

Piööc de Wël ke Lëk në Gël de Meth

Wël ke lëk enəḡ mēdhiēth ku dumuuk

Rin ke thukul

Name of school

Dhöl/dhöl ke thukul lui thīn

Participating Year/s

Ciin yenē ke mīth ke thukul piööc thīn

nē nīn ke dherou yiic

Number of lessons per week

Raan tō nē thukulic bī yök bī jam ke kōc

School contact person

Namba de telepun de raan bī jam ke kōc

Contact telephone number

Mēdhiēth ku Dumuuk määth week

Ye run kán mīth ke thukul cī keek nyuwoth nhial kāk aa bīk luui nē kē bī keek dhiil piööc ye cōl Kä Wic Raan bī Yök ku Looi nē Pīirdeic, Pial e Guöp ku Kä ke Riel Guöp cīt Tuk, Kat ka Wit (Personal Development, Health and Physical Education (PDHPE)).

Biäk ká ke ajuieer de thukulda PDHPE anəḡic piööc de nyīny ká ke gël de meth ye piööc enəḡ mīth ke thukul kedhia. Kä kōk ye keek piööc nē wël ke gël de meth aa tō wël ril luēdenic thīn. Yen e kē ye piööc kán awīc bī yiēk mīth cī ḡuēēn ne run, cī dīt ku bīk kē piööcē piḡ apiath.

Ká loi thook peei tō nē ká ye keek piööc yiic aa bī tō nē piööc de wël jam nē gël de meth aci nyuwoth nē apām bī bēn ḡoot.

Nē yök wël juēc kōk jam nē piööc de wël jam nē gël de meth lōr (Piööc nē wël jam nē gël de meth ku cīeḡ de athēek) tō nē biäk de wēbthait de Dìpäätmén de Piöc PDHPE website ([Child protection and respectful relationships education](#)).

Ciin de ká ye keek piööc nē nīn ke dherou yiic nē ye tēēm kán benē jam nē wël de gël de meth piööc thīn aa cī ke nyuwoth nhial.

Na wīc wël juēc kōk ke lëk, jam wenē raan tō nē thukul cenē rinke ku nambaden de telepuun nyuwoth nhial.

Telepun Ajuieer de Wēer Thok

Na wīc raan de wēer thok bī yīin kuony ba jam wenē thukul, ke yīn cōl Telepun Ajuieer de Wēer Thok (Telephone Interpreter Service) nē 13 14 50 ku thiēc raan bī thoḡdu waaric. Raan luui tē telepuun abi thukul cōl ku bī raan wēer thok cōk bō nē dhöl onlaany bī yīin kuony ba jam. Yīn cīi bī thiēc wēu nē ajuieer kán.

Υḡen eka

Bāny de Thukul (Principal)

Kä tō thīn bī ke jam nē piöoc de gël de meth aa nõn yiic:

The content which will be covered in child protection education includes:

(Staff to tick the relevant boxes below for Stage 5 content.)

Lööñ mac ciεεñ, ku wël ye lueel nē kōc kōk nõn yiic lueth ku kä wīc bī ke yōk nē wēt ye ñεk yeña
Norms, stereotypes and expectations in relation to identity

Thëk de ciεεñ ye kōc ke kuat juëc ku wëëckë määät bīk ceñ etōk ku apiath
Valuing diversity and inclusivity

Cäñ de ciεεñ thōñ kōc nhīim thīn ku riëëu nē ciεεñic
Developing equal and respectful relationships

Cäär yenë duciëëk ke kōc ku yän rac ka cīkë rac caar thīn
Assessing behaviours and situations as safe or unsafe

Kä piath ku kä rac nē riël tō nē ciεεñic
Positive and negative power in relationships

Ciεεñ nõñic yaañ ku pël wei
Abuse and neglect

Gäm ku dhuñ yenë ciεεñ nõñic yaañ dhuök nom thīn
Recognising and responding to abusive situations

Kaam de tik ku moc ku thöör
Gender and violence

Guεεm, yaañ ku lëët
Discrimination, harassment and vilification

Dhöl yenë ciεεñ rac, nõñic yaañ ku pīr de tōñ luoci thīn
Strategies to manage unsafe, abusive and violent situations in relationships

Jam, kεm mat kōc yiic ku thiëc de kuocny
Communication, connections and asking for help

Löny yenë raan lōc bī bēn ke ye tik, moc ka dēt ku piath bī kē lōc gam
Sexual choices and the importance of consent

Yōk yenë ajuir ku kuocny nē kē bī looi yōk ku kuocny
Accessing networks and services for advice and support