

# TUMUT HIGH SCHOOL



## 2025

# CONTROVERSIAL ISSUES IN SCHOOLS DOCUMENT

The background features a complex Aboriginal art pattern. It includes a large red circle at the top, a blue circle with red concentric circles on the left, and a blue circle with a black center and white dots at the bottom right. The background is filled with various wavy lines, dots, and other traditional motifs in shades of blue, red, and white.

# Acknowledgement of Country

Tumut High School acknowledges the Wiradjuri people as the traditional custodians of the land where we walk, learn, gather and grow. We recognise and pay respect to Elders, past, present and emerging and celebrate the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

## PDHPE Term 1 2025

During 7-10 PDHPE students will take part in practical and theory-based lessons during the fortnight.

During practical lessons students are expected to bring their sports uniform and runners to change into. For theory lessons students are supplied with booklets. We ask that they come prepared with pens, glue and scissors each theory lesson. Both theory and practical lessons are indicated clearly on student's individual timetables. The outline below is a brief summary of the topic students are studying this year. If you have any questions, please don't hesitate to call the PDHPE staff at the school on 6947 0600.

### Year 7: Theory – Relationships

Students explore relationships, communication and personal problem solving.

### Year 9: Theory: Thrills and Spills

In this unit students will examine the risk taking behaviour of alcohol and drug consumption.

## PDHPE Term 2 2025

During 7-10 PDHPE students take part in practical and theory-based lessons each fortnight. During practical lessons students are expected to bring their sports uniform and runners to change into. For theory lessons, students work from booklets provided by the school. They are required to bring writing materials.

### Year 7: Theory: Risky Business

Students explore risk and personal safety including road safety and drug use.

### Year 8: Theory: Risks & Relationships

Students will recognise and practice seeking help and support in relation to drug use, bullying and sexual health issues relevant to them.

### Year 9: Theory: Safe or Sorry

Students will learn about rights and responsibilities in relationships and identify and evaluate safe sexual health practices

## PDHPE Term 3 2025

### Year 7: Theory: Times are a changing

Students explore challenges of change during adolescence

### Year 8: Theory: Mental Health

Students will develop strategies to address mental health problems and promote positive attitudes

### Year 9: Theory: Getting to Know Others

Students will:

- Develop knowledge about the diversity of Australian society,
- Become familiar with issues surrounding discrimination,
- Learn about valuing difference and
- Recognise and challenge inequalities

## PDHPE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION CONTINUED

### Year 10: Theory: Mental Health

Students will:

- Analyse how a positive sense of self can influence behaviour in social contexts relevant young people.
- Examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities.

### Year 9 and 10 Child Studies 2025

- Child Studies includes study of preconception family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Students develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth.

## SCIENCE 2025

### Year 10 Science Topics

Unit: Changing Genes

- Students will learn about the Theory of Evolution by Natural Selection

Unit: Mysterious Universe

- Students will learn about The Big Bang Theory of the formation of the universe

## ENGLISH 2025

**Year 7 English:** will complete a persuasive podcasting unit called 'Expressing our Voices'. Within this unit, students are required to identify a topic that interests them and express their voice on this issue.

### Year 8 English:

- Year 8 explore personal voice through the unit 'Australian Voices'. This unit delves into personal opinion as well as the history and personal voice of First Nations Peoples.
- As part of the Year 8 'Genre' unit, horror films are one of the teaching options. Horror film conventions are studied within the parameters of G and PG rated films.

### Year 9 English

- Year 9 explore 'Migrant Experiences', developing empathy and exploring migrant perspectives. Naturally this study can touch on the traumatic experiences of refugees and migrants.
- The Year 9 'Survival Narratives' unit explores the resilience and determination required to survive a variety of scenarios. Any situation in which an individual may need to survive could involve mature themes.

### Year 10 English

- In preparation for 'Texts and the Human Experiences' in senior school, Year 10 will undertake a unit of work focused on adolescent experiences. This study touches on mature themes relevant to teenagers, including relationships and risk-taking behaviours.
- As part of the Year 10 study of persuasive techniques, students study 'Protest Literature'. Often this can involve controversial topics such as war, environmentalism, gender and race. As part of their assessment, students are posed a controversial issue, requiring them to compose a persuasive argument.

### **Year 7: Investigating the Ancient Past**

- The Ancient World module introduces students to the origins and development of ancient societies, including the 'Out of Africa' migration theory. This theory posits that around 60,000 years ago, modern humans (*Homo sapiens*) began migrating from Africa to populate other parts of the world, including Australia.

### **Year 10: The Holocaust**

- The Holocaust is a core component of the Year 10 History curriculum and is taught as part of Depth Study 6. This topic examines the causes, events, and consequences of the Holocaust.

### **Years 7-12: Geography**

- In Geography, COVID-19 may be raised in discussions due to its connection to human wellbeing and interconnections across the globe.

### **Stage 6: Business Studies**

- COVID-19 and the responses to it are explored as an influence on businesses.

### **Stage 6: Ancient History**

- Students explore the Out of Africa Theory as part of the 'Investigating Ancient History' topic. Students examine its interpretation of human migration and its role in the development of early societies.

### **Stage 6: Legal Studies**

In the New South Wales HSC Legal Studies curriculum, students encounter a range of controversial issues that stimulate critical thinking and debate. Some of these topics include:

1. Human Rights: Discussions around the effectiveness of international human rights treaties, the balance between national security and individual freedoms, and the treatment of refugees and asylum seekers.
2. Indigenous Rights: The legal recognition of Indigenous Australians, issues surrounding land rights, the impact of historical injustices, and the ongoing calls for constitutional recognition and treaty negotiations.
3. Crime and Punishment: The effectiveness of the criminal justice system, debates over mandatory sentencing, youth justice, the death penalty (in a global context), and restorative justice versus punitive measures.
4. Cyber Law: Legal issues surrounding online privacy, cyberbullying, intellectual property rights in the digital age, and the regulation of social media platforms.

## HSIE: HUMAN SOCIETY AND ITS ENVIRONMENT 2025 CONTINUED

5. Family Law: Controversies over the definition of family, the implications of same-sex marriage legislation, custody disputes, and the impact of domestic violence laws.
6. Environmental Law: The balance between economic development and environmental protection, climate change legislation, and the legal responsibilities of corporations towards sustainability.
7. Health Law: Ethical issues in medical consent, euthanasia, abortion rights, and the regulation of emerging medical technologies.
8. Corporate Law: The role of corporations in society, corporate social responsibility, and the regulation of financial markets, especially in light of scandals and economic crises.
9. Terrorism and National Security: The legal implications of counter-terrorism laws, surveillance practices, and the tension between security measures and civil liberties.
10. International Law: Issues related to state sovereignty, the effectiveness of international courts, and the enforcement of international treaties.

These topics often involve complex ethical, moral, and legal considerations, encouraging students to engage in informed discussions and develop their analytical skills.

## TAS: TECHNOLOGICAL AND APPLIED STUDIES 2025

### Year 11 Agricultural Technology

Unit 4: Animal Production: Students will explore:

- Dissection of a deceased sheep
- Dissection of a deceased chicken
- Drench livestock (apply drench and vaccinate livestock) as well as observe crutching and shearing

**Stage 5 and 6 Visual Arts:**

- While no specific unit in Visual Arts is particularly controversial, creative arts, like all artforms can be reflective of the full spectrum of human experiences. Students explore and draw on these experiences through exploring art movements, art making and art histories. Texts studied in historical and contemporary context may contain mature themes, language, depictions of the human form, and a variety of views and beliefs communicated by artists and their work.
- Many of the works undertaken by students in Visual Arts are student-led, where students choose their own themes and topics for exploration, research and inclusion in bodies of work.
- In accordance with the department's direction to comply with controversial material requirements, parents are informed that material classified 'M' may be shown during the Stage 6 Visual Arts course. When suitable M or MA15+ audio visual material is to be shown to students who are 15 years and over, permission will be requested from parents/carers.

**Senior Drama:**

- While no specific unit in Drama is particularly controversial, theatre, like all artforms can be reflective of the full spectrum of human experiences. Students use a range of texts to explore and draw on these experiences in the topics of study. Reflecting issues and concerns that exist in historical and contemporary contexts of Drama, texts studied often contain mature themes and language.
- Many of the works undertaken by students in Drama are student-led, where students choose their own themes and topics for exploration, research and inclusion in dramatic works.
- In accordance with the department's direction to comply with controversial material requirements, parents are informed that material classified 'M' may be shown during the Stage 6 Drama course. When suitable M or MA15+ audio visual material is to be shown to students who are 15 years and over, permission will be requested from parents/carers.