

Reaching kids when it counts.

Primary program overview.

LifeEd. South Australia

It's tough for today's primary teachers.

Feeling under resourced and overstretched? You're not alone.

Emerging challenges are placing greater demand on our educators.

Young people are facing more threats than ever before, making it a race to reach them with the right messages before they face their first encounter unprepared.

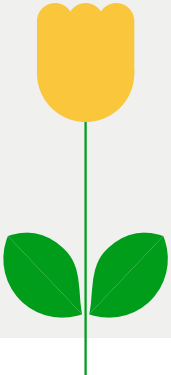
Coupled with the broad scope of learning needs in the contemporary cohort, there's increased pressure placed on a single educator striving to support each child to thrive.

At Life Ed, we support you to deliver the crowded curriculum by covering the complex topics and tailoring plans to meet your students' specific needs in and beyond the classroom — whatever they may be.

Immersive learning leaves no student behind.

Interactive and engaging, our programs are designed to provide all students with an experience they respond to in the moment and remember for years to come.

Life Ed's immersive programs engage students with varying learning needs, including anxiety, trauma, neurodiversity and those from different cultural backgrounds. With a focus on encouraging effective communication, and building confidence, resilience and critical thinking skills, we cultivate a positive, productive learning atmosphere.



Growth and Development.

Protective Behaviours	**Safe Kids, Safe Bodies** *(Stage 1)* **Foundation**	• Learning about body rights and consent. • Identifying early warning signs for when recognising unsafe situations. • Anatomical names for private parts. • Recognising the difference between private and public body parts.
	Safe Kids, Safe Bodies *(Stage 2)* **Years 1 & 2**	• Exploring the difference between safe and unsafe touch / situations / secrets. • Recognising the difference between private and public body parts / places / photos. • Practising strategies for what to do in unsafe situations — real life and online.
	Body Safety **Years 3 & 4**	• Recognising feelings and understanding the need to talk about our feelings. • Identifying safe adults to report concerns to. • Identifying the difference between public, personal and private body parts. • Understanding consent and personal boundaries.
	Body Safety, Body Changes **Years 3 & 4**	• Recognising physical responses that indicate feeling unsafe or uncomfortable. • Understanding the difference between safe and unsafe touch, and secrets and surprises. • Defining puberty and identifying the changes that can occur during puberty.
Relationships	**Evolving Friendships** **Years 5 & 6**	• Identifying healthy and unhealthy characteristics of friendships. • Exploring and recognising emotions in self and others and how these impact relationships. • Learning how to manage overwhelming feelings by implementing healthy coping strategies.
	Navigating Relationships **Year 6**	• Exploring the nature of changing relationships (including romantic relationships). • Identifying healthy and unhealthy characteristics of relationships and potential warning signs. • Recognising the impact of relationships on personal wellbeing. • Exploring personal rights, responsibilities, consent and boundaries.

Development	**Welcome to Puberty** **Years 5 & 6**	• Defining puberty as an important stage of human development. • Learning about male and female reproductive organs and correct anatomical names. • Identifying the physical, social and emotional changes that occur during puberty. • Distinguishing between male and female changes during puberty. • Identifying strategies and sources of help to respond to unsafe situations. • Introduction to menstrual products. • Learning about personal hygiene.
	Thriving in Puberty **Year 6**	• Defining puberty and its significance in development for both boys and girls. • Identifying male and female reproductive systems and their purpose. • Exploring the physical, social and emotional changes that occur during puberty. • Learning about menstrual products. • Understanding the importance of personal hygiene.
Self-Identity	**Who Am I?** **Years 5 & 6**	• Defining the concept and components of identity. • Considering how identity can be influenced by people and places. • Examining the effects of self-talk and creating a positive sense of self. • Discussing helpful vs harmful thoughts. • Exploring the challenges with current messages young people are bombarded with.
	Discovering Your Self **Year 6**	• Exploring the concept of developing identity including self-expression, independence and acceptance. • Examining the importance of belonging and diversity. • Understanding discrimination and appropriate responses to discrimination. • Understanding differences between sex / gender / attraction. • Confidence-boosting strategies.

Reaching kids when it counts.

Educating children before they are exposed to a particular issue gives them the best chance at making informed decisions.

This powerful truth underpins our module organisation, closely aligned to children's development and experiences.

We look forward to working with you to determine the topics that your class is facing now or may soon confront, helping build a tailored program that empowers safe and healthy choices.



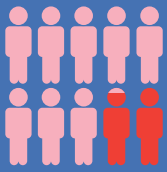
Consent: 84% of students said they respected personal boundaries



Peer pressure: 95% of students chose to speak up or suggested safer alternatives



Diversity and inclusion: 92% of students opposed exclusionary behaviour



Healthy relationships: 82% of students promoted open, respectful communication

Source: University of Adelaide Review 2024.

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