Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Protective behaviours and help-seeking strategies to keep safe.
- Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space.

Sub-strand: Interacting with others

- Personal and social skills to interact respectfully with others.

International technical guidance on sexuality education

Key concept 4.2 (5-8 years)

- Everyone has a right to decide who can touch their body, where, and in what way.

Key concept 5.2 (5-8 years)

- Everyone deserves to make their own decisions and all decisions have consequences.

Materials

- Hoola Hoops – enough for everyone class, if not available ask students to walk around with their hands out.
- Access to "This is my Bubble (Personal Space Song)" from Youtube - or have song lyrics printed out/written on board for students to sing along to;
  This is my bubble, this is my bubble, this is where I feel comfortable,
  This is my bubble, this is my bubble, this is where I feel comfortable,
  This is my bubble, this is my bubble, please don't let it pop – x3 each time changing the matching actions as per below
  R1- with hoop up, R2 - with hoop on ground and hands out, R3 – hoop on ground with hands down.

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Read Educators note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education

Learning activities

Group agreement

5 mins

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.

Asking permission

10 min

2. Ask:
   How would you ask permission to borrow your friend's pencil?
   How would you ask a sibling if you could borrow a toy?
   How would you ask a care giver if you can go to the park?
3. Say:
   "We know how to ask permission to do things or borrow things. Asking permission to enter someone's personal space is the same except you can't SEE someone's personal space. Personal space is like an invisible bubble around someone's body. Everyone has this invisible bubble and if you want to enter this space you have to ask them, and they have to say yes or show yes before you enter it."
4. Ask:
   How would you ask permission to enter someone's personal space?

Personal space bubble practice

30 min

Teaching tip: For the next activity you will need a fair bit of open space so consider moving to the school gym or oval.

5. Ask students to stand up and spread out and put hands out with palms up and turn in a circle slowly. Explain that this is the size of their personal space bubble.
6. Ask them to keep turning slowly but change the heights that they do this at. Explain that the personal space bubble is all around them

7. Explain you are going to play a personal space bubble game with three rounds:

   Round 1: Give students a hoola hoop each and ask them to move around the room holding them while trying not to bump into each other.

   Round 2: Students to move around the room again but this time they are allowed to ask permission from someone with the same-coloured hoop as theirs if their hoops can over-lap. Everyone to try asking someone and everyone who is asked is to practice saying no.

   Round 3: Students to move around the room again but this time they are allowed to ask permission of someone with a different coloured hoop if their hoops can over-lap. Each student decides if they want to say yes or no. If a student says yes, their hoops can gently overlap.

Teaching tip: You may want to demonstrate exactly what to do at the start of every round. Watch to make sure students are moving slowly, asking politely and crossing hoops gently. Can be used to discuss non-verbal behavioural elements of consent and permission giving/getting.

3-2-1 Reflection

How did that feel?

10 min

8. Ask:

   When someone said no to you entering their personal bubble, what did you do?

   (*Found someone else to ask, walked away, didn't go in their bubble)*

   How would you feel if someone entered your personal space after you said no?

   (*Sad, annoyed, angry)*

   Why is it important if someone says no to follow it?

(Good friend, don't hurt their feelings)

 **Why might someone say no when you ask to enter their personal space?**

(*Shy, want to be left alone, don't know you)*

 **What should you do if someone enters your personal space without your permission?**

(Move away, tell them again, talk to an adult)

9. Say:

 **"Sometimes if people enter our personal space bubble without permission it can make us feel uncomfortable or scared. We all have a right to feel safe at all times. When you feel uncomfortable or scared you can talk to someone you trust like a teacher or parent or another adult you trust."**



Health promoting schools

Background teacher note: Health promoting schools framework.

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.
- 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.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Protective behaviours to keep safe and healthy
- Trusted people in the community who can help individuals feel safe
- Actions that promote safety in a range of situations

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 4.2 Consent, privacy and bodily integrity

- Everyone has a right to decide who can touch their body, where, and in what way.

Key concept 5.2 Decision making

- Everyone deserves to make their own decisions and all decisions have consequences.

Key concept 5.5 Finding help and support

- Friends, family, teachers, religious leaders and community members can and should help each other.

Materials

- Blank A4 paper (can be coloured) - 1 per student. You may also wish to use a prepared worksheet WA Child Safety Service - Helping hand

Before you get started

Before you get started

- Read educator note: Protective behaviours education.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

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.

Discussion: Adult we can trust

10 min

2. Ask:

   Who are some people in our families that we can go to if we need help?

   (mum, dad, grandmother, grandfather, aunties, uncles, elders, older siblings, bonus-aunties and uncles)

Teaching tip: This is a good opportunity to discuss cultural diversity - different names used for grandparents and aunties/uncles, etc (e.g. Nonna/Nonno, NaiNai/YeYe, etc)

Who are some people in our community, or not a family member, that we can go to if we need help?

(teachers, police, doctors, security officers, nurses, neighbours, etc)

Body signals

10 min

3. Say:

   "Close your eyes and think of one of the adults in your life that you love and trust. Picture them being here with you."

4. Ask:

   How do you feel when you are with someone that you love and trust?

   (good, warm, safe, loved, happy, cuddly, protected, etc)

   How does your body tell you that you feel this way?

   (feel warm in my tummy, feel it in my heart, mind is calm, body is relaxed)

5. Say:

"Our bodies are very good at giving as signals to tell us when we feel safe or not safe. A trusted adult is someone that's actions and words make us feel safe."

6. Invite students to share who their person was that they thought of as someone they love and trust.
7. Ask:

   Did everyone have the same adult?

   (It is likely that there will be a range of responses.)

8. Say:

   "We all have different people that we are close to and love and trust. That is ok. Only you can tell who you feel safe with."

Helping hand

20 min

9. Ask students to hold up one hand (5 fingers) and see if they can list a trusted adult for each finger.
10. Remind them that trusted adults may be family members, an adult who they love and trust, or someone in the community. Trusted adults are people who will
    1. be available
    2. listen to you
    3. believe you
    4. take action to help you
11. In pairs, give students a piece of A4 paper each and have them trace around their partner's hand on a piece of blank paper.
12. Ask students to draw a face on the end of each finger to show a different trusted adult.
13. Remind students that trusted adults can include teachers, police officers, doctors, family friends, etc.

Teaching tip: It is very important not to list the trusted adults for students to write (e.g. Do not tell them to write mum on the first finger, dad on the second finger, etc). For some students these may not be trusted adults in their lives.

3-2-1 Reflection

Calling emergency services

5 min

13. Explain:

    "The trusted adults we have listed on our helping hands are all people we can go to if we need help or to talk to about anything."

13. Ask:

Who would you call if there was an emergency?

(*000, ensure students do not think that the American/UK/etc emergency number works in Australia)*

14. Say

    "Let's pretend we need to phone 000. Pick up your phones and dial 000."

    (Model the conversation with the teacher as the operator...

    Operator: Ambulance, Fire or Police?

    Students: (answer)

    Operator: What address?

    Students: (say address)

    Operator: What has happened?

    Students: (answer)

15. Note any students who do not know their address and have a teaching assistant work with them to rehearse their address in this scenario at a later date.
16. Ask students to add '000' to the palm of their helping hand.

Health promoting schools

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

Education

- Ensure all staff have received protective behaviours education training and are aware of school policy and legal obligations to report suspected/confirmed abuse.

Environment

- Ensure there are clear policies and procedure for staff on reporting suspected/confirmed abuse
- Ensure it is clear where to report suspected/confirmed child sexual abuse. Is there a link saved on every teacher's computer or signage in common teacher areas?

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 *Puberty* and *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.

School staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.

Community

- Book a performance with the Constable Care Foundation. Protective Behaviours Program - Fun Scary | Constable Care is a way to present the key concepts of protective behaviours to young students in an engaging and non-threatening way. Emergency Numbers Program Perth | Constable Care eaches children how to identify an emergency, the correct phone numbers to use in a range of situations, and how they can play an active role in keeping their friends, family, and community safe.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Body parts, visible and private, and where they are located.

Sub-strand: Staying safe

- Protective behaviours and help-seeking strategies to keep safe.

International technical guidance on sexuality education

Key concept: 6.1 Sexual and reproductive anatomy and physiology (5-8 years)

- It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.

Materials

- Book: *Everyone's Got a Bottom* by Tess Rowley
- Pictures from *Everyone's Got a Bottom* online reading 2min 20sec OR anatomically correct dolls
- Blank A3 paper - 1 per student
- Student activity sheet: *Child body outline - public vs private* (A3 copy)
- Student activity sheet: *Speech bubble* - 1 per student

Before you get started

- This activity extends the students' knowledge from the Pre-primary Learning activities: My body inside and out *and* Bodies - similarities and differences.
- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse. The correct names of the private parts are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom). People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the labia (inner and outer lips).
- Read Educators note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education.
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.
- Body diversity - approximately 1.7% of the population are born with intersex variations. It is possible that there will be children in the class that have intersex variations - some may be aware of this and others may not. It is important to acknowledge this diversity when facilitating lessons on physical sex characteristics. For more information read the Background teacher note: Intersex variations.
- Gender diversity - it is estimated that between 1.2% and 4% of Australian young people are gender diverse or transgender. This is when someone's sense of being male or female is different from the se they were assigned at birth. When teaching lessons about physical sex characteristics, it is important to understand and acknowledge this diversity. It is possible that children in the class may be gender diverse and may disclose this information in discussions. For more information read the Background teacher note: Gender diversity.

Learning activities

Group agreement

5 mins

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Book: Everyone's got a bottom

10 min

2. Conduct a shared reading of a picture book that explains public and private body parts such as *Everyone's Got a Bottom*.

Private parts

15 min

3. Revise the external body parts from Learning activity: My body inside and out.
4. Say:

   "We are going to talk about private body parts now. There are some names for these body parts that may be considered 'rude words' or 'swear words'. We are going to use the correct names for them, not rude words. Sometimes we giggle or laugh when we feel embarrassed, especially when we are talking about things like private parts. It is ok to a laugh but also important to be able to learn about our bodies."

Teaching tip: If you have not set up a group agreement, this can be a good way to start building one. Add 'using correct terms' and 'it's ok to laugh' to the start of your group agreement.

5. Ask:

   Are there any parts of the body in this story that we did not add to our body pictures from our last lesson? (Learning activity: My body inside and out)

   (*Genitals - penis, testicles, vulva, vagina, breasts, nipples, etc).*

Teaching tip: Students may have different names that they use for these body parts. Acknowledge the name the student has used and explain the correct term.

6. As the names of the genitals are listed, use the pictures from Everyone's got a bottom (online reading 2min 20sec) or anatomically correct dolls to point to each part - vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
7. Say:

   "These body parts are 'private' body parts. These are the parts that are covered by underwear or bathers and we don't show other people or let other's touch them. The other parts of the body (that we can usually see) are 'public' body parts. Male and female bodies have many parts that are the same and some that are different. The private body parts are different for male and female bodies."

3-2-1 Reflection

Independent or Small Group

8. Explain:

   "**We are in charge of our own bodies. 'From my head to my toes, I can say what goes.' These are rules to help keep us safe."**
9. Have students recite the saying, "*From my head to my toes, I can say what goes*".

Teaching tip: You can practice this over and over, saying this to a tune, or doing a dance/body movement to align with the saying.

10. Optional activity: Student activity sheet: speech bubble - trace around the words and decorate the speech bubble.

Health promoting schools

Background teacher note: Health promoting schools framework.

Environment

Policy

- There is clear policy on responding to discloses of abuse and it is located in an accessible location.

Professional development

- Teachers are trained on what to do and how to respond if a student discloses their nudes have been leaked or posted online without their consent.

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.
- 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.



Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Body parts, visible and private, and where they are located.

International technical guidance on sexuality education

Key concept 6.1 (5-8 years)

- It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.
- Everyone has a unique body that deserves respect, including people with disabilities.

Materials

- Teaching resource: *Child body outline* - A3 hardcopy or electronic.
- *Body jigsaw* - enlarge the *Body outline* on to A3 (minimum) colour card and cut into 6 jigsaw sections. Enough for each student to have 1 body section each.
- Body outline with labels - can be used for reference or to show class if desired.
- Alternatively - draw large body outlines onto butchers' paper in different coloured marker and cut into 6 sections to create the jigsaw.

Before you get started

- This learning activity preludes Learning activity: Public and private body parts. Private body parts may naturally come up in discussion in this lesson.
- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse. The correct names of the private parts are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
- People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the labia (inner and outer lips).
- For more information see the FAQ: How early should you introduce the names of body parts?
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.

Learning activities

Group agreement

5 mins

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.

Body jigsaw

10 min

2. Display a copy of Teaching resource: Child body outline.
3. Give each student a Body Outline - jigsaw piece (some children may need to be given more than one to cater to different group sizes).
4. Ask:

   Raise your hand if you are holding a body part that is a head.

   Raise your hand if you are holding a /head/tummy/elbow/etc.

5. Grouping strategy: Jigsaw. Have students join the jigsaw pieces by colour to form a full human body and groups to work in for the next activity.

Teaching tip: Ensuring they find students with the same colour avoids any confusion with body parts that are both on the left and right (eg legs, arms).

Hokey pokey

15 min

6. Sing *Hokey Pokey* (or any other song that features lots of different body parts) as a class using traditional lyrics to begin with.
7. Ask:

   What other body parts can you see that can be included in this song?

   (*elbow, shoulder, hip, knee, ankle, etc*)

8. Sing *Hokey Pokey* using some of the other external body parts the students listed.
9. Say:

   "These are all body parts that we can see. The body parts on the 'outside' are called 'external' body parts."

10. Ask:

What body parts do we have that you cannot see (the parts that are on the inside)? These are called 'internal' body parts. You might like to remember this by the word 'in'.

(*brain, heart, stomach, lungs, etc*)

How might these body parts be added to the *Hokey Pokey* song?

(*Point to the external part closest to that part e.g. head for brain)*

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the Learning Activity: Public vs private body parts.

Draw and label

20 min

11. Allow students time to draw or use craft materials (e.g. squiggle of wool for hair, pop sticks for bones) for all of the internal and external body parts on the combined jigsaw pieces.
12. Ask students to hang up their bodies and go around the classroom and look at others groups bodies.

Teaching tip: Keep these bodies up around the room for the next activity in the series.

3-2-1 Reflection

Checking what we learnt & different bodies

5 min

11. Ask:

What is an external body part? (Remember 'ex' means out)

(a body part we can see, body parts on the outside, legs, eyes, nose, elbow, knee, ankle, etc)

What is an internal body part? ('in' for 'inside' and 'internal')

(a body part we can't see, body parts on the inside, stomach, lungs, heart, brain, etc)

12. Say:

"Did you know that not everyone's body is the same? We went through all the common parts that make up bodies. But not everyone has all those bits, or maybe some people have more! Sometimes people are born without some body parts, or maybe they are born with them and they don't work like others do. Some people can wriggle their ears or

curl their tongue, other's can't. For some people their brain works differently than others.

This is all okay! And part of what makes people special!"

13. Ask:

Do you think people with different bodies than yours should be left out or excluded?

(*No - never. Everyone should be included).*

Health promoting schools

Background teacher note: Health promoting schools framework.

Environment

Policy

- Anti-bullying policies specifically name bullying against people with disabilities/different abilities.

Culture

- School staff celebrate the diversity and differences in students

Education

Teaching

- Teachers use the anatomical correct terms when talking about all body parts.

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.
- 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.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Body parts, visible and private and where they are located.

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 1.3: Tolerance, inclusion and respect

- Every human being is unique, can contribute to society and has a right to be respected.

Key concept 6.1: Sexual and reproductive anatomy and physiology

- Everyone has a unique body that deserves respect, including people with disabilities.

Key concept 6.4: Body image

- All bodies are special and unique and people should feel good about their bodies.

Materials

- Images of people with different body types and physical features, e.g. *Everyone's Got a Bottom* picture book (page 24 - picture of family).
- Craft supplies (glue, scissors, wool, coloured paper/card).
- Student activity sheet: *Child body outlines.*

Before you get started

Before you get started

- Read Educator note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education.
- 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.
- It is recommended and age appropriate that students at this level learn the correct names of their external body parts, including sexual parts, e.g. penis, vulva, breast, testicles and buttocks (or bottom). Knowing these names enables children to communicate clearly if they need to get help; and in particular, in cases of abuse or

injury. For more information see the FAQ: How early should you introduce the names of body parts?

Learning activities

Group agreement

5 mins

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Picture Talk

10 min

1. Show children the images on page 24 of *Everyone's Got a Bottom*. (NB: The shared reading of the book is part of Pre-primary Learning activity: Private vs public bodies).
2. Invite suggestions from students for adjectives that can be used to describe different physical features. For example:

   This is Ben. What colour is Ben's hair?

   (black)

   This is Ben's little sister, Emma. How is Ben's hair different from his sister's hair?

   (brown)

   This is Ben's little brother, Jack. What do you notice about Ben's brother's hair? Why do you think it is different?

   (light brown and curly, like his dad's, could be step-brother or half brother, could be foster child or adopted)

   In order from tallest to smallest, name the characters. Why is Ben the tallest?

   (Emma, Jack, Ben. Ben is the oldest)

   Are the oldest people always the tallest?

   (no, people can be shorter than people that are older than them. People are all different heights)

Body outlines

20 min

Independent or Small Group

3. Provide each student with an A3 copy of the student activity sheet Child *body outlines.*
4. Ask students to share their thoughts about the body outlines:

   Do you think this body outline is a boy or girl? Why?

   (Students may give a range of ideas encourage them to justify their response. E.g. Boy - looks like it has short hair. Do all boys have short hair?)

   How is this body outline the same as your body?

   (legs, arms, fingers, head, etc)

   How is it different?

   (I am shorter/taller, I have long hair, I have eyes/nose/other features not identifiable on the outline)

   What parts of our bodies are quite similar to other people?

   (arms, legs, brain, lungs, heart, toes, etc)

   What parts of our bodies can be very different to other people?

   (hair - colour, curls/straight, eye colour, height, penis/vulva)

Teaching tip: This provides a good opportunity to talk about body diversity. Some people are not born with some body parts, some people may have had injuries that mean their bodies look/work differently. Use this as a safe space to discuss and embrace these differences whilst also showing similarities. E.g. Our bodies allow us to live, breath, learn, love.

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the Learning activity: Public vs private body parts.

5. Students use their craft supplies to make their body outlines look different by adding different hair, colouring the skin different colours, etc. Ask students to give each of the body outlines a name.
6. Have students share their work using the think-pair-share teaching strategy to verbally describe the differences they have illustrated (focusing on the variations, e.g. short hair, long hair, curly hair, straight hair, dark hair, blue eyes, brown eyes, etc).

3-2-1 Reflection

Treating others with respect

10 min

7. Write the word 'similar/same' and 'different' on the board.

8. Ask students to share one thing that is similar and one thing that is different that they have shown on the body outlines. For example, "They both have blue eyes but Raj is right-handed and Jasmine is left-handed".
9. Point to the words 'similar' and 'different' as the students describe the features.
10. Ask:

    How would someone feel if they were treated badly because of a difference they had?

    (Bad, sad, angry, lonely, not nice, hurt)

    How would do you think they should be treated instead?

    (Like everyone else, kindness, invited)

11. Say:

    "We are so lucky to live in a world that has so many different, unique and special people. Just because someone looks different or likes different things does not mean someone is bad. Treating them badly because they look different or act differently to us is bully. Bullying is never okay. We can all make the world a better place by accepting people for their differences. Everyone deserves to be treated nicely.

Health promoting schools

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

Environment

Policy

- There are clear anti-bullying policies which names discrimination or bullying based on differences or diversity (e.g. culture, race, religion, gender) is a form of bullying and there will be actions as a result of that kind of bullying.

Education

Professional development

- Teachers have received training on protective behaviours education.

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.

- 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.



Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Personal and social skills to interact respectfully with others.

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 1.2 Friendship, love and romantic relationships

- There are different kinds of friendships
- Friendships are based on trust, sharing, respect, empathy and solidarity

Materials

- 5-6 hula hoops
- Music (any songs that evoke movement around hoops)
- One of the songs about friendship:
  - Good Friends - CBeebies (1 min 54 sec)
  - Be a Good Friend - Sesame Street (with Gwen Stefani) (1 min 39 sec)
- Group 1 activity: Friendship flowers
  - paper plates [one per student]
  - photo of each student printed out (to fit inside paper plate) OR students can draw a self portrait
  - strips of green paper or ribbon (for stem of flower). These can be cut to height of child as added display of their growth.
- Group 2 activity: Friendship flower petals
  - petal shapes pre-cut on different coloured paper
- Group 3 activity: Puppets
  - puppets/ finger puppets/ soft toys for role play
- Group 4 activity: Books
  - A selection of books on friendships
- Take home activity: Friendship flowers leaves - this can be photocopied onto green card or students can colour at home.

Before you get started

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

- It is important to be mindful that some students have difficulty making and keeping friends and may need additional support during such lessons.

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.

Hoop activity

15 min

2. Place 5 or 6 hoops on the ground in an area where students can safely run around.
3. Have students move around the hoops to some music. When the music stops call out a number between 1 and 5. Students need to cluster in a hoop in groups of this number.

Teaching tip: There may be students left out of a hoop during the game. Be mindful that the same children are not left out each time. You may wish to use other adults in the room to be part of the game to assist with this.

4. When students are left out of a hoop, observe how the other students respond (e.g. Do they notice the students left out? Do they invite them in? Do the students left out of a hoop join together?).
5. Play a few rounds of the game.
6. Ask:

   How did it feel to be one of the students in the hoop?

   (great, winning, part of a group)

   How did it feel to be one of the students not in the hoop?

   (not good, upsetting, left out, ok once but not fun when it happened again, frustrating)

7. Draw attention to actions of some of the behaviours, for example: I noticed that some students that weren't in the hoop joined with each other to make their own group. How do you think that made them feel?

   (not left out, ok because they were with friends, etc)

I notice that some students said 'no' to others joining their hoop. How do you think that made them feel?

(left out, sad, upset, angry, etc)

I notice that some students that weren't in the hoop joined with each other to make their own group. How do you think that made them feel?

(better because they were with friends, not so left out, etc)

Teaching tip: When describing the actions of students, keep the statements general rather than naming individuals (unless complementing positive behaviours).

8. Explain:

   "Being left out does not make people feel good.

   We are going to play the game again, but this time we are going to aim not to have anyone left out. If I say the number 3, you need to have AT LEAST 3 people in your hoop, but you can have more so that no one is left out.

   I would like to see you inviting people into your hoop or helping them to find another hoop of 3 or more."

9. Play the game again with the new rules for a few rounds.

10. Discuss:

    How was this game different?

    (no one was left out, no one was sad or upset, everyone had fun)

11. Explain:

    "One tip for being a good friend, is to help people feel included and welcome. Today we are going to have a look at more qualities that make a good friend."

Song

10 min

11. Listen to one of the songs about friendship:
    1. Good Friends - CBeebies (1 min 54 sec)
    2. Be a Good Friend - Sesame Street (with Gwen Stefani) (1 min 39 sec)

Teaching tip: Put closed captions on so students can start to recognise words of the song.

12. Ask:

    What are some qualities of being a good friend in this song?

(make you laugh/smile, invite you to play, share things, do things together, play together, help you, play fair, care, take turns, cheer them up)

What are some other qualities that make someone a good friend?

(say hello, listen to you, ask you questions, want to know about what you like, want to know about your pets)

Group activities

20 min

13. Divide class into 4 groups for group activity rotation.

Group 1: Friendship flowers (adult led)

- Students paint the paper plate in a colour suitable for the centre of a flower.
- Students cut out a photo of themselves and paste into the centre of a paper plate (Or draw a self portrait in the paper plate.
- On a strip of green paper record a quality that the student feels makes them a good friend (e.g. I help my friends when they are sad). Stick this to the bottom of the paper plate as the stem of the flower.
- The green strips can be cut to the height of the child and displayed around the room to show how much they have grown throughout the term/year.

Group 2: Friendship flower petals (adult led)

- On cut out petal shapes, students draw pictures or record words to show qualities of their friends.
- These can be added to the relevant friend's paper plate to create the flower.
- Ensure all students have enough petals from other students to complete their flower.
- Flowers can be displayed and petals added throughout the term as students notice friendly behaviours.

Teaching tip An adult may be required to encourage students to make petals for specific students to ensure everyone has enough petals to complete their flower and/or adults may complete petals for students.

Group 3: Puppets

- Students use finger puppets, hand puppets or dolls to role play ways to be a good friend.

Group 4: Book corner

- Students explore selection of books about friendships.

3-2-1 Reflection

Puppet role play reflection

10 min

14. Use the puppets or toys to role play the following scenarios to recap key messages.

Scenario 1: Not liking the same things is ok

Puppet 1: I don't like drawing

Puppet 2: Well I don't like riding bikes

Puppet 1: Well we can't be friends!

15. Ask:

 **Do your friends have to like all the same things as you?**

(no, you can like different things, they might like some things the same and some different, you might have different friends that like to do certain things e.g. dance lessons, building cubbies)

16. Invite a student to be Puppet 2 and suggest good tip for being a good friend in this scenario.

(e.g. Puppet 2: well we both like doing dress ups, shall we do that instead?)

Scenario 2: Having more than one friend is ok

Puppet 1: You can't be friends with Jay. You're MY friend!

Puppet 2: (sad/cries)

17. Ask:

 **Is puppet 1 right? Do you have to be friends with only one person at a time?**

(no, you can have multiple friends)

 **Does being friends with another person make you less of a friend to your other friends?**

(no, you can be a good friend to many people at once)

18. Explain:

 **"If I have a bag of lollies and I give a lolly to you, to you, to you, and to you, what happens to all the lollies? They are all gone, they run out.**

What if my bag was full of smiles? If I give smile to you, and to you and to you, what happens to all the smiles? Do my smiles run out? No. Smiles, don't run out.

Friendship also doesn't run out the more I give it to others. In fact, in many ways, the more kindness and friendship you give, the more you get back."

19. Invite a student to be Puppet 2 and suggest good tip for being a good friend in this scenario. (e.g. Puppet 2: It is ok to have more than one friend. How about we all play together? OR Puppet 2: How about I play with Jay at recess and you at lunchtime)

Scenario 3: We don't have to be friends with everyone

20. Puppet 1: You never play with Ali.

Puppet 2: Ali and I don't get along very well and we don't like doing any of the same things.

Puppet 1: You HAVE to be friends with Ali! Teacher says we ALL have to be friends!

21. Ask:

    Do we have to be friends with everyone?

    (no!)

22. Explain:

    "We don't have to be friends with everyone but we do have to treat everyone with respect. If you really don't get along with someone or they don't make you feel good, you can still be kind and respectful without being their friend."

Teaching tip: This concept is related to protective behaviours. It is important for students to understand they don't need to be friends with people who don't make them feel good. It can be useful to revisit trusted adults and help-seeking.

23. Teacher to model how Puppet 2 might respond.

    Puppet 2: "Ali is amazing at climbing to the top of the play equipment and riding super fast on the scooter. When i play on the scooter he gets frustrated with how slow I go and I get scared at how fast he goes. We always seem to argue when we play together. It's ok for us not to play together."

24. Display the take home messages and read them aloud.

- Friends are people we care about and want to spend time with.
- Our friends can be just like us or very different from us.
- Taking turns, playing fairly and listening when people talk can help us to get along with others.
- We don't have to be friends with everyone, but we do have to be respectful.

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

- Take home activity: Friendship flowers leaves - give students two leaves to take home so that their family members can add a reason why their child/sibling is a good friend. Bring them back to school to add to the display.

Education

Curriculum

- Ask the music specialist to teach the students songs about friendship.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Interacting with others • Emotional responses individuals may experience in different situations.	**Personal and social capability**	**Key concept 1.2: Friendship, love and romantic relationships** • Friendships are based on trust, sharing, respect, empathy and solidarity

Materials

- Resource - choice of one of the following books/videos/songs:
  - *Winnie the Pooh* story by A. A. Milne
  - *Alexander and the Terrible Horrible, No Good, Very Bad Day* by Judith Viorst (plus YouTube reading)
  - What are feelings? BBC Bitesize Foundation video (2min 18 sec)
  - Emotions - StoryBots Super Songs (external link)
- Mirrors - 1 per student (optional)
- Group activity 1: Teaching Resource: *Feelings cube* [one per group] - printed on card and cube constructed.
- Group activity 2: playdough/plasticine and Emotion cards (e.g. Bears cards) (optional).
- Group activity 3: Interactive whiteboard/screen/ipads and Guess the feelings website game.
- Group activity 4: paints and paper.

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Read Educators note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education.

Learning activities

Group Agreement

5 min

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read Essential information: Establishing a group agreement for tips on how to create one

and what to include.

1. Revise or create the class group agreement.

Feelings book/video/song

10 min

2. Read a Winnie the Pooh story or another book listed in the materials section as a whole class.
3. Ask:

   What feelings can you spot? For example, can you see happy, sad, excited, tired, angry, scared or confused? (Write them on the board or on strips of cardboard and read to the children and explain that another word for feelings is 'emotions')

   (sad, angry, frustrated, happy, excited, upset, grumpy, etc)

   How can you tell they are feeling these emotions?

   (face, mouth turned up/down, sad eyes, crying, shoulders slumped, head hung down, smiling, laughing, shouting, sighing, etc)

   Why do we have feelings/emotions?

   (to show how we feel, to show others how we feel, to understand what is happening inside our body, to help keep up safe).

Discussion - emotions change

10 min

4. Ask:

   Did Winnie's (or other character in the book) feelings change during the story?

   (yes, he got sad when he lost his honey; yes, he was upset when he saw Eeyore upset, etc)

   How did you know that Winne's feelings changed?

   (he put his head down, he frowned, he cried, he sighed, he said, 'Oh bother', etc).

5. Say:

   "**Feelings are also called emotions. Emotions are important body signals that help us to understand what is happening to us and what we need to do. We all have emotions - they are part of everyone. We feel different things at different times depending on what happens to us.**

Sometimes we feel sad - like when someone we love goes away. Sometimes we feel happy - like when we are having fun with friends.

Everyone is different. What does not upset one person, may be very upsetting for another person. What makes one person happy, may not make another person feel this way. Even though some emotions don't make us feel good at the time, there are no 'bad' emotions because they are all useful.

For example, we may feel scared to ride our bike with no trainer wheels but this feeling helps our bodies to stay alert so we can concentrate on learning this new skill and keep safe."

Mirrors - facial expression and body language

10 min

6. Give each student a mirror or have them stand with a partner face-to-face so that they can see the facial expressions and body language of their partner.
7. Work through the following list of scenarios and have students show how someone might feel for each. Ask the students to describe the emotion they are feeling. Write the words on the board and group similar emotions. You may wish to use a display such as the Emotions cards as visuals to go with the words.

Teaching tip: It is important to accept a range of emotions for each scenario. Some students may feel embarrassed to get a merit certificate while others feel proud. Some might feel disappointed that they didn't get a present they were longing for.

Acknowledge that it is possible to feel more than one type of emotion at once. Someone cal fell proud for receiving a prize for their drawing but shy to go up and receive the award in front of the school.

- opening birthday presents
- receiving a merit certificate or award
- being sick with a cold
- being teased or not allowed to play in a game
- playing their favourite game
- someone getting a toy that you really wanted
- getting lost in a shopping centre
- dropping an ice cream on the ground
- riding a roller coaster
- floating in the deep end of a pool
- winning a prize for your drawing
- hearing thunder when in bed.

Teaching tip: You may wish to use Glenn Trigg's Emotion Wheel as a teacher reference to help you to expand the student's vocabulary and provide words for emotion intensity (e.g. sad - upset - miserable).

Group activities

20 min

8. Small group activities

Group 1: Feelings cube

- Give the group a Teaching Resource: Feelings cube.
- Each student takes a turn to roll the cube.
- Once rolled, the group may suggest different situations when people may have experienced this feeling.

Teaching tip: Remind students to use the phrase 'someone might feel...' rather than 'I feel...' to avoid potential disclosures in front of other children.

Group 2: Playdough faces

- Students use play dough or plasticine to make faces showing different expressions. Use the Emotion cards can be used as prompts.

Group 3: Guess the feelings website game

- Students sit in front of the interactive whiteboard and use the link to play the "Guess the feelings" game.
- Alternatively, students could play this in pairs or small groups with a computer or tablet.

Group 4: Painting emotion shapes and colours

- Set up paper and paints, so that the children can show with colour how they are feeling today.

3-2-1 Reflection

Reflection

5 min

9. Invite students to share their paintings and explain why they chose a particular or shape to show a feeling.

Teaching tip: The group agreement 'right to pass' is very important in activities such as these. Students should be invited to volunteer to share their work rather than asked to share work and feelings to avoid putting them on the spot to share things they do not feel comfortable sharing with the class.

Teaching tip: Adults in the room must consider the potential for disclosures when asking students about their work.

10. Model to the class how you are feeling using facial expressions and body language. Ask the students to use the words on the board to describe how they think you are feeling.
11. Invite the students to show how they are feeling with their faces and bodies. You may want to note any children that are showing an unhappy face to approach them after the lesson.

Health promoting schools

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

Environment

- School environment encourages students to express their emotions, in safe and appropriate ways.

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 *Puberty* and *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.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Personal identity and change • Personal strengths and qualities of individuals and a sense of belonging to groups and communities	**Personal and social capability**	**Key concept 1.3 Tolerance, Inclusion and Respect** • Every human being is unique, can contribute to society and has a right to be respected

Materials

- 8 stations set up with one activity from each of the following areas (Gardiner's Intelligences):
  - **Words:** play a rhyming word game; listen to a story being read; tell a partner a story about when they were good at something.
  - **Logic/Maths:** make or follow patterns with beads or blocks; gather, sort and organise a collection of buttons or markers.
  - **Space/Vision:** turn a doodle into a picture; complete a puzzle.
  - **Body movement:** complete a short obstacle course; cut along the lines or colour within the edges of a picture.
  - **Music:** use a small drum to repeat simple rhythms; play simple tunes on a xylophone; hum a simple melody back.
  - **Nature:** use a magnifying glass to study an insect, shell or flower; collect and categorise natural objects, e.g. rocks, leaves, flowers.
  - **People:** dress up in the Home Corner and think up a story that includes everyone; build a pyramid with plastic cups as a group.
  - **Self:** listen to a piece of music in headphones and doodle on a piece of paper whilst listening to the music to show how it makes you feel.
- 8 pieces of paper for students to record if they feel 🙂 😐 ☹️ about each activity.

Before you get started

- The purpose of this activity is to assist students to identify their personal strengths, not to highlight their limitations.
- Students should be encouraged to identify and describe their own and others' strengths from a basis of persistence and resilience with the focus being on personal achievement.
- Gardner’s Multiple Intelligence Theory suggests intelligence has specific components rather than a single general ability. Gardner opposes the idea of labelling learners to a specific intelligence, rather that each individual possesses a unique blend of all the intelligences.
- Resilience and emotional wellbeing are important concepts to teach in the early childhood years as this is when younger students may need support to identify their own personal strengths.

Learning activities

Group agreement

5 mins

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Likes and dislikes

10 min

2. Show the students each of the eight stations. As you describe the activities ask the students the following questions.
3. Ask:
    - **Words: Who likes reading stories? Who likes writing words?**
    - **Logic/Maths: Who likes playing card games or adding up numbers?**
    - **Space/Vision: Who is good at remembering things they have seen?**
    - **Body movement: Who likes running and jumping?**
    - **Music: Who likes singing or dancing to music?**
    - **Nature: Who likes watching nature shows on TV or collecting insects?**
    - **People: Who likes organising games to play with your friends?**
    - **Self: Who likes setting a goal like saving up pocket money to buy something you really want?**
4. **Ask** the students to:
    1. Point to the activity you think you will like the best.
    2. Point to the activity you think you will like the least.
    3. Point to the activity you think you will be the best at.

4. Point to the activity you think you will find the hardest.
5. Tell a partner which activity you think they will be the best at.

Gardiner's Intelligences stations

30 min

5. Allow time for students to explore each of the 8 activities. This may be divided into two sessions with students exploring 3/4 activities in each session. The **Words station** could be a group shared reading session to break up the two sessions.
6. Have students decide whether they liked , didn't like or were unsure about each activity. This can be recorded on a sheet placed at each station, students can write their name and next to their name.

Strengths

10 min

7. Ask:

   Which activities did you put a for?

   Why did you like those activities?

   (model and emphasise feeling words such as happy, enjoyment, fun, good at, and strength, to help students explain why they potentially liked those activities)

   Which activities did you put a for?

   Why didn't you like those activities?

   (model and emphasise feeling words such as confused, OK, sad, angry, frustrated, not good at, challenging, boring and explain that these may be things that they are not so strong in)

   Which activities were you best at?

   Are the activities you were best at the activities you liked the same? Why do you think that is?

8. Explain**:**

   "Something we are good at can be called a 'strength'. Everyone is good at something. Everyone has strengths. Tell your partner what some of your strengths are. Tell your partner what you think some of their strengths are."

9. Ask:

What are some ways that you can work out what your strengths are?

(listening to feedback from others; looking at what you really like doing; comparing yourself to others in this area)

Why is it good for people to have different strengths?

(to do different jobs - fix cars, nurse, teacher; to make a good team - batter/bowler; to get to learn from other people; etc)

Look at what your friends put for their activities. Are they the same or different than yours?

(They are the same or very close)

Do you think you are friends because you like doing the same activities and things?

(Yes)

10. Explain:

"That is right - humans like to make friends with people who like the same stuff we like. It gives you something to do together or to talk about. It can make you feel part of a group having lots of people who like the same things you do. It feels good to be in a group of people who are similar to you."

3-2-1 Reflection

Reflection

5 min

11. Ask students to draw a picture of their strength or strengths.

Take home activity

12. Have students take their drawing home and ask their family to add more of their strengths to the picture to bring back and share with the class in a display.
13. Display in the classroom - students can add to their drawing as they discover new strengths throughout the year.

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

- Ask students to ask their family members about their strengths. Families can create a drawing or poster with the different strengths in the family.

Environment

Culture

- School and classroom culture promotes and celebrates all strengths, not just those related to academic achievement.



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