Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Protective behaviours that can be implemented in uncomfortable or unsafe situations
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed

Sub-strand: Interacting with others

- Skills and strategies to establish and maintain respectful relationships

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 4.2 Consent, Privacy and Bodily Integrity

- It is important to understand what unwanted sexual attention is and the need for privacy when growing up.

Materials

- Butchers paper
- Coloured pens - enough for each student

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.

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.

Consent communication brainstorm

25 minutes

2. Discuss how consent can be communicated in lots of different ways. It's not just saying yes or no so it's important to make sure that you are aware and think about all the ways people can say yes or no.

3. Ask:

   What are some situations where you need to ask for consent or give consent?

4. Using a grouping strategy, divide the group into 6 groups. Students will complete the task in a Gallery walk format.
5. Give each group a piece of butcher's paper and pens. Each group to brainstorm one of the following, what:

    1. Giving consent looks like
    2. Not giving consent looks like
    3. Giving consent sounds like
    4. Not giving consent sounds like
    5. Giving consent feels like

6. Not giving consent feels like

6. Once groups have had adequate time to brainstorm (roughly 15 minutes), encourage everyone to walk around and add their own thoughts to the other pieces of butcher's paper.
7. Ask someone from each group to share what they brainstormed or discussed.

Teaching tip: If not mentioned naturally in sharing discussions make sure to mention

- Sometimes people can "freeze" if they feel uncomfortable or unsafe. This might mean they don't move or respond verbally, so it's important to know that no response is also a no response.
- Some people do not communicate verbally, so understanding their non-verbal cues are important to understanding when and how they consent.

Consent clarification

15 minutes

8. Assign each corner of the room as A, B or C.
    1. A = Yes they consent
    2. B = No they don't consent
    3. C= Unsure if they consent so would need to clarify.

9. Ask students to stand in the corner that they think is correct when answering the following questions:

You ask your Mum if they want an ice cream, they shake their head from side to side and pull a disgusted looking face.

You ask your sister if you can borrow their new top and they say, "umm, what do you think?"

You text your boyfriend/girlfriend and ask if they want to come over after school and they send you back a party emoji and say, "sounds good, can't wait".

You notice that a friend is upset and ask if you can give them a hug to cheer them up. They turn away and look down at the floor.

You text a friend to ask if you can share a photo of you together from the sports carnival online. They reply with "are you serious..."

It's the school disco and you ask your friend to dance. This friend is always your partner when you practice during dance lessons. They respond with "hmm, maybe later".

You're at the park and notice your favourite breed of dog running around - a bouncy golden retriever. You can see the owner all the way on the other side of the park and yell out "can I please pat your dog?" It's probably too far for them to hear you, but they didn't say no.

Teaching tip: You can adjust the examples to use different language terms to be culturally inclusive or mention communication devices or sign language to be more disability inclusive.

3-2-1 Reflection

Reflection questions

5 minutes

10. Ask:

How can you clarify consent?

Was there anything new that you learned or were surprised by today?

What is one thing we talked about today that you'd share with a friend or family member?

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.
- Provide students with a copy of Puberty booklet to take home and read and discuss with their family.
- In school newsletters, include a question similar to those in the consent clarification game that offers an A, B or C answer so that students and families can discuss and share their thoughts on different situations and circumstances.

Education

Learning

- Ask the drama and arts teachers if they can draw upon plays or art pieces that portray consent related scenarios to imbed for cross sectional knowledge.
- Ask sport teachers to discuss how we show consent in sport i.e. shaking head, crossing hands, saying don't pass etc.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Ways that individuals and groups adapt to different contexts and situations.

Sub-strand: Staying safe

- Protective behaviours that can be implemented in uncomfortable or unsafe situations.
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed.

Sub-strand: Interacting with others

- Skills and strategies to establish and maintain respectful relationships

International technical guidance on sexuality education

Key concept 1.1 Families (9-12 years)

- Parents/guardians and other family members help children acquire values and guide and support their children's decisions.

Key concept 1.2 Friendship, love and romantic relationships (9-12 years)

- Inequality within relationships negatively affects personal relationships.

Key concept 5.2 Decision making (9-12 years)

- Decision making is a skill that can learned and practiced
- There are multiple influences on decisions, including friends, culture, gender-role stereotypes, peers and the media.

Key concept 5.3 Communication, refusal and negotiation skills (9-12 years)

- Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries.

Materials

- 8 pieces of butcher’s paper with the following titles:
  - *Positive things my friends have influenced me to do.*
  - *Negative things my friends have influenced me to do.*
  - *Positive things my brother/sister has influenced me to do.*
  - *Negative things my brother/sister has influenced me to do.*
  - *Positive things my Mum/Dad has influenced me to do.*
  - *Negative things my Mum/Dad has influenced me to do.*
  - *Things I have seen in the online that have influenced me to do something positive.*
  - *Things I have seen in the online that have influenced me to do something negative.*
- Student Activity Sheet: *No pressure!* [one per pair]

Before you get started

- This activity is an introduction to the Year 6 activity Peer influence.
- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used.
- Students may have questions that they feel uncomfortable to ask. Providing a question box for students to place their questions in anonymously will ensure their questions are answered in a safe environment.

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.

How have people influenced me?

30 mins

2. Place the 8 pieces of the butcher's paper around the rooms.
3. Split students into 8 groups and explain to students that they will be conducting a graffiti walk. Tell students to place a tick next to a comment if it was something that they would have written.

Trigger warning: Walk around the room to check what is being written to ensure there is no disclosures of abuse.

Teaching tip: You may want to put music on to keep up the energy or use a timer for how long groups should stay with their butchers paper.

4. Review the completed sheets as a whole class and identify the most common responses on each sheet (as identified by the number of ticks). Whiteboard these or highlight the top responses on the sheet.
5. Ask:

   How does it feel to be influenced in a negative way to do something?

   (*Not very nice, mean, sad)*

   How does it feel to be influenced in a positive way to do something?

   (*Helped, cared for, bit annoyed if you don't want to do it)*

   Which influences are easier to handle? Positive ones or negative ones. Why?

(*Encouraging you to do something you want to do, or should do, you already agree with them*)

How can you avoid some of the negative influences?

(U*sing positive self-talk, using optimistic thinking, choosing different friends, gaining some knowledge or skills, being assertive*)

Have you heard of the term 'peer pressure' before? What do you think it means?

(*Peer pressure is when someone who is your age tries to get you to do something that you don't want to do)*

Give one example each of when peer pressure can be a good and/or a bad thing. Why?

Why do some young people give in to negative peer pressure?

(*Want to fit in, don't realise it is bad*)

How might influence from your parents or adult family members be different from your friends or siblings?

(*They are adults so influence our behaviour more, assume they know best, you should do as they say)*

Do you think your family or your friends have more influence over how you behave?

How might this change as you get older?

How does access to the internet on devices such as mobile phones affect young people's relationships with each other? How can you make sure you maintain healthy relationships?

(*Means you can be pressured even though they are not there, pressure to do cool things you see online.)*

Do you sometimes feel pressured to do something even though your family or friends may not have said or done anything to pressure you? In other words, the pressure is something you create for yourself with certain self-talk?

(*young people often feel like they need to wear the same clothes or have the same hairstyles as their friends, or smoke or drink with their friends, so they 'fit in' even though their friends may not have put any pressure on them to conform*.)

6. Explain that influence or pressure can be both a positive thing and a negative thing, e.g. your friends can influence you be nice to the new kid at school or be mean to others.
7. Explain that pressure can be external (when friends, family or people in the media do or say things to persuade us to do something they want) or internal (when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, family or people in the media).
8. Ask for examples of both internal and external pressure.
9. Ask students to re-group and examine one graffiti sheet sheet. The group decides whether the influence in each situation is external (things other people say or do) or internal (thoughts that put pressure on ourselves), and also whether the influence is positive or negative. Different attitudes may result in conflicting answers!

No pressure!

15 mins

10. Whiteboard examples of pro-social, positive behaviour, e.g. riding on a cycle path; playing fairly; not cheating. Discuss the positive influences of family and friends to do these behaviours or the negative influences not to do these things.
11. Whiteboard examples of anti-social, negative behaviour, e.g. wagging school; not wearing a bike helmet; smoking cigarettes; writing graffiti. Discuss the negative influences of family and friends to do these behaviours or the positive influences not to do these things.
12. Explain the Student Activity Sheet: *No pressure!* and have students complete in pairs.

3-2-1 Reflection

What makes a good society?

15 mins

13. Have students journal or write a personal reflection about the results of the graffiti sheet and No pressure activities.
14. Have students form a sharing circle. Using their activity sheets, complete the following:
    - Place a green tick against the things that you think help make happy, safe communities. Give reasons why.
    - Place a red cross against the things that you think don't help make happy, safe communities. Give reasons why.

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: Personal identity and change

- Ways that individuals and groups adapt to different contexts and situations

Sub-strand: Healthy and active communities

- Strategies that promote a safe, healthy lifestyle

Sub-strand: Interacting with others

- Skills and strategies to establish and maintain respectful relationships
- Ways in which inappropriate emotional response impact on relationships

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 1.1: Families

- Health and illness can affect families in terms of their structure, capacities and responsibilities.

Key concept 1.2 Friendship, love and romantic relationships

- Friendship and love help people feel positive about themselves

Key concept 5.5: Finding help and support

- There are different sources of help and support in the school and the wider community.

Materials

- Student Activity Sheet: Changes in relationships [one per group]
- Student Activity Sheet: Deal with it banana split [one per student]

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.
- Be mindful that discussing significant changes in the family's routine, structure or dynamic might bring up issues for students (e.g. separation or divorce; or death of a parent, grandparent or pet).
- It is important for the teacher to consider and affirm a range of parenting styles, family contexts and cultural backgrounds students may describe, to ensure the traditional family structure is not held up as the 'norm', or the only or best way.

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.

Good changes and bad changes

25 mins

2. Divide the class into small groups. Ask them to consider changes they have experienced in their lives within their family and friendships, e.g. new baby in the family, pet dying, starting a new school, joining a new sporting team, family break-up or the death of a grandparent. Stress that changes in relationships over time are a normal part of life.
3. Have groups complete the Student Activity Sheet: *Changes in relationships* listing 'Good changes in relationships' and 'Not-so-good changes in relationships'.
4. Once this has been completed, ask the groups to cut the sheet into half: the 'Good changes in relationships' column and the 'Not-so-good changes in relationships' column.
   - Now cut the responses to the 'Good changes in relationships' column into single cards and put them in order, with the best change first.
   - Ask each group to share their top two responses with the class. Discuss the similarities and differences.
5. Ask:

   How do things in the 'good changes' column make us feel?

   (excited, happy, warm, connected, like we belong, proud)

   How do things in the 'Not-so-good changes' column make us feel?

   (sad, angry, nervous, powerless, agitated)

   How could we support our friends when they have experienced 'Good changes' in their family and friends?

   (celebrate, be happy with them, let them talk about the good things, ask for more information)

   How could we support our friends when they have experienced 'Not-so-good changes' in their family and friends?

   (let them talk, be nice to them, do nice things with them, spend with them)

How could we support our family when they have experienced ‘Good changes’?

(celebrate, be happy with them, let them talk about the good things, ask for more information)

How could we support our family when they have experienced ‘Not-so-good' changes’?

(make them something to feel special, spend time with them)

6. Now cut the responses to the ‘Not-so-good changes in relationships’ column into single cards and arrange these in order from most to least difficult.
   - Ask each group to share two responses (those which are most difficult) and discuss the similarities and differences.
7. Groups select three or four of their ‘Not-so-good changes’ cards and change the statements into a question. For example, the statement ‘the first day at a new school’ could become ‘what can I do to cope with the first day at a new school?'. Students write the question at the top of a piece of paper.
8. Have each group brainstorm and record the strategies or advice they would use for dealing with, or helping someone else deal with, this change in relationship.

Banana split

20 mins

9. Independently, students reflect on a significant change that has occurred in their own family or friendships, it may be one they included in the previous activity.
10. Introduce the 'Banana Split' strategy by showing page 1 of the Student Activity Sheet: *Deal with it banana split* as a poster or PowerPoint slide. Explain the sections to be completed independently:
    - **Cheerful Cherry:** Changes in relationships are a normal part of growing up. There is hope for the future. Write a hopeful message to yourself.
    - **Rainbow Sprinkles:** Bad times don’t last forever. Write down 2 two great things that have happened to you since this event.
    - **Ooey-Gooey Sauce Feelings:** Intense feelings are normal in these situations. Name feelings you have had or are still having.
    - **Cool Down Ice-cream:** Stay cool, stay calm. Write 1 way you could calm your body in this situation.
    - **Tough as Nuts:** It’s always good to talk to others in these situations. Who could you talk to feel better or who did you talk to?
    - **Cool Down Ice-cream:** Stay cool, stay calm. Write one other way you could calm your body in this situation.
    - **Bendable Banana:** Write the one ‘Not-so-good change’ you have experienced and some of the things you have done to cope (or try to cope) with this change.
11. Provide each student with a copy of page 2 of the Student Activity Sheet: *Deal with it banana split* and discuss.
12. Students complete the worksheet independently, using one significant change that has occurred in their own family or friendship group.

3-2-1 Reflection

Reflection

10 mins

13. Have students share their Banana split responses with others in a small group.
14. Ask:

    What are some useful things that people thought, or did that helped them cope with a 'Not so good change'?

    (their bendable bananas)

    What are some useful things people did to calm their bodies down in these situations?

    (their cool down ice cream)

    Whowere some helpful people to talk to in these situations?

    (their tough as nuts)

    Whatwere some common feelings that people had in these situations?

    (their ooey-gooey sauce)

    What were some positive self-talk messages that people came up with*?*

    (their cherry on the top)

15. Highlight that everybody deals with significant change and loss differently and that's okay. It is important that our sadness or anger does not hurt other people. Thinking about how to cope with our pain can help with this.

Health promoting schools

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

Education

Professional development

- Ensure all staff are aware of school policy and legal obligations to report suspected/confirmed abuse.

Environment

Policy and procedure

- 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.
- Conder giving parents and family an additional heads-up for this lesson as you will be discussing bad changes or experiences.
- 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.



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