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**RESPECTFUL RELATIONSHIPS: Years 7 and 8**

The following table identifies how the key aspects of respectful relationships are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for respectful relationships by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 7 and 8 | | | |
| Key aspect 1: Recognising and practising respect | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships  AC9HP8P04 | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family * recognising the impact bullying and harassment can have on relationships, including online relationships * showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds * proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination * examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships |
| **Personal, social and community health**  Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  AC9HP8P05 | * investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing * examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves * developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities * researching how norms, stereotypes and prejudice are challenged in local, national and global contexts * investigating events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week * identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time |
| **Civics and Citizenship** | **Knowledge and understanding**  Citizenship, diversity and identity | how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society  AC9HC7K05 | * identifying how Australian values can include patriotism, inclusion, civility, personal and collective responsibility, compassion, equality, justice, a “fair go” and religious freedom, and evaluating the extent to which values are reflected in Australian society * identifying shared values across the diverse communities within Australia and how these can be expressed through customs and protocols such as flag-raising ceremonies and singing the national anthem (this could include investigating the history of changes to our national anthem) * evaluating the extent to which these values can promote cohesion and reconciliation in Australia’s society * investigating why migrants and refugees wish to come to Australia and become Australian citizens * identifying Christian traditions and values that have influenced the development of Australian society, democracy and law, including the impacts upon First Nations Australian communities and other groups within Australian society * identifying the values and beliefs of religions practised in contemporary Australia, such as Judaism, Buddhism, Islam and Hinduism |

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| Years 7 and 8 | | | |
| Key aspect 2: Developing personal and social skills | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | analyse factors that influence emotional responses and devise strategies to self-manage emotions  AC9HP8P06 | * investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others * exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others * recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don’t have a negative impact on others |
| **Personal, social and community health**  Interacting with others | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent  AC9HP8P07 | * exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships. * understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others * examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | 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 | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse * displaying empathy for diverse cultural expectations when participating in teams and in online communities, for example showing sensitivity around images or names of deceased people, and valuing the intellectual property and perspectives of others * demonstrating agile project management skills and understanding, for example when collaborating with First Nations Australians’ community groups to develop digital solutions to projects: following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strength; and addressing risks and responsibilities such as privacy, security and accuracy of data * determining and recording the tasks, responsibilities and timeframes for a collaborative project, for example using a spreadsheet to record tasks and their sequence, critical dates and who is responsible for each task so a project can be finished on time |
| **English – Year 7** | **Language**  Language for interacting with others | understand how language expresses and creates personal and social identities  AC9E7LA01 | * understanding local idioms and discussing their connection with personal and social identities * developing dialogue that reveals character in comics, cartoons and animations |
| **Literacy**  Interacting with others | use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts  AC9E7LY02 | * participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length, clarifying and rephrasing comments of others * identifying key evidence supporting an argument in a discussion between 2 speakers * choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs * ensuring that ways of communicating for particular audiences are acknowledged |
| **English – Year 8** | **Language**  Language for interacting with others | recognise how language shapes relationships and roles  AC9E8LA01 | * understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating * exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to Country/Place |
| **Literacy**  Interacting with others | 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 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation * using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas |
| **The Arts – Media Arts** | **Creating and making** | design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience  AC9AMA8C01 | * understanding the importance of, and applying, respectful relationships and empathy when developing characters to convey historical or cultural ideas and meaning; for example, planning how to create relationships with audiences when developing characters |
| **Presenting and performing** | present media arts works, using responsible media practices and considering potential relationships the work could create with audiences  AC9AMA8P01 | * distributing a media arts work designed to engage a specific audience and using appropriate rights and permissions to upload to an online space, such as a closed platform controlled by their school; for example, distributing a music video they have made for a specific audience * complying with copyright laws and respecting Indigenous Cultural and Intellectual Property rights when presenting media arts works; for example, obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual * considering the impact of different audiences on the interpretation of and engagement with their media arts works; for example, presenting their media arts works in different contexts and evaluating the effectiveness of the response, such as using a school learning management platform to share work online with the school community, or sharing work at a fixed time and place such as a school exhibition |

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| Years 7 and 8 | | | |
| Key aspect 3: Recognising how gender norms and stereotypes can influence choices and actions | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes  AC9HP8P03 | * exploring scenarios in texts that demonstrate how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships * examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual relationships, sexual behaviour, contraceptive use, substance use and future life plans * identifying those positive character attributes and strengths that are valued regardless of gender * investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices |
| **Personal, social and community health**  Making healthy and safe choices | investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  AC9HP8P09 | * analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions * investigating how messages related to food are portrayed in the media and how this may impact decision-making in relation to health and wellbeing * exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues * exploring health campaigns targeting First Nations Australian young people and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don’t Make Smokes Your Story and Yarn Safe * analysing how messages related to sexual relationships are portrayed in different forms of media and how they may influence the way people act within relationships |
| **Civics and Citizenship – Years 7 and 8** | **Skills**  Civic participation and decision-making | explain the methods or strategies related to making decisions about civic participation  AC9HC7S04 | * identifying and evaluating the methods and actions linked to active and informed citizenship and how these contribute to change in local, national, regional and/or global communities; for example, campaigners in the local community who have saved heritage buildings or preserved green space or environmentally important sites * identifying the core responsibilities of active citizenship and evaluating how the contributions of Australian citizens enacting democratic values demonstrate active citizenship and contribute to creating a cohesive society, for example, disability advocacy services or Landcare Australia groups * identifying and explaining the features of methods or strategies used by citizens and groups to achieve democratic and just outcomes, such as social media campaigns, letters, petitions, participating in mediation or tribunals, or taking direct action |
|  | **Skills**  Civic participation and decision-making | explain the methods or strategies related to making decisions about civic participation  AC9HC8S04 | * describing how active citizenship strategies may contribute to an informed and positive change, and to building a democratically cohesive society; for example, stopping whaling, reducing carbon emissions * explaining the links between democratic societies, active citizenship and global citizenship at national, regional and global levels, and methods used to take civic action; for example, citizens who protest against militaristic and authoritarian regimes and/or abuses of human rights in other societies |
| **English – Year 7** | **Literature**  Literature and contexts | 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 | * exploring ideas about heroism in literary texts by wide-ranging world authors * discussing the similarities and differences in character representations in film adaptations of novels and plays * exploring representations of characters and events in literary texts by First Nations Australians * exploring depictions of the city or the bush in Australian poems and short stories from different eras |
| **Literature**  Engaging with and responding to literature | form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a response  AC9E7LE02 | * establishing forums and criteria for discussing the relative merits of characters, settings and events in literary texts * comparing personal opinions on texts and justifying responses in discussions which may include referencing behaviours such as integrity and loyalty |
| **Literacy**  Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas  AC9E7LY05 | * comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences * analysing visual features including choice of image, colour, composition and font in covers of different editions of books when predicting the tone of a text * determining and summarising the key idea(s) of paragraphs and chapters in an extended text |
| **English – Year 8** | **Literature**  Literature and contexts | 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 | * discussing representations of characters from historical contexts in literary texts; for example, discussing the romantic representation of the Australian swagman and the values it reflects * explaining attitudes and ideas about the natural world in literary texts drawn from contexts different to their own * explaining the ways texts by First Nations Australian authors represent unique ways of being, knowing, thinking and doing |
| **Literature**  Engaging with and responding to literature | share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts  AC9E8LE02 | * comparing reviews of a literary text and evaluating opinions that challenge or support personal opinions * reflecting on and evaluating opinions and arguments about aspects of literary texts including characterisation, setting and plot |
| **Literacy**  Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts  AC9E8LY05 | * reflecting on content by connecting and comparing information across and between texts * determining and applying criteria for evaluating the content of a website; for example, criteria for content and website purpose and its effectiveness * analysing the selection and composition of an image in a text and evaluating its effect on the credibility of the story |
| **The Arts – Media Arts** | **Exploring and responding** | investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts  AC9AMA8E01 | * identifying, describing and analysing how, for example, cinematography, mise-en-scène, editing or sound are manipulated to construct representations of people, place, events or ideologies * analysing the way media languages are used to construct representations of people, places and concepts in media genres and products; for example, the ways that technical and symbolic codes are used to construct stereotypical representations of people, places or concepts in media arts works aimed at teenagers * analysing the way audiences are positioned to respond to different representations constructed by technical and symbolic codes in media arts works, such as in the depiction of cultural or social groups and values in Australian film and television |
| **Developing practices and skills** | develop media production skills throughout the production process to construct representations using media languages and media technologies  AC9AMA8D01 | * exploring ways to use media languages and media technologies to create representations that perpetuate or challenge relationships, or address issues such as stereotyping, bias, identity or sustainable ways of living * experimenting with the technical capabilities of media technologies and using media languages to inform plans for the design and construction of representations of people, places or concepts in media arts forms, such as print, moving image and interactive content * experimenting with digital tools such as cameras, sound recording equipment or editing/coding/animation software to construct representations of people, places or concepts for various genres or media platforms |
| **Creating and making** | design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience  AC9AMA8C01 | * exploring ways to use media languages and technologies to create representations that perpetuate or challenge relationships, or address issues such as stereotyping, bias, identity and sustainable ways of living, in media arts forms such as cartoons, graphic/print, photographic sequences and moving image * experimenting with the technical capabilities of media technologies and using media languages to inform plans for the design and construction of representations of people, places or concepts * experimenting with ways to use technical and symbolic elements such as sound and lighting to construct representations of people, places and concepts for various genres or media platforms |

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| Years 7-8 | | | |
| Key aspect 4: Taking action to create equal and respectful communities | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  AC9HP8P05 | * investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing * examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves * developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities * researching how norms, stereotypes and prejudice are challenged in local, national and global contexts |
| **Personal, social and community health**  Making healthy and safe choices | refine protective behaviours and evaluate community resources to seek help for themselves and others  AC9HP8P08 | * exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression * examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person’s willingness to seek help * exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools * collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants * analysing how bystanders play a role in ensuring online spaces are positive and safe, and examining how support services such as kidshelpline and the eSafety Commissioner can provide support for young people who feel unsafe, bullied or abused online * exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health |
| **Movement and physical activity**  Learning through movement | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities  AC9HP8M09 | * adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes * applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group * reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes * undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | 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 | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse * displaying empathy for diverse cultural expectations when participating in teams and in online communities, for example showing sensitivity around images or names of deceased people, and valuing the intellectual property and perspectives of others * demonstrating agile project management skills and understanding, for example when collaborating with First Nations Australians’ community groups to develop digital solutions to projects: following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strength; and addressing risks and responsibilities such as privacy, security and accuracy of data * determining and recording the tasks, responsibilities and timeframes for a collaborative project, for example using a spreadsheet to record tasks and their sequence, critical dates and who is responsible for each task so a project can be finished on time |