gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Skills to deal with challenging or unsafe situations:
  - refusal skills
  - initiating contingency plans
  - acting assertively.
- Strategies are examined, such as communicating choices, seeking, giving, and denying consent, and expressing opinions and needs that can support the development of respectful relationships including sexual relationships.

Sub-strand: Healthy and active communities

- Impact of external influences on the ability of adolescents to make safe and informed choices relating to:
  - sexual health behaviours
  - alcohol, drugs or other harmful substance use
  - risk-taking.

WA Curriculum General Capabilities

Personal and social capability

Digital literacy

Ethical understanding

International technical guidance on sexuality education

Key concept 4.2: Consent, privacy and bodily integrity

- Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognise consent from their partners.

Key concept 5.1: Norms and peer influence on sexual behaviour

- Social and gender norms and peer influence can affect sexual decision-making and behaviour

Key concept 5.2: Decision-making

- The process of making decisions about sexual behaviour includes consideration for all positive and negative potential consequences
- There are factors that can make it difficult to make rational decisions about sexual behaviour.

Key concept 5.3: Communication, refusal and negotiation skills

- Good communication is essential to personal, family, school, work and romantic relationships.

Key concept 7.2: Sexual behaviour and sexual response

- It is important to be able to make informed decisions about sexual behaviour.

Materials

- Teaching Resource: *Who is having sex?* and a projector/screen.
- Four pieces of coloured paper matching the coloured squares on the *Who is having sex* resource, blue tacked on the walls around the room.
- Teaching Resource: *How do young people know if they are ready to have sex?*
- A4 blank paper [2 per student]

Before you get started

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- Protective interrupting - All staff in the room need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive “no” statements. This will help students with their resilience and emotional wellbeing development.
- Refer to Educator notes: Consent, STIs/BBVs, safe sex and contraception and Sexual decision making for further content information related to this activity.
- External resources: The practical guide to love, sex and relationships - a teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Learning activities

Group agreement

5 min

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read Essential Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.
2. Let the students that we are going to be talking about sexual activity, and statistics on behaviours of Australian high school students. We are not assuming or saying anyone in the room has done (or not done) these activities.

Considering your values

10 mins

3. Write a range of the following words (depending on the class) on the whiteboard. Have students form small groups and using a T-chart categorise each sexual activity into either “Sex” or “Not sex”: Massage; Cuddling; Kissing; Holding hands; Vaginal intercourse; Oral sex; Masturbation; Making out; Touching genitals; Rubbing nipples; Anal sex; Pornography; Sending nudes

4. Ask:

   Which behaviours did groups agree on?

   Which behaviours were there disagreement about?

   Was it hard to classify these behaviours? If yes, why?

   Was it easy for the group to come to a shared decision for each behaviour?

   What would be a good definition of sex?

   People have very different views about what they define as sex. What could be the implications for couples who have different definitions of sex?

5. Stress that if someone wants to and agrees to have sexual contact, this may include things such as holding hands, kissing, caressing and other intimate activity, and that it does not have to be sexual intercourse to be pleasurable. For some people, sexual activity may be in a context of love, and for others, in certain situations, it may not. It should, however, always be in a context of trust and respect and consent.

What the research says

10 mins

6. Tell students you are going to do an activity where we will look at what Australian research tells us about the sexual activities of high school students. You will put a question up with multiple choice answers with a percentage in a coloured box. There are 4 pieces of coloured paper around the room matching the coloured boxes. Move and stand next to the coloured piece of paper that matches with the answer you think is correct. Note the study on Year 10-12s, so a bit older than them, but still useful when considering their own behaviours now and in the future.

Teaching tip: If you do not have a projector/screen consider alternate ways you can run this activity. You can have the coloured pieces of paper with the percentages pre-written on them and stacked so as you do one question, students can remove the top piece of paper to reveal the next statistics. You can do a line-up with one end being 0% and the other 100% and ask students to stand where they think the answer is.

7. Run through the questions and answers in the Teaching resource: *Who is having sex?*.

Teaching tip: Have a read through the 8th National survey of secondary students and sexual health 2026 and consider if there are any other statistics you think will be useful to include in the activity.

8. When you finish the last question, ask the students to find someone close to them or a group and talk about whether any statistics surprised them.

9. Ask:

   What was the purpose of this activity?

   (Point out how common or uncommon certain activities are, get us moving).

10. Say:

    "Lots of young people think they need to have sex before they leave high school. But it is important that only 60% of year 10, 11 and 12 students are sexually active - so just over half. So, it is just as common to not have had sex as it is to have sex. What is most important that you do the sexual activity you feel comfortable and ready to do, with someone you trust."

Prepared or not prepared?

20 mins

11. Have students brainstorm in small groups responses to the following questions:

    How does somebody know they are ready for a relationship?

    How does somebody know they are ready for sex?

12. Provide each student with two blank A4 sheets of paper and a copy of Teaching resource: How do young know if they are ready for sex?. The statements provide a starting place for a young person if they are considering about whether or not they are ready to begin having sex. It's crucial that young people decide whether they are ready before someone else decides for them. This handout is based on the resource: Talk soon. Talk often. A Guide for Parents Talking to Their Kids About Sex.

Teaching tip: This activity can be done in small groups but requires a considered approach. You risk bringing in peer influence into other student's thoughts and response, especially if there is a couple in the room.

13. On the first sheet, students draw a T-chart, illustrating, labelling and describing the qualities and features of an adolescent who **is prepared** and ready for making the choices related to having sexual intercourse.
    1. What does this young person **feel like** and **sound like**? It is suggested that the teacher model the T-Chart for the adolescent who is prepared.
       For example:
       Feels like... it's in the context of trust and respect and you are in control of basic aspects of your life
       Sounds like... being able to communicate fully and openly about preventing infection and unwanted pregnancy.
14. On the second sheet, students independently complete the T-chart for an adolescent who **is not prepared and not ready** for making the choices related to having sexual intercourse. Ensure students incorporate social and emotional elements using thought bubbles and feelings vocabulary and consider the influence that alcohol and other drugs may have upon choices made.

3-2-1 Reflection

Feedback

10 mins

15. Students share and compare their T-charts in small groups or in pairs. Promote discussion about common features, realism of concepts, accuracy, etc.
16. Ask:

    How would someone discuss contraception options or way to prevent STIs with their partner?

    How could someone tell their partner they are ready to do try a new sexual activity?

    How could someone tell their partner they are not ready to have sex?
17. Group the ‘ready' and ‘not ready' charts together and discuss as a whole class.
18. Identify the most common indicators of readiness and highlight the most frequently used vocabulary to describe feelings. Consider that sounds can also indicate consent.

Health promoting schools

Refer to Guiding principle: Health promoting schools - a whole school approach for further information on implementing a whole school approach.

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *Relationships, sex and other stuff* to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.



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