

# Syllabus & Curriculum Alignment Guide

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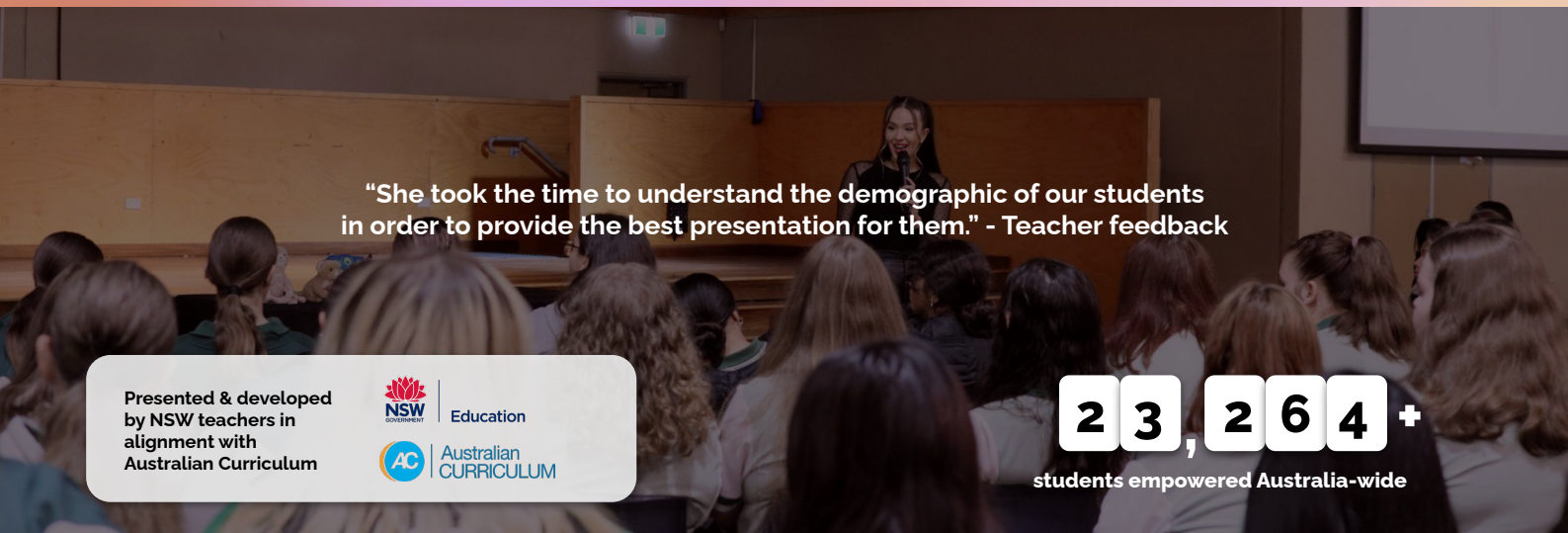
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## NSW Science syllabus alignment

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"She took the time to understand the demographic of our students in order to provide the best presentation for them." - Teacher feedback

# Australian Curriculum alignment

Our programs are written and approved by teachers to align with the Australian curriculum v9

## HPE focus areas:

### Mental Health & wellbeing:

The content of this program supports students with strategies for emotional awareness and regulation, improve body image, and to support their own mental health and build a network of support

### Relationships & sexuality:

The content of this program supports students to develop positive and respectful practices in relation to their reproductive and sexual health and their identities, including the changes of puberty, and practices that support reproductive/ sexual health (contraception, preventing STIs)

### Food & nutrition:

The content of this program supports to make healthy, informed food choices and how these are linked to hormones, and their experience of physical, mental and emotional period symptoms

### Health benefits of physical activity:

The content of this program supports students to develop knowledge, understanding and skills to make active choices and connects these choices with an impact on their experience of physical, mental and emotional period symptoms

## General capabilities:



### Literacy:

Anatomy and biology definitions, medical keywords, PDHPE and Science syllabus metalanguage, mind maps, tables Numeracy Critical and creative thinking



### Numeracy:

Hormone and menstrual cycle chart and graph interpretations, temperatures to 2 decimal places, correlation and relationships, statistics and percentages



### Critical and creative thinking:

Develop questions to understand menstrual cycle concepts and interpret health information



### Personal and social capability:

Exploring their thoughts, feelings and actions regarding puberty, body image and reproductive health, assessing their personal areas for growth, and planning for growth and improvement in to develop in these areas.



### Ethical understanding:

Challenging stigma around menstruation, challenges of menstruation that lead to inequality and period poverty



## Sustainability

The program teaches students about reusable period-care options like menstrual cups, period underwear and period swimwear. Students learn how low-waste choices can be inclusive and sustainable. These emerging reusable period products are an example of innovation and creativity in sustainably designed solutions that to reduce present and future impacts on environmental, social and economic systems

"We had a challenging group from year 8, 9 and 10, who were all absolutely enthralled and engaged the entire time" - Teacher feedback



# Cycle Literacy Program

## NSW PDHPE syllabus alignment

More program info



# “Cycle Literacy” program

## NSW PDHPE syllabus (2018)

### Stage 3

NSW PDHPE (2018) outcomes: PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-9

#### Health, wellbeing & relationships

Skill Domains: Self Management

How does my uniqueness change over time? (optional add on – please request)

- **examine how identity and behaviour are influenced by people, places and the media, for example:**
  - identify how personal strengths and qualities contribute to identity and inform views
  - discuss how personal and cultural identity can change over time, eg influence of media
  - explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships

How can I manage transitions and challenges?

- **examine change and investigate resources and strategies to manage transition and challenges, for example:**
  - recognise and understand types of change, eg physical changes, changing feelings towards other people
  - understand that individuals experience change associated with puberty at different times, intensity and with different responses, eg menstruation
  - explore the function and interrelationship of body systems
  - identify and evaluate age-appropriate sources of information to enhance understanding of changes associated with growth and development
  - investigate help-seeking strategies to manage changes associated with puberty, eg talking to trusted adults, accessing health products and services
- **investigate community resources and ways to seek help about health, safety and wellbeing, for example:**
  - identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers
  - research sources of health information and places where they can seek help about health, safety and wellbeing

#### Healthy, safe and active lifestyles

Skill Domains: Self Management, interpersonal skills

How responsible am I for my own and others' health, safety and wellbeing?

- **recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example:**
  - examine the benefits of physical activity to social health and mental wellbeing

What actions positively influence the health, safety and wellbeing of my community?

- **investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:**
  - monitor and plan for action to meet recommendations for daily physical activity and screen time
  - investigate actions that support their own mental health and that of others, eg talking to a parent or friend, positive self-talk, regular sleep
  - plan for personal safety online and ethical use of mobile devices and social media (optional add on – please request)
  - describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, eg choosing healthy snacks, wearing sunscreen
  - propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers
- **implement actions to maintain and improve the quality of an active lifestyle, for example:**
  - propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport
  - recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals
- **plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:**
  - identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food, smoking

How does a healthy, safe and active lifestyle enhance connection with others?

- **explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example:**
  - explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations, eg risk-taking, positive health decisions, offensive online material, gambling, gender expectations



# “Cycle Literacy” program

## NSW PDHPE syllabus (2024)

### Stage 3

NSW PDHPE (2024) outcomes: PH3-SMI-01, PH3-IHW-01, PH3-RRS-02

#### Respectful relationships and safety

**Outcomes:**

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

Informed decisions and strategies enhance online safety

- Identify and apply strategies to contribute to safety in online environments (optional add on to program)
- Describe and demonstrate ways to report negative, harmful or unsafe situations to trusted adults or in online tools (optional add on to program)

#### Identity, health and wellbeing

**Outcomes:**

**PH3-IHW-01** – examines and explains factors that influence identity, health and wellbeing of individuals and groups

Changes and factors can promote a positive identity

- Examine life changes and develop management strategies
- Investigate products and resources to manage changes associated with puberty
- Examine reliable sources of health information to seek help and advice
- Investigate how family, culture, peers, media, education and place can impact actions, influencing identity, health and wellbeing
- Explain strategies that enhance a positive sense of identity and support health and wellbeing

Informed decisions and actions influence health and wellbeing

- Investigate the impact active and sedentary lifestyles have on health and wellbeing and devise strategies to maintain a physically active lifestyle
- Apply hygiene strategies and self-care routines and explain how they positively impact health and wellbeing
- Investigate strategies that contribute to the prevention of lifestyle diseases and propose actions to support a healthy lifestyle

#### Self management and interpersonal skills

**Outcomes:**

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

Self-management skills are supported by informed decisions

- Explain how emotional responses to situations can impact decision-making and relationships
- Evaluate and apply self-regulation strategies to manage responses in offline and online situations
- Explain and demonstrate when resilience strategies can be applied across a range of contexts



# “Cycle Literacy” program

## NSW PDHPE syllabus (2018)

### Stage 4

NSW PDHPE (2018) outcomes: PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9

#### Health, wellbeing & relationships

**Skill Domains:** Self Management

##### How do change, transition and environment shape my identity?

- **investigate the impact of transition and change on identity:**
  - investigate the changing nature of personal identity and how it can differ in various contexts
  - examine the impact of physical, social and emotional changes during adolescence
  - identify feelings and emotions associated with transition and change

##### What skills and strategies can be used to manage change, challenges and seek help?

- **evaluate strategies to manage personal, physical and social changes that occur as they grow older**
  - analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities,
- **practise and apply skills and strategies to seek help for themselves and others**
  - propose individual support networks and external support services
  - identify barriers to seeking help and propose strategies to overcome these barriers
  - recognise scenarios that involve change and challenge for young people

#### Healthy, safe and active lifestyles

**Skill Domains:** Self Management, interpersonal skills

##### What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?

- **Investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity**
  - discuss the physical, social, emotional & spiritual benefits of being active in outdoor & natural environments to community health & wellbeing
- **Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues**
  - assess health products, information and advertising to expose myths and fallacies, eg contraceptive products
  - identify various health information, products and services designed to address the health needs of young people

##### How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?

- **propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing**
  - recognise the importance of trusting their own feelings, thoughts
  - explore the impact of stress and coping on mental health
  - practise ways to communicate concerns about health, safety and wellbeing to a variety of support people
- **Plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities**
  - investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing

##### Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

- **appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community**
  - explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health
- **explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community**
  - evaluate the interrelationship between nutrition, mental health and physical activity
  - examine the impact that body image and personal identity have on young people's health
  - appreciate the contribution that participation in physical activity makes



# “Cycle Literacy” program

## NSW PDHPE syllabus (2024)

### Stage 4 outcomes & content

#### Identity, belonging and change

**PH4-SMI-01** - refines and applies self-management and interpersonal skills to manage complex situations

**PH4-SHW-01** - assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing

**PH4-IBC-01** - investigates and explains factors that shape identity and sense of belonging

##### Building a healthy sense of identity to enhance wellbeing and inclusion

- Examine and propose skills and strategies that support a positive sense of identity and discuss how this enhances health and wellbeing

##### Managing growth and change

- Refine skills and strategies for managing changing roles and responsibilities
- Explain strategies that enhance resilience, health and wellbeing in response to stress, loss and grief
- Examine the impact of change, including adolescence and puberty, and select strategies to support themselves and others through these
- Describe the anatomy and function of the reproductive system including its role in reproduction, menstruation and fertilisation

#### Safe, active and healthy lifestyle choices

**PH4-SHP-01** - plans for and uses strategies to participate in activities that encourage safety, health and lifelong physical activity

**PH4-SMI-01** - refines and applies self-management and interpersonal skills to manage complex situations

**PH4-SHW-01** - assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing

**PH4-IPS-01** - investigates and uses health information, products and support services to propose strategies that enhance safety, health and wellbeing

##### Enhancing wellbeing through healthy lifestyles

- Investigate the dimensions of health and discuss how they impact wellbeing
- Explain how a balanced lifestyle benefits health and wellbeing
- Discuss the benefits of being active in outdoor and natural environments for physical, mental, emotional, spiritual and social health
- Describe how the components of a balanced lifestyle can be applied to a weekly routine
- Describe and apply proactive strategies, help-seeking behaviours and coping strategies that support health and wellbeing for mental health and positive body image

##### Managing risk and enhancing safety

- Identify and plan preventive health practices and behaviours that assist in protection against disease, including communicable respiratory diseases, bloodborne viruses and sexually transmissible infections (optional for cycle literacy program - please request)

##### Thinking critically to enhance health and wellbeing

- Outline the role of health promotion and health literacy in enhancing health and wellbeing
- Access & assess information, resources and services that support young people to seek help and manage relevant health & safety issues
- Analyse health information, products and services to plan preventative action and healthy practices

#### Respectful relationships

**PH4-SMI-01** - refines and applies self-management and interpersonal skills to manage complex situations

**PH4-SHW-01** - assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing

**PH4-RRL-01** - explains and applies strategies for promoting safe and respectful relationships in a range of contexts

##### Building and managing respectful relationships to support health and wellbeing

- Practise skills & strategies to safely advocate for positive and equal power in relationships for themselves and others' health & wellbeing

##### Keeping safe and being respectful online

- Assess and demonstrate strategies to regulate screen time and enhance safety and enjoyment in the digital environment (optional)

##### Applying self-management and interpersonal skills to enhance respectful relationships

- Explain how rights and responsibilities contribute to safe and respectful relationships
- Explain how emotional responses can impact relationships and propose strategies to facilitate positive outcomes in a range of situations
- Identify attitudes and practise skills that enhance resilience, perseverance and adaptability to change

# “Cycle Literacy” program

## NSW PDHPE syllabus (2018)

### Stage 5

NSW PDHPE (2018) outcomes: PD5-1, PD5-2, PD5-6, PD5-7, PD5-9

#### Health, wellbeing & relationships

**Skill Domains:** Self Management

##### How can I be the best version of me and support the identity of others?

- **evaluate factors that impact on the identity of individuals and groups**
  - analyse how norms, stereotypes and expectations may influence individual and group identity
  - challenge unrealistic standards about body image and physical appearance
  - plan, rehearse and evaluate strategies for supporting their own and others' identity

##### How can people respond positively to life challenges?

- **explore the characteristics of resilient people and the skills that enhance resilience and wellbeing**
  - examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change
- **predict future challenges and opportunities and the skills required to manage these in a positive way**
  - examine self-management skills required to manage change and transition

#### Healthy, safe and active lifestyles

**Skill Domains:** Self Management, interpersonal skills

##### How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

- **evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels**
  - propose strategies and actions that influence their own and others' mental health and wellbeing
  - identify methods of contraception (By request in Cycle Literacy program. Covered in senior program)
  - critique strategies for healthy eating and healthy food selection
- **critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels**
  - critique the appropriateness of health and support services that provide advice and support on health-related issues
- **examine young people's rights to healthcare and support services**
  - factors influencing young people's access to health information, products and services

##### Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

- **analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups**
  - analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing



# “Cycle Literacy” program

## NSW PDHPE syllabus (2024)

### Stage 5 outcomes & content

#### Identity, belonging and change

PH5-SMI-01 - evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-SHW-01 - analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

PH5-IBC-01 - analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

##### Building a healthy sense of identity to enhance wellbeing and inclusion

- Propose and evaluate skills and strategies that enhance identity and a sense of belonging for themselves and others

##### Managing growth and change

- Propose and evaluate strategies to manage existing and future challenges and changes
- Explain how overcoming adversity, stress, loss and grief can enhance personal growth
- Discuss factors that influence conception and the role of reproductive technology and fertility treatments (Tracking ovulation cycles, leading a healthy lifestyle and endometriosis.)

#### Safe, active and healthy lifestyle choices

PH5-SHP-01 - designs, implements and evaluates plans to enhance safety, health and participation in lifelong physical activity

PH5-SMI-01 - evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-SHW-01 - analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

PH5-IPS-01 - evaluates the effectiveness and suitability of health information, products and support services for improved individual and community safety, health and wellbeing

##### Enhancing wellbeing through healthy lifestyles

- Analyse how social, cultural and economic factors influence health behaviours
- Explain the connection between nutrition, mental health, physical activity and wellbeing, and propose ways these can be enhanced using a balanced lifestyle approach
- Examine perceptions of mental health and body image and consider how these influence health and wellbeing
- Propose, implement and evaluate strategies and actions that enhance their own and others' mental health and wellbeing

#### Respectful relationships

PH5-SMI-01 - evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-IBC-01 - analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

##### Keeping safe and being respectful online

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation (Optional add on)
- Evaluate a range of strategies that contribute to a safe, inclusive and positive online user experience (Optional add on)



# Senior Program

## NSW PDHPE syllabus alignment

More program info



# Senior presentation

## NSW PDHPE syllabus

### Stage 5 (2018 syllabus)

Outcomes: PD5-2, PD5-6, PD5-7, PD5-9

#### Health, wellbeing & relationships

Skill Domains: Self Management

Key inquiry question: *How can people respond positively to life challenges?*

- explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
  - examine skills & attitudes that enhance resilience; self-monitoring, self-regulation, maintaining realistic perspective & attitudes to change
- predict future challenges and opportunities and the skills required to manage these in a positive way
  - examine self-management skills required to manage change and transition

#### Healthy, Safe and Active Lifestyles

Skill Domains: Self Management, Interpersonal skills

Key inquiry question: *How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?*

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels
  - propose strategies and actions that influence their own and others' mental health and wellbeing
  - identify methods of contraception
- critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
  - critique the appropriateness of health and support services that provide advice and support on health-related issues
- examine young people's rights to healthcare and support services
  - factors influencing young people's access to health information, products and services

### Stage 5 (2024 syllabus)

Outcomes: PH5-SHP-01, PH5-SHW-0, PH5-IPS-01, PH5-SMI-01, PH5-RRL-01

#### Identity, belonging and change

PH5-SMI-01 - evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-SHW-01 - analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

Managing growth and change

- Propose and evaluate strategies to manage existing and future challenges and changes
- Discuss factors that influence conception and the role of reproductive technology and fertility treatments

#### Safe, active and healthy lifestyle choices

PH5-SHP-01 - designs, implements and evaluates plans to enhance safety, health and participation in lifelong physical activity

PH5-SHW-01 - analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

PH5-IPS-01 - evaluates the effectiveness and suitability of health information, products and support services for improved individual and community safety, health and wellbeing

Enhancing wellbeing through healthy lifestyles

- Analyse how social, cultural and economic factors influence health behaviours

#### Respectful relationships

PH5-SMI-01 - evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-RRL-01 - evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

Building and managing respectful relationships to support health and wellbeing

- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences
- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent

Applying self-management and interpersonal skills to enhance respectful relationships

- Examine & refine interpersonal skills/actions to take greater responsibility for the safety, health & wellbeing of themselves & others
- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

# “Cycle Literacy” & Senior Program NSW Science syllabus alignment

More program info



# “Cycle Literacy” & senior program NSW Science syllabus (2018)

## Stage 4

### Living world

#### Outcomes:

- relates the structure and function of living things to their classification, survival and reproduction **SC4-14LW**

#### Content:

**LW3** Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)

- f. outline the role of the reproductive system in humans

## Stage 5

### Living world

#### Outcomes:

- analyses interactions between components and processes within biological systems **SC5-14LW**
- explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society **SC5-15LW**

#### Content:

**LW1** Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment. (ACSSU175)

- a. describe some examples of how multicellular organisms respond to changes in their environment
- d. describe the role of, and interaction between, the coordination systems in maintaining humans as functioning organisms

**LW3** Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries. (ACSHE158, ACSHE192)

- a. relate the organs involved in human reproductive systems to their function

#### Additional content:

- describe the range of functions carried out by some endocrine (hormonal) glands in humans



# Program Content

"Invite Demi to speak - you won't regret it. When girls are empowered they worry less and lose less school time" - Teacher Feedback

## Cycle Literacy program content:

### Session 1 (90 mins)

- Menstrual cycle phases
- How to navigate emotional, physical, hormonal changes of cycle
- Cervical fluid (discharge)
- Reproductive anatomy
- Ovulation, and how it impacts period timing
- Cycle tracking & how to accurately predict your next period
- When pregnancy is and isn't possible
- Sustainable period products (period cups, period underwear, pads & tampons)

### Session 2 (90 mins)


- Common period irregularities - pain, PMS, heavy periods, missing periods
- Recognising signs of teenage health conditions (PCOS, endometriosis)
- Period pain screening - determines if pain levels warrant seeing a doctor
- How and when to seek medical help
- Self-management strategies for period symptoms
- Stress management strategies for better hormonal health
- Nutrition, exercise and sleep strategies for hormone balance
- Preventing menstrual health from hindering school, study and social activities

## Senior presentation content:

### Content:

(60 min, or 90 mins if Cycle Literacy program has not been completed prior)

- Breast checks and breast health
- Vaginal infections (symptoms, prevention, seeking treatment)
- STIs (causes, symptoms, prevention, seeking treatment)
- Informed contraceptive choices (including contraceptives prescribed for period irregularities)
- Risks, benefits, side effects and alternatives to contraceptive drugs
- Cervical screenings (how they work, when to get one)



"It was so good to see the girls engaged the entire time and they felt informed and empowered to make better health choices" - Teacher feedback