



Growing Towards Wholeness

Personal Development Program for Years 4 to 6

It is the vision of this course that all children are given values based, life affirming, personal development instruction in a safe, open and professional way. We aim to give students the opportunity not only to learn, but to open dialogue with their peers and parents to build connection and communication at the family level. We also support staff and schools in the implementation of the PDHPE syllabus for Stage 3.

Program Delivery and Resources

The program is delivered by professional, trained and experienced facilitators in the classroom setting. Students are provided with workbooks that can be completed during the sessions, as well as in class once the sessions are complete.

Parent information sessions are a valuable resource for parents and students. Sessions can be conducted with or without students, depending on requirements. Students benefit from parents being on the same page as the school in relation to the information provided, and parents are better equipped to deal with changes associated with adolescence.

What Parents/Carers Say

"It was helpful to know what material would be discussed with the students and to prepare for any questions they might have. I appreciated the advice to respond to their important questions when they ask and not let the opportunity to talk to them pass because we are too busy."

What Students Say They Learnt

- How our breasts develop and how we get periods
- How eggs and babies are made in your body
- Everyone goes through changes
- Boys have wet dreams
- Where babies come from and how boys and girls are different
- It's not good to have low self-esteem
- How to survive in the future with puberty and what happens

OBJECTIVES/ OUTCOMES	A STUDENT:	GROWING TOWARDS WHOLENESS
PD3-1	Identifies and applies strengths and strategies to manage life changes and transitions	The process of personal development is explained to students, along with the potential emotional, physical and social challenges that may arise. They are then asked to identify personal strengths and strategies they can utilise during these challenges.
PD3-2	Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.	Students investigate information in relation to personal development are provided with resources from the community, including where to go if they have questions or concerns relating to their personal development.
PD3-5	Proposes, applies and assesses solutions to movement challenges.	Students are asked to consider movement challenges associated with personal development, including emotional challenges and personal comfort during body changes. Students consider solutions to these challenges and are provided with resources to help meet the challenges, as well as assessing the effectiveness of the resources.
PD3-6	Distinguishes contextual factors that influence health, safety and wellbeing and participation in physical activity which are controllable and uncontrollable.	Students are asked to consider contextual factors associated with personal development, including age, gender, culture, personality, self-esteem, family, media influences and interpersonal relationships. Students identify those contextual factors which are controllable, including personal choices, and those which are not, such as genetics.
PD3-7	Proposes and implements actions and protective strategies that promote health, safety and wellbeing and physically active spaces.	Students consider how to keep themselves healthy, safe and well during adolescence, including proposing personal hygiene protocols and ways to maintain a positive self-image for themselves.
PD3-9	Applies and adapts self-management skills to respond to personal and group situations.	Students consider emotional factors, peer pressure, self-esteem and the impacts of social media and how to best manage these complex situations by adopting self-management skills.
PD3-10	Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.	Students are asked to consider what friendship is and what makes a good friend. They select skills which promote healthy friendship, and how they can better connect with their peers as they develop.

Growing Towards Wholeness adheres to the Early Years Learning Framework for Australia's four learning outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children are confident and involved learners
4. Children are effective communicators

How to Book

To book, call 13 18 19 or email natural@catholiccare.org

Cost

\$300 + \$5 per student (maximum 30 students per session), **\$300 for Parent Information Sessions.**