1.3 Imagining a safe place</p> <p>Topic 2: Warning signs (Health/ PC → Whole Year)</p> <p>2.1 Warning signs: physical indicators 2.2 Warning signs: chart 2.4 Feeling unsafe</p> <p>Topic 3: Risk-taking and emergencies (Health/ PC → Whole Year)</p> <p>3.3 Identifying risks 3.4 What is an emergency?</p>	<p>Topic 1: Rights and responsibilities (Health/ Civic → Term 1)</p> <p>1.2 United Nations Convention on the Rights of the Child</p> <p>Topic 2: Identity and relationships (Health/PC → Whole Year)</p> <p>2.2 Gender stereotypes 2.3 Unsafe behaviour 2.4 Relationships circle</p> <p>Topic 3: Power in relationships (Health → Term 1)</p> <p>3.1 Exploring a definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure</p> <p>Topic 4: Trust and networks (Civic – Term 1)</p> <p>4.2 Developing a trusted network 4.3 Network letters</p>	<p>Topic 1: Privacy and the body (PC → Whole Year)</p> <p>1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching</p> <p>Topic 2: Recognising abuse (Health → Term 4)</p> <p>2.2 Definition of abuse 2.4 Emotional abuse 2.7 Sexual abuse 2.8 Domestic and family violence</p> <p>Topic 3: Cyber safety (Tech/ PC → Whole Year)</p> <p>3.2 Video media and computer games 3.3 Television programs 3.4 Internet 3.5 Photographs and digital images and print images</p>	<p>Topic 1: Strategies for keeping safe (Health/ PC → whole year)</p> <p>1.2 Assertive responses 1.4 ‘What if...?’ problem-solving 1.5 POOCH problem-solving 1.6 Practising problem-solving</p> <p>Topic 2: Network review and community support (Health → Whole year)</p> <p>2.1 Network review 2.3 Persistence</p>

Year 5

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Being safe (Health & PC → Whole Year)</p> <p>1.3 Imagining a safe place</p> <p>Topic 2: Warning signs (Health & PC → Term 1)</p> <p>2.1 Warning signs: Physical indicators 2.4 Feeling unsafe</p> <p>Topic 3: Risk-taking and Emergencies (Health & PC → Term 1)</p> <p>3.2 A timeline of independence 3.5 Personal emergency</p>	<p>Topic 1: Rights and responsibilities (Health & HASS → Term 2)</p> <p>1.2 United Nations Convention on the Rights of the Child</p> <p>Topic 2: Identity and relationships (Health – Term 2)</p> <p>2.2 Gender stereotypes 2.4 Relationships circle</p> <p>Topic 3: Power in relationships (Health & Puberty Talk → Term 3)</p> <p>3.1 Exploring a definition of power 3.3 Tricks and bribes 3.5 Bullying as an abuse of power</p> <p>Topic 4: Trust and networks (Health → Term 1 and 2)</p> <p>4.2 Developing a trusted network 4.3 Network letters</p>	<p>Topic 1: Privacy and the body (Health & Puberty Talk)</p> <p>1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching</p> <p>Topic 2: Recognising abuse (Health & Puberty Talk)</p> <p>2.2 Definition of abuse 2.3 Physical abuse 2.5 Neglect 2.7 Sexual abuse 2.8 Domestic and family violence</p> <p>Topic 3: Cyber safety (Tech → Whole Year)</p> <p>3.2 Video media and computer games 3.4 Internet 3.5 Photographs and digital images</p>	<p>Topic 1: Strategies for keeping safe (Health → Whole Year)</p> <p>1.3 Observational skills 1.4 ‘What if...?’ problem-solving 1.5 POOCH problem-solving 1.7 Scenarios dealing with abuse issues</p> <p>Topic 2: Network review and community support (Health → Term 1 and 2)</p> <p>2.1 Network review 2.2 Local support networks 2.3 Persistence</p>

Year 6

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Warning signs (Health → Term 1 to 3)</p> <p>1.1 Exploring Theme 1: 'We all have the right to be safe'</p> <p>1.2 Warning signs</p> <p>1.4 Relaxation activity</p> <p>Topic 2: Risk-taking and emergencies (Health and PC → Term 2 and 3)</p> <p>2.1 Risk-taking</p> <p>2.2 Exploring emergencies</p> <p>Topic 3: Psychological pressure and manipulation (Tech → Whole year; Health → Term 4)</p> <p>3.1 Defining psychological pressure and manipulation</p>	<p>Topic 1: Rights and responsibilities (HASS → Term 2)</p> <p>1.1 What rights do children and young people have?</p> <p>1.2 Rights and responsibilities in close relationships</p> <p>Topic 2: Identity and relationships (HASS → Term 2)</p> <p>2.1 Exploring relationships</p> <p>2.2 Healthy and unhealthy relationships</p> <p>Topic 3: Power in relationships (Health → Term 4; PC → Whole year)</p> <p>3.1 Types and use of power</p> <p>3.6 Characteristics of bullying</p> <p>3.9 School policy on bullying</p> <p>Topic 4: Trust and networks (Health → Term 4; PC → Whole year)</p> <p>4.1 Trust</p> <p>4.2 Trusted networks</p>	<p>Topic 1: Privacy and the body (Puberty Talk → Term 3)</p> <p>1.1 Defining public and private</p> <p>1.3 Parts of the body</p> <p>Topic 2: Recognising abuse (Puberty Talk → Term 3)</p> <p>2.1 Revisit group norms</p> <p>2.2 Defining abuse</p> <p>2.3 Recognising abuse</p> <p>2.4 Using warning signs to recognise abuse</p> <p>2.5 Neglect and physical and emotional abuse</p> <p>2.7 Sexual abuse</p> <p>Topic 3: Cyber safety (Tech → Whole year; Health → Term 4)</p> <p>3.1 Being aware on the internet</p> <p>3.2 Online abuse</p> <p>3.5 Developing a cyber safety fact sheet</p> <p>Topic 4: Domestic and family violence (Whole year)</p> <p>4.1 What is domestic and family violence?</p> <p>4.4 Bystander intervention</p>	<p>Topic 1: Strategies for keeping safe (Health/PC → Whole year)</p> <p>1.1 Trust, talk, take control</p> <p>1.2 Problem-solving card activity</p> <p>1.6 Exploring resilience</p> <p>1.7 Language of resilience</p> <p>Topic 2: Network review and community support (Health → Term 1)</p> <p>2.1 Network review challenge</p> <p>2.4 Persistence</p>

In addition, Assemblies, Weekly Mass, Morning Prays in PCG, and Religious Lessons focus on:

- Respect in our School Community and Wider Community
- Understanding Rights and Responsibilities
- Developing Personal Identity

External Presenters

- Paul Litherland – Surf Online Safe
- Catholic Ed – Puberty Talk for Year 3 to Year 6

DMC Protective Behaviour Curriculum

High School Protective Behaviours Curriculum

At DMC, we recognise the critical importance of equipping our students with the knowledge and skills to protect themselves and others as they navigate the complexities of adolescence and prepare for adulthood. To this end, we have developed a comprehensive High School Protective Behaviours Curriculum, designed to foster a safe and supportive school environment where every student can achieve their potential in all aspects of life.

This curriculum is strategically based on the “Personal, Social and Community Health” strand of the Western Australian Health Education Curriculum as set forth by the School Curriculum and Standards Authority (SCSA). The main delivery of this curriculum will occur during Health Education classes, where students will engage in detailed discussions, activities, and learning modules focused on protective behaviours and personal safety.

Understanding the importance of a cohesive educational approach, the curriculum will also extend into other subject areas such as English, Technology, and HASS. This integration ensures that protective behaviours are not seen in isolation but as part of a broader educational narrative that emphasises safety, respect, and personal responsibility across various contexts.

Staff Implementation of Protective Behaviours Curriculum

At DMC, the successful implementation of our Protective Behaviours Curriculum hinges on a unified and vigilant staff who are consistently trained and updated on the best practices in child protection. Given that most of our staff members do not directly teach protective behaviours, it is imperative that everyone employs the same language and maintains a vigilant attitude towards protecting our students at all times. To support this, our school provides regular professional development sessions focused on the appropriate language to use when discussing sensitive information with students and training to recognize the warning signs a student might display when at risk.

Furthering this unified approach, all staff members are required to complete Mandatory Reporting Training annually and participate in Biannual Protective Behaviours Training conducted by reputable organizations such as Protective Behaviours WA or the WA Child Safety Services. This comprehensive training regime ensures that every staff member, regardless of their direct teaching responsibilities, is well-versed in the latest methodologies and legal requirements, and equipped with the necessary skills to effectively address and manage protective behaviours issues, maintaining a consistently safe and responsive educational environment at Divine Mercy College.

All topics in each Focus Area will be covered in Health Education lessons. The following table shows where Protective Behaviour Curriculum is covered in other subjects.

Year 7

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 2: Risk-taking and emergencies</p> <p>History Locate and identify primary and secondary sources to use in historical inquiry AC9HH7S02</p> <p>English Recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02</p> <p>English Analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07</p>	<p>Topic 2: Identity and relationships</p> <p>English Recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02</p> <p>Topic 3: Power in relationships</p> <p>English Analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07</p> <p>English Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01</p>	<p>Topic 2: Recognising abuse</p> <p>English Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02</p> <p>Topic 3: Cyber safety</p> <p>Technology Select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions AC9TDI8P11</p>	<p>Topic 1: Strategies for keeping safe</p> <p>English Recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02</p>

Year 8

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 2: Risk-taking and emergencies HASS Geography Reasons for, and effects of, internal migration and International migration in Australia, China or other countries AC9HG8K08</p> <p>Topic 3: Psychological pressure and manipulation English Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02</p>	<p>Topic 2: Identity and relationships English Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04</p> <p>English Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02</p> <p>Topic 3: Power in relationships English Investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07</p> <p>English Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01</p>	<p>Topic 2: Recognising abuse English Investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07</p> <p>Topic 3: Cyber safety Technology Select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects AC9TDI8P12</p> <p>Topic 4: Domestic and family violence English Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY07</p>	

Year 9

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
	<p>Topic 1: Rights and responsibilities HASS The influence of a range of media, including social media, in shaping identity and attitudes to diversity AC9HC9K06</p> <p>Topic 2: Identity and relationships 2.2 Healthy and unhealthy relationships 2.3 Construction of gender</p> <p>Topic 3: Power in relationships English Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02</p> <p>English Analyse how features of literary texts influence readers' preference for texts AC9E9LE03</p> <p>English Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in Particular ways, and use interacting skills to present and discuss opinions regarding these texts AC9E9LY02</p> <p>Topic 4: Trust and networks 4.1 Trust 4.2 Trusted networks</p>	<p>Topic 3: Cyber safety Technology Select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audience AC9TDI10P11</p>	

Year 10

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective strategies
<p>Topic 1: Risk-taking and emergencies English Reflect on and extend others' interpretations of and responses to literature AC9E10LE02</p> <p>Topic 2: Psychological pressure and manipulation English Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05</p>	<p>Topic 1: Rights and responsibilities English Reflect on and extend others' interpretations of and responses to literature AC9E10LE02</p> <p>Topic 2: Identity and relationships Media Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning and confirm or challenge the expectations of specific audiences AC9AMA10C02</p> <p>Topic 3: Power in relationships</p>	<p>Topic 2: Recognising abuse HASS Analyse information, data and ideas about political or legal issues to identify and evaluate differences in perspectives and interpretations AC9HC10S03</p> <p>English Understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04</p>	<p>Topic 1: Strategies for keeping safe English Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY02</p>

DMC Protective Behaviour Curriculum

English Evaluate the social, moral or ethical positions represented in literature AC9E10LE04

Year 11/12

The delivery of the Protective Behaviours Curriculum for Year 11 and 12 students is strategically integrated into the school day to ensure that critical safety messages reach our students through various impactful channels. This curriculum is primarily delivered during pastoral care support time, religious lessons, and personal development lessons, where themes of personal safety and well-being are deeply embedded. Additionally, we enhance our curriculum with carefully selected external presentations that address specific safety concerns relevant to this age group. These include drug education sessions that emphasise students' right to be safe, online safety presentations by experts such as Paul Litherland from Safe Surf Online, and puberty and health talks provided by Catholic Education which focus on Relationships, Recognising and Reporting Abuse, and Protective Strategies. These multifaceted approaches ensure that our senior students are well-informed and prepared to navigate the complex challenges they face, both online and offline, with confidence and responsibility.