

# 2024 Secondary Wellbeing Curriculum

Hume Anglican Grammar

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Anglican Grammar  
**Hume**

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**Aim High, Be Proud**

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## Secondary Curriculum Overview

Student Wellbeing at Hume Anglican Grammar is outlined in the Vision for Student Wellbeing and the five Dimensions of Wellbeing; Connecting Through our Values, Fostering a Respectful Community, Developing our Mind, Supporting our Emotional Health and Caring For Our Body.

Hume Anglican Grammar seeks to provide excellence in education, encouraging high academic standards and the development of individual potential in a vibrant and caring Christian environment.

Hume Anglican Grammar fosters spiritual, intellectual, physical and social development in each student through:

- providing safe and positive learning, in a caring and nurturing environment for students, staff and members of the school community;
- developing an innovative and challenging curriculum that meets the diverse needs of students, delivered by highly motivated and effective teachers who draw upon a wide range of recognised methodologies and teaching practices;
- encouraging the students, staff and school community to respect and accept others inclusive of ability, culture and beliefs;
- equipping students with the ability to develop a positive sense of self-worth and encouraging creative thinking, leadership and personal responsibility;
- stimulating and nurturing the students' intellectual curiosity and capacity to think logically and creatively in problem-solving situations, and to work collaboratively with others.

In the Secondary Wellbeing Program students experience a high-quality evidence-based curriculum and the development of personal and social skills through restorative practices. Through the Australian Curriculum, we explicitly teach students knowledge and skills that further their social and emotional development. The Wellbeing Curriculum links to the three Curriculum Connections which encompass Mental Health and Wellbeing, Online Safety, and Respectful Relationships. The Homeroom Teacher delivers the curriculum in 30-minute lessons each week. An additional one-hour lesson every fortnight is provided to Year 7 students to help with their transition to Secondary School.

Our curriculum explicitly teaches the Child Safe Standards across all year levels in the Secondary School. We particularly focus on Standard 3, in which children and young people are taught about their rights so they are safe and can participate in decisions that affect them. We explicitly teach abuse prevention programs and relevant information in an age-appropriate way, as directed by the Standards. The Child Safe Standards support the Vision for Student Wellbeing to ensure a safe and responsive community at Hume Anglican Grammar.

Mrs Claire Thompson  
**Director of Student Wellbeing**

## Year 7 Curriculum

### Program Overview

The transition to high school is a significant milestone in a student's life. For Year 7 students, it marks the beginning of their formal years of secondary school and is an essential time for personal and academic growth and development. The Year 7 student wellbeing program at Hume Anglican Grammar recognises this and provides a comprehensive curriculum that supports the social-emotional development of students. Through topics such as planning and organisational skills, resilience, online safety, adolescent development, and stress management, Year 7 students are equipped with the necessary tools to navigate this transition and succeed in their high school journey. Additionally, the camp at the beginning of the year is a valuable opportunity for new students to meet their peers and the staff who will be supporting and working closely with them throughout the year.

### Unit 1: Building My Secondary School 'Toolbox'

Term 1 aims to assist students in their transition to high school and promote a sense of community in their homeroom. These activities will teach students about the changes in learning methods at secondary school and how to deal with the emotional challenges that come with the transition. Additionally, students will learn effective time management and study techniques, which are crucial for Year 7. Students will learn about identity formation, appreciation of diversity, recognition of positive qualities, exploration of human rights, challenging stereotypes, and developing respect.

### Unit 2: Supporting My Emotional Health

During Term 2 students will learn how to develop strategies for managing their health and wellbeing. They will be taught positive coping mechanisms such as self-regulation, planning and problem-solving, seeking social support, engaging in physical activity, establishing good sleep and study habits, using positive self-talk, and asking for help when needed. Through this program, students will also learn about their character strengths and how to apply them to their relationships, learning, and daily life.

### Unit 3: Being Active Agents in a Digital World

As students interact with each other in online environments, they develop an understanding of their relationships and responsibilities towards others. This requires them to recognize and understand the types of behaviours that can impact their online communities, either positively or negatively. Students should examine a range of behaviours to determine positive, safe, legal, and ethical behaviour when using digital tools. Students will be provided with opportunities to explore online safety challenges and practices, including identifying the types of risks they can be exposed to, factors that can influence the risk of online harm, strategies that can help prevent harm, strategies that can help build resilience, pathways for reporting content, and pathways to support wellbeing.

### Unit 4: Fostering a Respectful Community

During this unit, students will learn about equity, power relations and gender norms. They apply this knowledge to consideration of relevant personal, social, political, and ethical dilemmas. They consider how cultural and contextual factors can influence gender norms and stereotypes, which in turn can impact decision-making, behaviours, and actions. Students learn strategies that assist them to critically reflect on their own choices, distinguish fact from opinion and consider alternatives. They rehearse strategies to carry out choices in ways that advance the wellbeing and rights of self and others.

## Year 8 Curriculum

### Program Overview

The Year 8 curriculum is designed to build upon the skills taught in Year 7 and help students consolidate their learning. This year is particularly important for each student's personal and academic growth as they explore their needs. Students will be challenged with topics that focus on developing organizational skills, respectful relationships, body esteem, resilience, and time management.

### Unit 1: Creating a Safe Welcoming Community

In this unit, students will learn how to create a respectful community by building healthy relationships with their peers. They will be educated on the different forms that bullying can take and how it can impact one's wellbeing. Additionally, the unit will discuss the role of a bystander and how they can positively contribute to bullying scenarios. The students will also gain knowledge about cyber safety and the potential risks associated with data collection and trials through the eSmart Digital Licence+ platform.

### Unit 2: Healthy Relationships and Mindset

In this unit, students will learn about healthy relationships, including the rights and responsibilities of individuals in personal relationships. They will also explore the impact of gender norms on attitudes at home and school. The unit will cover the importance of respectful relationships online and the associated risks, such as catfishing, and strategies for dealing with unsafe situations online. Additionally, students will examine their emotional health and learn how self-talk can impact their wellbeing. They will identify their character strengths and learn strategies to manage negative self-talk.

### Unit 3: Caring for My Body

Having a healthy body image means having a positive and realistic perception of your body's shape, size, and appearance. It involves accepting and respecting your body, regardless of any perceived flaws or imperfections. It's essential to understand that everyone's body is unique, and there is no such thing as an ideal body shape or size.

This term, students will be focusing on the Free to Be Body Esteem Resource by the Butterfly Foundation. The goal is for students to develop self-awareness and explore how social media and peer pressure can affect their self-image. They will also learn strategies for developing healthy lifestyle habits and personal qualities to help them grow. By the end of the term, students should be able to describe how these strategies have helped them achieve personal growth.

### Unit 4: Supporting My Emotional Health

In Term 4, students will participate in the Bite Back Mental Fitness Challenge from the Black Dog Institute. They will learn about positive coping mechanisms to deal with anxiety and how to regulate their emotions. The program will teach strategies such as gratitude, mindfulness, and the importance of social connections for supporting emotional health. The unit will end with presentations by the Student Allied Health Team about managing test anxiety and its symptoms during the upcoming examinations.

## Year 9 Curriculum

### Program Overview

The Year 9 program is created to cater to the requirements of students in the intermediate years of secondary education. During the year, students are encouraged to contemplate their position in the world and how they cultivate, handle, and sustain respectful relationships. Additionally, they will gain self-reliance through the City Experience program and learn how to handle their priorities and deadlines to achieve academic and personal success.

### Unit 1: Who am I in the world?

This term, students will build upon their knowledge of themselves as individuals in society by exploring their own identities and what makes them unique. This includes their skills and talents, cultural influences, aspirations, and goals. Additionally, students will reflect on what influences them such as social media, friendships, aspirations, and goals, and how to manage these influences while living in a complex world. They will also be introduced to a range of mental health and wellbeing challenges faced by young people and learn how to navigate them by developing coping strategies and practising positive self-talk.

### Unit 2: Respectful Relationships

This unit aims to assist students in a critical stage of their development, where they start forming personal and intimate relationships with others. The curriculum focuses on teaching students about their rights and what constitutes a healthy and respectful relationship. It emphasizes the importance of building and promoting gender equity in relationships and challenging gender stereotypes. Through this course, students will gain knowledge about diversity in all its forms and learn how to accept others regardless of their differences and orientation. The course includes workshops with Elephant Ed on consent education and sessions on cyber safety delivered by the Australian Federal Police.

### Unit 3: City Experience

The City Experience program is an investigative study plan that will culminate in a week-long excursion in Melbourne at the end of August. Students will be required to formulate a research question that relates to Melbourne and gather supporting evidence during the trip. The unit will come to a close with a presentation evening, where students will showcase their research to parents and members of the school community. The objective of the program is to foster independence in students, covering various aspects such as independent learning, city navigation, and managing deadlines.

### Unit 4: Planning My Future

This program takes students through a series of activities that are aimed at helping them plan their future. This is crucial because it enables students to set goals, prioritise their actions, and create a path towards achieving their aspirations. Without a clear vision of where they want to go and how to get there, it can be challenging for students to make progress towards their desired outcomes. During the program, students will explore their interests, and possible tertiary pathways and careers. The program concludes with a Careers Day, which will be facilitated by the School Careers and Pathways team.

## Year 10 Curriculum

### Program Overview

The Year 10 program prepares students for senior secondary years. It helps students appreciate their personal qualities and identify areas for growth. The course explores gender stereotypes and teaches students how to challenge them. Through this learning, students will be able to critically reflect on their emotional responses, deal with unexpected situations, and evaluate their approaches to tasks in light of safety considerations.

### Unit 1: Identity and Personal Strengths

In this unit, students will have the opportunity to develop an appreciation for their personal qualities and identify areas for growth. Through reflection and planning, they will consider the factors that shape their thoughts, feelings, actions, and abilities. Moreover, students will be encouraged to develop a vision statement that outlines what they would like to achieve in the future and what it could potentially hold. They will set academic goals and identify how they can leverage their personal strengths to achieve them.

### Unit 2: Gender and Identity: - Challenging Expectations

This course delves into the impact of gender stereotypes on our society, and teaches students the necessary skills to challenge these expectations and manage diverse relationships. Students will learn how gender inequality can stem from intergenerational patterns of inequity and unequal power dynamics in relationships. By the end of the course, students will gain a deep understanding of how gender equality promotes healthy communities, and the crucial role empathy plays in developing social awareness.

### Unit 3: Resilience and Positive Coping

During Term 3, students will focus on building resilience and improving their mental health. They will learn about the prevalence of mental illness and ways to reduce the stigma surrounding it. Through various activities, students will be encouraged to seek help for themselves and their friends. By the end of the term, students will be able to recognize and manage their emotions, understand the factors that influence them, and develop constructive responses in different contexts. They will also learn about stress as a natural response to change or challenge and develop strategies to enhance their own and others' mental and social wellbeing.

### Unit 4: Positive Coping and Help-Seeking

In Term 4, students will continue to learn effective strategies and skills to handle stressful situations and develop positive coping mechanisms. They will also be taught how to seek help and support their peers while ensuring their own personal safety. Through this learning, students will be able to critically reflect on their emotional responses in different contexts, know how to deal with unexpected or challenging situations, understand their own self-management methods and evaluate and refine their approaches to tasks in light of unexpected or difficult situations and safety considerations.

## Year 11 Curriculum

### Program Overview

The Year 11 Wellbeing Program is the commencement of a 2-year senior years program for VCE students. It covers respectful relationships, online safety, mental health, and wellbeing. The program aims to teach students how to take care of their physical, emotional, and social wellbeing, explore different cultures and global issues, and develop important life skills such as financial literacy, time management, and communication skills. This program helps students make informed decisions about their future education and career paths.

### Unit 1: Understanding Our Rights and Responsibilities

This unit is about respectful relationships that involve treating oneself and others fairly and acknowledging differences. Students will explore human rights and values, challenge stereotypes, and learn strategies to reflect on their own choices while considering alternatives. They will also learn skills such as recognizing and practicing respect towards others, understanding how gender norms and stereotypes can influence our choices and actions, and appreciating how gender equality can prevent violence and abuse in relationships.

### Unit 2: Our Role Living in a Global Community

Living in a global community is crucial in today's world. In this unit, students learn their role and how their actions affect people worldwide. By learning about different cultures, beliefs, and global issues, students can become responsible, informed, and engaged global citizens. Community service can help them develop essential skills like communication, problem-solving, and leadership, and cultivate empathy and a sense of connection. By contributing to their local community, students can make a positive impact and take action towards creating a better world for all.

### Unit 3: Looking After Myself

In this unit, students will learn to take care of their physical and mental health through regular exercise, healthy eating, and getting enough rest. They will also learn to take care of their emotional and social wellbeing by developing strong relationships, practising self-care, and seeking help when needed. The students will explore how to access reliable information, services, and support networks to promote their health and wellbeing. They will also learn about their sense of belonging and identity, and how to make informed decisions about their wellbeing.

### Unit 4: Preparing for My Future

As students approach their final term of Year 11, they need to start preparing for their final year of high school. This unit involves exploring different career options and developing important life skills, such as financial literacy, time management, and communication skills, which will be valuable in any future career. By taking active steps towards their future goals, students can feel more confident and empowered about their future and make informed decisions about their education and career paths.



## Year 12 Curriculum

### Program Overview

In the last year of secondary school, Year 12 students are offered a unique program that aims to prepare them for adulthood and independence. This program recognizes the significance of this year as a time for students to take responsibility for their choices in life. Throughout the year, students will concentrate on personal growth in diverse areas, such as goal setting, future planning, self-care, and maintaining healthy relationships. They will also receive guidance on effective study and exam strategies and selecting future courses beyond school. Additionally, the program will provide Year 12 students with insights into adult responsibilities. The program kick-starts with a camp that focuses on VCE's final year, where students will work together in challenging team-building activities that encourage trust and responsibility. Finally, the year culminates with a reflective ceremony that celebrates their educational journey.

### Unit 1: Training for a Marathon

Year 12 is commonly compared to a marathon, where students need to pace themselves for the long journey ahead before the end-of-year examinations in October. This term, students will create a training program, assemble their support crew, examine health-enhancing behaviours (including digital wellbeing), and explore ways of accessing support to maintain their stamina and peak fitness to finish strong.

### Unit 2: Our Rights and Responsibilities

As a school, we are obligated to educate our students about the Child Safe Standards. It is important to inform Year 12 students about their legal rights and responsibilities as they become legal adults at the age of 18. This program is aimed at educating students about consent, sexting, maintaining healthy boundaries in relationships, and staying safe while partying.

### Unit 3: Life Beyond Secondary School

The completion of Year 12 is a crucial milestone in every student's life, and it is essential to provide them with adequate support as they transition to life after Hume Anglican Grammar. These lessons have been specifically designed to help students develop the necessary skills to aid them in this transition.