

# Kids Helpline @ School

primary school



## session alignment Australian National Curriculum V9

# gaming & your brain

learning area: health and physical education

## Year 3-4

explain how and why emotional responses can vary and practice strategies to manage their emotions  
AC9HP4P06

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10

interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09

## Year 5-6

apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  
AC9HP6P10

investigate different sources and types of health information and how these apply to their own and others' health choices  
AC9HP6P09

general capabilities:

personal and social capability

self and social awareness

self-management

digital literacy

practicing digital safety and well-being

investigating

managing and operating

# balancing your tech time

learning area: health and physical education

## Year 3-4

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations  
AC9HP4P08

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing  
AC9HP4P10

interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours  
AC9HP4P09

## Year 5-6

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations  
AC9HP6P08

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  
AC9HP6P10

investigate different sources and types of health information and how these apply to their own and others' health choices  
AC9HP6P09

general capabilities:

personal and social capability  
self-awareness

self-management

digital literacy  
practicing digital safety and well-being

investigating

managing and operating

# being kind online

learning area: health and physical education

## Year 3-4

select, use and refine personal and social skills to establish, manage and strengthen relationships [AC9HP4P04](#)

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations [AC9HP4P08](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing [AC9HP4P10](#)

## Year 5-6

describe and demonstrate how respect and empathy can be expressed to positively influence relationships [AC9HP6P04](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities [AC9HP6P10](#)

general capabilities:

personal and social capability  
self and social awareness  
self and social management

Ethical understanding  
understanding ethical concepts and perspectives  
responding to ethical issues

digital literacy  
practicing digital safety and well-being  
investigating  
creating and exchanging  
managing and operating

# bullying: it ends with us

learning area: health and physical education

## Foundation

practise personal and social skills to interact respectfully with others [AC9HPFP02](#)

express and describe emotions they experience [AC9HPFP03](#)

demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe [AC9HPFP05](#)

## Year 1 - 2

identify and explore skills and strategies to develop respectful relationships [AC9HP2P02](#)

identify how different situations influence emotional responses [AC9HP2P03](#)

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe [AC9HP2P05](#)

## Year 3-4

select, use and refine personal and social skills to establish, manage and strengthen relationships [AC9HP4P04](#)

describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities [AC9HP4P05](#)

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations [AC9HP4P08](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing [AC9HP4P10](#)

## Year 5-6

describe and demonstrate how respect and empathy can be expressed to positively influence relationships [AC9HP6P04](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

apply strategies to manage emotions and analyse how emotional responses influence interactions [AC9HP6P06](#)

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities [AC9HP6P10](#)

## general capabilities

personal and social capability  
social awareness  
self-management  
social management

critical and creative thinking  
inquiring, generating,  
analysing, reflecting

ethical understanding  
understanding ethical concepts  
and perspectives

# climate change: caring for our inner and outer world

learning area – health and physical education:

lower primary  
Foundation

express and describe emotions they experience  
AC9HPFP03

participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03

Year 1 – 2

identify how different situations influence emotional responses AC9HP2P03

participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable AC9HP2M03

mid-upper primary  
Year 3-4

explain how and why emotional responses can vary and practice strategies to manage their emotions  
AC9HP4P06

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10

Year 5-6

apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06

participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation AC9HP6M05

general capabilities:

personal and social capability

self-awareness  
self-management

ethical understanding

understanding ethical concepts  
and perspectives

responding to ethical issues

cross curriculum  
priorities:

Sustainability

Systems

World views

Design

Futures

# cyberbullying: be the change

learning area – health and physical education:

general capabilities:

lower primary  
Foundation

practise personal and social skills to interact respectfully with others AC9HPFP02

demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05

Year 1 – 2

identify and explore skills and strategies to develop respectful relationships AC9HP2P02

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05

mid-upper primary  
Year 3–4

select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08

Year 5–6

describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08

personal and social capability  
social awareness  
social management

ethical understanding  
understanding ethical concepts  
and perspectives

digital literacy  
practicing digital safety and well-being

# developing resilience

learning area: health and physical education

## Foundation

express and describe emotions they experience  
[AC9HPFP03](#)

investigate who they are and the people in their world  
[AC9HPFP01](#)

## Year 1 - 2

identify how different situations influence emotional responses  
[AC9HP2P03](#)

describe their personal qualities and those of others, and explain how they contribute to developing identities  
[AC9HP2P01](#)

## Year 3 - 4

investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  
[AC9HP4P01](#)

explain how and why emotional responses can vary and practice strategies to manage their emotions  
[AC9HP4P06](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing  
[AC9HP4P10](#)

## Year 5 - 6

apply strategies to manage emotions and analyse how emotional responses influence interactions  
[AC9HP6P06](#)

explain how identities can be influenced by people and places, and how we can create positive self-identities  
[AC9HP6P01](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations  
[AC9HP6P08](#)

## general capabilities

personal and social capability

self and social awareness

self-management

ethical understanding

understanding ethical concepts and perspectives

responding to ethical issues



# coping with change

learning area: health and physical education

general capabilities

## Foundation

express and describe emotions they experience  
[AC9HPFP03](#)

demonstrate **protective behaviours**, name body parts and rehearse help-seeking strategies that help keep them safe  
[AC9HPFP05](#)

## Year 1 - 2

identify how different situations influence emotional responses [AC9HP2P03](#)

identify and demonstrate **protective behaviours** and help-seeking strategies they can use to help them and others stay safe  
[AC9HP2P05](#)

## Year 3 - 4

explain how and why emotional responses can vary and practice strategies to manage their emotions [AC9HP4P06](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing  
[AC9HP4P10](#)

plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty  
[AC9HP4P02](#)

## Year 5 - 6

apply strategies to manage emotions and analyse how emotional responses influence interactions [AC9HP6P06](#)

investigate resources and strategies to manage changes and transitions, including changes associated with puberty  
[AC9HP6P02](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

personal and social capability

self-awareness

self-management

critical and creative thinking

inquiring, generating, analysing, reflecting

# friendship

learning area: health and physical education

## Foundation

express and describe emotions they experience  
[AC9HPFP03](#)

practise personal and social skills to interact  
respectfully with others [AC9HPFP02](#)

## Year 1 - 2

identify and explore skills and strategies to  
develop respectful relationships [AC9HP2P02](#)

describe their personal qualities and those of  
others, and explain how they contribute to  
developing identities [AC9HP2P01](#)

## Year 3 - 4

select, use and refine personal and social  
skills to establish, manage and strengthen  
relationships [AC9HP4P04](#)

explain how and why emotional responses  
can vary and practice strategies to manage  
their emotions [AC9HP4P06](#)

investigate and apply behaviours that  
contribute to their own and others' health,  
safety, relationships and wellbeing  
[AC9HP4P10](#)

## Year 5 - 6

apply strategies to manage emotions and  
analyse how emotional responses influence  
interactions [AC9HP6P06](#)

describe and demonstrate how respect and  
empathy can be expressed to positively  
influence relationships [AC9HP6P04](#)

describe and implement strategies to value  
diversity in their communities [AC9HP6P05](#)

analyse how behaviours influence the  
health, safety, relationships and wellbeing  
of individuals and communities [AC9HP6P10](#)

## general capabilities

personal and social  
capability

self and social awareness

self and social management

ethical understanding

understanding ethical  
concepts  
and perspectives

responding to ethical issues

# introduction to kids helpline

learning area – health and physical education:

general capabilities:

## lower primary

Foundation

practise personal and social skills to interact respectfully with others AC9HPFP02

demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05

Year 1 – 2

identify and explore skills and strategies to develop respectful relationships AC9HP2P02

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05

## mid-upper primary

Year 3–4

select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08

Year 5–6

describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08

personal and social capability  
self and social awareness

self and social management

ethical understanding  
understanding ethical concepts  
and perspectives

responding to ethical issues

# let's talk about emotions

learning area: health and physical education

## Foundation

express and describe emotions they experience [AC9HPFP03](#)

demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe [AC9HPFP05](#)

## Year 1 - 2

identify how different situations influence emotional responses [AC9HP2P03](#)

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe [AC9HP2P05](#)

## Year 3 - 4

explain how and why emotional responses can vary and practice strategies to manage their emotions [AC9HP4P06](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing [AC9HP4P10](#)

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations [AC9HP4P08](#)

## Year 5 - 6

apply strategies to manage emotions and analyse how emotional responses influence interactions [AC9HP6P06](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities [AC9HP6P10](#)

## general capabilities

personal and social capability

self and social awareness

self-management

critical and creative thinking

inquiring

generating

reflecting

# online safety

## learning area – health and physical education:

### lower primary

#### Foundation

practise personal and social skills to interact respectfully with others [AC9HPFP02](#)

express and describe emotions they experience [AC9HPFP03](#)

#### Year 1 – 2

identify and explore skills and strategies to develop respectful relationships [AC9HP2P02](#)

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe [AC9HP2P05](#)

### mid-upper primary

#### Year 3–4

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations [AC9HP4P08](#)

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing [AC9HP4P10](#)

#### Year 5–6

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

## learning area – digital technologies:

### mid-upper primary

#### Year 3–4

identify what personal data is stored and shared in their online accounts and discuss any associated risks [AC9TDI4P09](#)

#### Year 5–6

access multiple personal accounts using unique passphrases and explain the risks of password re-use [AC9TDI6P09](#)

## general capabilities:

### personal and social capability

self-awareness  
self-management  
social awareness  
social management

### Ethical understanding

understanding ethical concepts and perspectives  
responding to ethical issues

### digital literacy

practicing digital safety and well-being  
investigating  
creating and exchanging  
managing and operating

# positive online footprints

learning areas

health and physical education:

Year 3-4

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing [AC9HP4P10](#)

Year 5-6

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities [AC9HP6P10](#)

digital technologies:

Year 3-4

use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults [AC9TDI4P07](#)

Year 5-6

explain the creation and permanence of their digital footprint and consider privacy when collecting user data [AC9TDI6P10](#)

general capabilities:

personal and social capability  
self and social awareness  
self and social management

Ethical understanding  
understanding ethical concepts and perspectives  
responding to ethical issues

digital literacy  
practicing digital safety and well-being  
investigating  
creating and exchanging  
managing and operating

# thinking about social media

learning area: health and physical education

## Year 3-4

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations  
AC9HP4P08

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10

interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09

## Year 5-6

explain how identities can be influenced by people and places, and how we can create positive self-identities AC9HP6P01

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  
AC9HP6P10

investigate different sources and types of health information and how these apply to their own and others' health choices  
AC9HP6P09

general capabilities:

personal and social capability  
self and social awareness

self-management

critical and creative thinking  
analysing

reflecting

digital literacy  
practicing digital safety and well-being

investigating

managing and operating

# PASSing on peer pressure

learning area: health and physical education

## Year 3-4

explain how and why emotional responses can vary and practice strategies to manage their emotions

AC9HP4P06

select, use and refine personal and social skills to establish, manage and strengthen relationships

AC9HP4P04

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations

AC9HP4P08

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing

AC9HP4P10

## Year 5-6

apply strategies to manage emotions and analyse how emotional responses influence interactions

AC9HP6P06

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

AC9HP6P04

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities

AC9HP6P10

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations

AC9HP6P08

## general capabilities

personal and social capability  
self and social awareness

self-management

critical and creative thinking  
generating

analysing

reflecting

ethical understanding  
understanding ethical concepts  
and perspectives

responding to ethical issues



# transition to high school

learning area: health and physical education

Year 5-6

explain how identities can be influenced by people and places, and how we can create positive self-identities

[AC9HP6P01](#)

investigate resources and strategies to manage changes and transitions, including changes associated with puberty [AC9HP6P02](#)

apply strategies to manage emotions and analyse how emotional responses influence interactions

[AC9HP6P06](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities [AC9HP6P10](#)

general capabilities

personal and social capability  
self and social awareness

self-management

ethical understanding  
understanding ethical concepts  
and perspectives

responding to ethical issues

# unlocking your inner leader

learning area: health and physical education

general capabilities

## Year 5-6

explain how identities can be influenced by people and places, and how we can create positive self-identities

AC9HP6P01

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

AC9HP6P04

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities

AC9HP6P10

personal and social capability  
self and social awareness

self-management

ethical understanding  
understanding ethical concepts  
and perspectives

responding to ethical issues

# your right to safety

learning area: health and physical education

## Foundation

express and describe emotions they experience [AC9HPFP03](#)

demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe [AC9HPFP05](#)

## Year 1 - 2

identify how different situations influence emotional responses [AC9HP2P03](#)

practise strategies they can use when they need to seek, give or deny permission respectfully [AC9HP2P04](#)

identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe [AC9HP2P05](#)

## Year 3 - 4

explain how and why emotional responses can vary and practice strategies to manage their emotions [AC9HP4P06](#)

rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required [AC9HP4P07](#)

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations [AC9HP4P08](#)

## Year 5 - 6

apply strategies to manage emotions and analyse how emotional responses influence interactions [AC9HP6P06](#)

describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully [AC9HP6P07](#)

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations [AC9HP6P08](#)

## general capabilities

personal and social capability

self and social awareness

self-management

ethical understanding

understanding ethical concepts and perspectives

responding to ethical issues