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.



Taking care of your body during puberty

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Strategies to manage physical, mental/emotional and social changes associated with puberty.

Sub-strand: Health and active communities

- Strategies that promote a safe, healthy lifestyle.

International technical guidance on sexuality education

Key concept 6.3 Puberty

- During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy.
- Menstruation is a normal and natural part of a girl's physical development and should not be treated with secrecy or stigma.

Materials

- Non-transparent bags such as library bags, pillow cases, canvas shopping bags tied with string or elastic bands for mystery feely bags - enough for 1 item per bag or they can have a few items in each bag.
- Items for mystery feely bags:
  - hygiene items: body wash/soap, towel/face cloth, facial cleanser/acne cream, shampoo and conditioner, deodorant/antiperspirant, toothpaste and toothbrush, mouthwash/dental floss, hair brush//comb, clean underpants and socks, nail clippers, hand sanitiser, tissues
  - a fruit or vegetable (to represent healthy eating)
  - re-usable water bottle; pillow/blanket (to represent sleep)
  - tennis ball/basketball/other sports equipment (to represent exercise)
  - book (to represent relaxation)
  - pads, tampons, period knickers (optional as may wish to introduce this separately in menstruation lesson)

    *(Please note: all mystery bag items should be cleaned in between uses for infection control)
- Post it notes/labels for class display
- Butcher's paper with a life-sized body outline
- 6-sided dice (or a ball with the numbers 1-6 written on it)
- Video: Taking care of your body during puberty (2min 45 sec)

Before you get started

- Read Background teacher note: Puberty - taking care of your body during puberty
- 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.
- Dealing with 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.
- Preview the video *Taking care of your body during puberty* (2min 45sec) to determine suitability for your students.
- Speak to the community health nurse if there are any students in the class that you may be concerned about in terms of personal hygiene or home circumstances.
- Consider any cultural needs. Read: Co-ed vs gender segregated lessons and Cultural considerations when teaching Aboriginal students,

Learning activities

Group agreement

5 minutes

Teaching tip: A group agreement must be established before any 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.

Mystery feely bag

20 minutes

2. Using a grouping strategy to place students in groups of 2 or 3 (depending on how many mystery bags you have created).
3. Hand out the 'mystery feely bags' to pairs/groups of students.
4. Explain:

   "By only feeling the items within the bag, I would like you to guess what you think each item is."

4. Invite each group to offer their guesses as to what the items might be and have them open the bags and display their items.
5. Once all of the items are revealed, invite students to guess what all of the items have in common.

   (Self-care, hygiene, looking after yourself physically, how to keep yourself clean.)

6. Explain:

   "*These are all items we can use to help keep the external parts of our body clean and keep us healthy and help us to feel good. This helps to prevent odour (smells), illnesses, infections and spread of disease*."

Video - Taking care of your body during puberty

5 minutes

7. Explain:

   "*We are going to watch a video that is about 3 minutes long about taking care of your body during puberty. I would give you a chance to ask questions after the video.*"

8. Play video: Taking care of your body during puberty (2min 45 sec)
9. Ask the students what messages they got from the video.
10. Answer any questions the students have about the video.

Class display - how to look after your body during puberty

25 minutes

11. In their existing pairs/groups, ask the students to use the information from the video to write how each item from the Mystery Bag activity can be used to help maintain appropriate hygiene/self-care.

    For example: Shampoo - Wash your hair with shampoo regularly to get rid of oil, dirt and bad odours.

12. Have the class sit or stand in a circle with the life-sized body outline on the floor in the centre of the circle.

13. Each pair/group presents their information to the class and places their item and label where it belongs on the body outline. Ask students to think about how the can represent items that cover more than one body place.

Teaching tip: Ideas for display area - table with items and labels displayed; items in feely bags with labels giving clues as to what the item inside is; photographs of items on a display board.

14. Ensure students have covered all of the following key messages:

- body wash/soap/towel - wash body with soap/body wash daily, feet can get especially sweaty/smelly and need to be washed and dried carefully each day
- facial cleanser/acne cream - facial cleanser and creams can be used to help reduce acne (speak to a trusted adult or doctor if you are concerned about acne)
- shampoo and conditioner - wash hair regularly to keep it keep it clean from oil, dirt and bad odours
- deodorant/antiperspirant - use deodorant to prevent body odour (note the difference between a fragrance and an antiperspirant)
- toothpaste and toothbrush - brush your teeth with toothpaste/toothbrush twice a day and visit a dentist regularly
- mouthwash/dental floss - floss teeth daily
- hair brush/comb - brush hair to help keep it clean and tidy
- clean underpants and socks - wear clean clothes and use clean underwear and socks daily

- nail clippers - to trim nails and help keep clean, avoid biting nails as there is lots of bacteria under nails that can cause illnesses and infections, artificial nails have a greater risk of bacteria sitting under them
- hand sanitiser - use throughout the day to help prevent spread of infection
- tissues - sneeze or cough into a tissue, put tissue in bin straight away and wash hands. If no tissues are available, sneeze into elbow (not hands)
- fruit and vegetables (to represent healthy eating) - eat 2 serves of fruit and 5 services of vegetables every day to keep healthy and well
- re-usable water bottle - drink plenty of water every day to keep hydrated and healthy. Avoid sugary drinks, and energy drinks
- pillow/blanket - get at least 8 hours of sleep a night keep energised, healthy and well. Avoid screens 90 minutes before bedtime for good sleep hygiene
- tennis ball/basketball/other sports equipment (to represent exercise) - get at least one hour of exercise a day
- book (to represent relaxation) - have time and ways to relax (without screens)
- pads, tampons, period knickers (optional as may wish to introduce this separately in menstruation lesson) - variety of products to choose from for periods

13. Discuss additional important messages that do not have mystery feely bag items to represent them:

- phones, video games and the internet- it is important to have time away from phones, video games and screens in general. Ensure students know how to seek help if we are having any problems related to social media (e.g. bullying, sexting, self-esteem etc)
- alcohol or other drugs - caffeine, alcohol, smoking, vaping, and other drugs affect growing bodies especially. They can affect body growth, brain development, sleep and mental health
- trusted adults - think about who the trusted adults are in your life. It might be a parent, an auntie/uncle, grandparent, teacher, coach, youth worker, doctor, etc. It is important to have a trusted adult that you can turn to if you need help
- reliable information - the Internet and social media is full of misinformation; it is vital to know reliable websites and organisations to get accurate information from particularly when it relates to our health

Teaching tip: This lesson is intended to introduce each of these topics at a very basic level. Each of these messages will be covered in more depth in further lessons. Students can also add questions to the question box to raise any information they would like to cover further.

3-2-1 Reflection

5 minutes

14. Display the following sentence stems on the board:

- 1: A healthy snack I can bring to school is....
- 2: A way to get active is...
- 3: A way to practice self-care is...
- 4: A way to keep my body healthy is...
- 5: Growing up means to me...
- 6: One thing I can do to look after my body during puberty is...

15. Ask for volunteers to roll a dice (or use a ball with 6 numbers written on it) and complete the sentence stem relating to the number thrown.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Parents

- 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.

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 relationships 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.

Environment

- There are hygiene-related products available to give students who may need them.



Materials

- Butcher's paper with a gingerbread shaped body outline already drawn - 1 for each group of 5/6 students
- Coloured markers
- Some up-tempo music
- Resource/s with reliable information about puberty. Some examples are:
  - The Puberty booklet - you can order physical copies, or you may print off sections.
  - The puberty page of the Talk Soon, Talk Often booklet or the webpage.
  - You may play a video for the whole class.

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.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers to FAQs.
- Speak to the community health nurse if there are any students in the class that you may need more individual support in terms of puberty changes and home circumstances. This may include students who are transgender, have intersex variations, disabilities, special educational needs, history of trauma and abuse, Culturally and Linguistically Diverse students, etc.
- Consider any cultural needs. Read: Co-ed vs gender segregated lessons and Cultural considerations when teaching Aboriginal students.
- Read the Educator notes: Puberty and Body image.

Learning activities

Group agreement

10 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.

Trigger warning: It is important to be mindful of the diversity of bodies during this lesson. Some people may have been born with natural variations in their body (e.g. intersex variations) that means puberty will happen differently for them. Some people have disabilities, injuries or illnesses that mean their bodies may look and function in different ways and go through puberty in different ways (or not at all). Careful choice of wording is needed to help everyone feel included and respected.

Puberty can be a particularly challenging time for people who are gender diverse and people who have intersex variations (some people only find out that they have intersex variations when they do not experience puberty as expected). It is important to remember that you may not be aware of these students in your class as they may not have disclosed this to you or anyone.

Question box

Teaching tip: Establishing a question box when starting any RSE program is useful to allow students to ask questions anonymously and have them answered in a safe environment. Read Essential information: Question box guide for how to set up the system and how to answer tricky questions.

2. Set-up or remind students of the question box for any questions they feel uncomfortable asking aloud.

Puberty

5 minutes

3. Ask:

   What is puberty?

   (*Puberty is the time when the body changes from a child to an adult)*

   Why do we go through puberty?

   (*These changes usually mean that a person is physically able to have a baby)*

   When does puberty happen?

   (*There is a wide range of 'normal' when it comes to puberty. Everyone is different. Girls (or people born with ovaries/uterus) usually start puberty between 8-13 years. Boys (or people born with testicles/penis) usually start puberty between 9-14 years)*

   How quickly does puberty happen?

   (*Puberty happens over a number of years - usually about 2-5 years)*

2. Say:

   "*During puberty there are a number of changes that happen. We are going to explore some of the different changes in the next activity.*"

Puberty race

15 minutes

3. Split students into groups of approximately 5 or 6 using a grouping strategy.
4. Give each group a gingerbread shaped body outline (these can be put up on walls around the room or on the floor/desks) and coloured markers.
5. Have students line up near to their group's gingerbread shaped body outline.
6. Say:

   "*When I put the music on, you are going to take turns to race to the gingerbread body outline poster and add one change that happens during puberty. You can use words, symbols, pictures - or a mix of all these. Don't worry about spelling for now - this is just to get your initial ideas on paper. Have a think about whether this change happens mostly to boys, mostly to girls or if it usually happens to everyone. How will you record that on your poster? This is a race to see how many ideas you can come up with. You will have the length of this song (approx 3-4min)*"

Teaching tip: Using music can help put students at ease to feel safe to participate. Using up-tempo music helps to create the atmosphere of a 'race' but it need not be a competition between groups. Having the time limit/race helps to avoid some of the awkwardness that some young people may feel to start writing about puberty changes. Most songs are around 3-4 minutes long and it gives a clear indication to students how long they have to complete the task. You may wish to offer to play the song again if the students need more time.

7. Ask each group to share some of their answers (this is just initially to give students more ideas to add to their posters - not to work through every answer).
8. Give each group a resource/resources about puberty. Have them go through the resource/s and add any changes they may have missed. Some ideas include:
    1. The Puberty booklet - you can order physical copies, or you may print off sections.
    2. The puberty page of the Talk Soon, Talk Often booklet or the webpage.
    3. You may play a video for the whole class.
9. Draw attention to the different ways the puberty changes have been represented (i.e. symbols/words/drawings) and how students have represented that the changes happen mostly to boys, mostly to girls or usually everyone.

Teaching tip: Try to focus on the similarities in changes for boys and girls rather than the differences (most of the changes happen to all genders - getting taller and broader, becoming more independent, mood changes, etc).

10. Draw attention to any groups that have identified changes that are not just physical body changes (i.e. emotional and social changes).

Physical, emotional, social

20 minutes

11. Collect posters and display so that all students can see them.
12. Say:

    "The changes we go through during puberty can be categorised into physical, emotional and social and relational/relationships."

13. Ask *:*

    What are physical changes? Can you give some examples?

    (*Physical changes are the changes that happen to the body. They are usually changes that we an see. E.g. getting taller, widening hips, growing breasts, etc)*

    What are emotional changes? Can you give some examples?

    (*Emotional changes are to do with how we think and feel. E.g. mood swings, sexual feelings, etc).*

    What are social/relationship changes? Can you give some examples?

    (*Social or relationship changes are to do with how we relate to our friends, families and other people in our lives. E.g. wanting more independence from our parents, changes in friendships, crushes, etc)*

14. Demonstrate the Auslan sign for the words physical, emotional and social/relationship.

Physical (external site)

Emotional (external site)

Social or Relationship (external site)

15. Work through each of the different answers the students have contributed and ask the students to identify if the puberty change is physical, emotional, social/relational by indicating with the Auslan sign.

Teaching tip: Please see Background teaching note: Puberty for possible answers to the grouping.

Body diversity and reflection

5 minutes

16. Explain:

"Most of these changes will usually happen to everyone as they go through puberty. Some of the changes will happen mostly to boys (or people with a penis) and some will happen mostly to girls (or people with a vagina).We say words like mostly and usually because everyone's body is different and their is a wide range of 'normal'. Everybody deserves to be treated with respect.Puberty can be a challenging time for many people with all the changes that can take place. It is also a very exciting time with lots of positives."

3-2-1 Reflection

5 minutes

17. Ask students to have a quiet moment of reflection to think about :

- One thing you are looking forward to about puberty. This may be something you want to discuss with a trusted adult at some stage.
- Who you can go to if you have any questions about puberty? Where can you go to get reliable information about puberty?

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Parents

- 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 relationships 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.



Understanding influences on behaviour

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.



Reproductive systems

Materials

- 'Goodie bag' made up of assorted craft and/or reusable objects e.g. glue, sticky tape, plastic cup, blu tack, balloons, plastic spoon, straws, pop sticks, bottle tops, etc (one per group)
- Large pieces of poster paper or butcher's paper (1 per group)
- Room preparation: space for small groups to work with large poster paper (e.g. desks pushed to the side for clear floor space)
- Teaching resource: male or female reproductive system labelled diagrams (one per group - electronic or hard copy)
- Optional: *Puberty* booklets;
- Optional: Magno-mate kit from SHQ

Before you get started

- Read Background teacher notes:
  - Puberty
  - Reproductive and sexual anatomy - Females
  - Reproductive and sexual anatomy - Males
- 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.
- Dealing with 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.
- Room preparation - This lesson requires space for students to work in groups - either on the floor or at desks. Desks can be pushed to the sides of the classroom or a music room/hall/art room/etc can be used.

  NB: Ensure the chosen room has sufficient privacy. Students may feel self-conscious and disengage if other students or teachers are able to see inside the room or enter the room unexpectedly.

Learning activities

Group agreement

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment.

1. Revise or establish the class group agreement.

2. Birthday line up (external link): Challenge students to line up in the order of their birthdays without talking.

   Easier version - line up by day and month only.

   Harder version - line up by day, month and year. Avoid giving further instructions as part of the challenge is for students to determine which order the line is going in and different ways of communicating their birthday without talking.

3. Once the students have lined themselves in order have them call out their birthdays as you move down the line to see if they ordered themselves correctly.
4. Briefly discuss the various methods of communication used.

   ? What methods worked well?

   ? What methods did not work so well?

5. Divide the line into groups of 4-6 for the next activity (this creates mixed ability and random peer groups).

Energiser: Birthday line up

Teaching Tip: Relationships and sexuality may be an exciting and interesting topic for some students; for others it may be embarrassing, uncomfortable or scary. Introducing each lesson with fun energisers that promote safe touch and group collaboration can help students to feel more comfortable.

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   ? What methods worked well?

   ? What methods did not work so well?

5. Divide the line into groups of 4-6 for the next activity (this creates mixed ability and random peer groups).

'Goodie bag' models

6. Ask:

   ? What are some ways that a male's and female's bodies are the same?

   (*Both usually have legs, arms, eyes, nipples, toes, hair, etc. Both can usually talk, dance, eat, etc).*

   Teaching Tip: This is a good opportunity to remind students of the diversity of bodies. Some people have disabilities, injuries or illnesses that mean their bodies may look or function in different ways. Everyone has a unique body that deserves respect.

   ? What are some of the ways that male's and female's bodies are different?

   (*Males usually have a penis, females usually have a vulva, females usually have larger breasts than males as their breasts may produce milk for babies, males may have more facial hair than females, females usually have a uterus, males usually have testicles, etc)*

   Teaching tip*:* Using inclusive language such as 'usually' and 'may' is a simple way to help make all people feel more included. Avoid using words like 'normally' and 'always' as it can make any other variation seem abnormal and negative.

7. Say:

   "Many of the differences between male and female bodies are to do with the reproductive organs/system.

   ? What does reproduction mean?

   (*Reproduction means to make more of or to multiply*).

   These are the parts of the body that are needed to create a baby. Both male and female bodies play an important role in reproduction.

   Today we are going to look at the parts of the male and female reproductive system and their functions.

   ? What does function mean?

   (*Function means* '*what they do*')."

8. Provide each group with a large piece of poster paper, a 'goodie bag' and a copy of a male or female reproductive system with labels (Teacher Resource: Male and female reproductive system - labelled). Optional: copies of *Puberty.*
9. Instruct half of the groups to create the 'male reproductive system' and the other half to create the 'female reproductive system' using the items in the bag.
10. They do not need to use everything in the bag and they can label the parts using coloured markers.

Teaching tip: Whilst it is important that students know the correct names for body parts such as the penis, testicles, vulva, vagina, uterus/womb and clitoris, it is not important for students to know **all** of the reproductive organ technical terms for every reproductive part. For example, knowing that sperm travels through tubes that run from the testicles to the tip of the penis and out of the body is more important than labelling the epididymis and vas deferens. Understanding that there are glands that add fluid to the semen is more important than being able to spell the names of the different glands. This activity is to help students to understand how the parts are connected and the basic functions to help understand future concepts of puberty, menstruation and conception.

11. Invite students to do a 'walk around' to see all of the models. Ask volunteers to share a description of their model so far.

    Teaching tip: In RSE it is important to avoid calling upon specific students for contributions, always ask for volunteers and remind students of their 'right to pass' as part of the group agreement.

Reflection: Everyone is unique

12. Use the 'goodie bag' models and relate each part to the magno-mate kit to provide a simple explanation of the male and female reproductive system.

    (The Magno-mate reproductive kit is available for purchase or hire from Sexual Health Quarters. Alternatively, use the images provided in Reproductive and sexual anatomy - Females and Reproductive and sexual anatomy - Males.)

    This need only be a simple, story-like explanation.

    e.g. For female reproductive system:

    Say:

    > "The ovaries are where the eggs are made and stored. They also make hormones. Most females are born with all of the (immature) eggs that they will ever have. These tubes (fallopian tubes) carry the eggs from the ovaries to the uterus. The uterus is where a baby grows during pregnancy. The vagina is the passageway from the uterus to the outside of the body. It is where the baby comes out and the penis goes in during sexual intercourse. The vulva is the name for the outside sexual parts - the inner lips, outer lips and the clitoris. The clitoris has lots of nerve endings, like the penis and is very sensitive. The outer lips usually become covered in hair during puberty. Both the inner and outer lips come in many different shapes, sizes and colours. This is the bladder, where urine (wee) collects. This tube (urethra) carries urine out of the body from the bladder. The opening is just in front of the opening of the vagina. This is the anus, where faeces (poo) comes out.

    e.g. For male reproductive system

    Say:

    > "The scrotum is the sack that holds the testicles. This is where the sperm are made. Millions of sperm are made every day. The testicles also make hormones. This is the penis, it comes in a range of sizes, shapes and colours. It has lots of nerve endings and is very sensitive. The penis has spongy tissue that can fill with blood and make the penis go hard (erection). These are the tubes that carry sperm from each of the testicles to the outside of the body through the tip of the penis. These glands make fluid that make part of the semen (which carries the sperm). This tube (urethra)

runs from the bladder to the opening in the tip of the penis. It carries urine (wee) and semen out of the body. The bladder is where urine collects. The fold of skin that covers the head of the penis is called the foreskin. Some people have part or all of this skin removed (often as a baby) - this is called being circumcised. This is the anus, where faeces (poo) comes out."

14. Explain:

    "Everyone's body is different. Just as people have different height and hair colour, people also have differences in their reproductive organs. Penises, breasts and vulvas all come in different shapes, sizes and colours (despite what we see in the media).

    Some people are born with natural variations in reproductive organs (and hormones and chromosomes) that don't fit into the typical definitions for male and female bodies that we have looked at today. This is called intersex.

    Our bodies change over time. Puberty is the time when the body changes from a child to an adult. The changes to the reproductive organs are what makes it possible for people to have babies. We will be looking at these changes over the next few lessons."

    The most important thing to remember is that everyone has a unique body that deserves respect."

Question box

Teaching tip: Establishing a question box when starting any RSE program is useful to allow students to ask questions anonymously and have them answered in a safe environment. Read Essential information: Question box guide for how to set up the system and how to answer tricky questions.

15. Provide students with time to write questions for the question box.
16. f the question box is already set up, you may like to choose some questions related to the reproductive systems to answer.

Curriculum links

WA Curriculum

Sub-strand: Staying safe

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

International technical guidance on sexuality education

Key concept 4.3 Safe use of information and communication technologies (9-12 years)

- Internet and social media use require special care and consideration.

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

Key concept 5.5 Finding Help and Support (9-12 years)

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

Materials

- Student Activity Sheet: *Safe or risky?* [one per student]
- Video: Cybersmart Detectives (9min 50 sec)

Before you get started

- Communicating online is a popular form of communication used by young people today, with their personal identity and profiles becoming increasingly accessible to strangers. It is important that the positives of online communication are highlighted as strongly as the potential issues. Year five students may not have mobile phones or be accessing the internet unsupervised, however they should be developing a strong sense and good understanding of safe and/or risky online behaviours.
- The most important lesson for young people is that they learn to be responsible with technology and know how to use it safely. Refer to the Social Media: Cyberbullying and Social Media: Cyberstalking Guides for further details.
- It is possible that a student has been involved in a traumatic experience relating to online communication. It is important that teachers are familiar with the Dealing with disclosures Guide and have a risk management strategy in place.
- Access the eSafety Commissioner website and resources for up-to-date resources and guidelines that are part of a consistent national approach to online safety education.
  - eSafety Commissioner Education
  - Best Practice Framework for Online Safety Education

- Being safe online - Easy Read. This booklet will enable students or adults who may require extra support, to access and understand advice on how to manage online challenges.

Learning activities

Whole Class

This activity focuses on key safety messages, reinforcing the fact that young people cannot always trust people who they communicate with online and they should not meet up with them in person.

1. Explain that while using the internet to communicate can be fun and exciting, it is important to make sure that you do not share any personal information with people online.
2. We often develop personal profiles to use online for social media, online games and other networking websites. Ask students to raise their hand if they have ever created a personal profile or entered their name and/or personal details to gain access to a website. These profiles represent who we are and start to create our 'digital footprint'. We need to make sure that the information given is safe, and that we restrict the information shared with people who are not our trusted friends or family.
3. Ask students what they think of and/or feel when you say the words *safe* and *risky*:
   - Safe: protected, secure, ok/all right, free from being hurt, injured or in 'harms way'
   - Risky: exposed to danger, dangerous, unsafe, taking a loss
4. Watch Cybersmart Detectives (9min 50 sec).

Discuss:

- *What information should Sarah not have included on her profile?* (her school; a photo with her uniform)
- *When should you get an adult involved with a friend's problem?*
- Discuss the dangers of talking to people online that you don't know in person.

Independent or Small Group

Students compile a personal profile suitable to be posted online and identify what information should be included and excluded.

1. Hand out one copy per student of the *Safe or risky?* student activity sheet. Students can draw an image for their profile picture and think of a safe profile name that best describes them. Model how to complete the activity to the whole class by completing the first 3 questions together and then rating whether it is 'Safe' or 'Risky' to provide this information. Students then complete the activity on their own or in pairs, rating each question or statement about their personal information and photo sharing as either safe or risky.
2. Go through the answers as a class explaining that some online 'friends' might be pretending to be someone they are not. They might actually turn out to be really mean, or a bully, they could also be trying to get information about you, your family and your friends to steal money, or for other unsafe reasons. Some adults might try to trick you into thinking they are someone your own age.

Teacher support notes:

Safe profiles could include:

- First name or nickname
- Hobbies and interests with no specific details
- Only photos where specific details cannot be identified, for example club name, uniforms or location
- Likes and dislikes, such as music, movies or food.

Information can be risky when it includes:

- Full name
- Full names of friends or family members
- Age
- Name of your school or sporting club
- Photos that can easily identify you such as those showing you in your school uniform
- Home address
- Home or mobile number

3-2-1 Reflection

Tell students that it is never okay to meet up with a stranger you met online without taking a parent or trusted adult with you. You should always check with a trusted adult if someone online asks about something that makes you worried or makes you feel uncomfortable or unsafe.

Ask:

- *Who are the trusted adults in your life?*
- *What are some of the signs that something doesn't 'feel right'?*
- *What are some of the things that might happen that make you think what you are doing, or being asked about/of, is unsafe?*

Take home activity:

- Encourage students to continue learning about online safety: Explore eSafety Kids for self-guided information on how to stay safe online.

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.

Community

- Host a Constable Care Cyber Safety Program at your school. When does online fun turn into real danger? Learn cyber safety for students. This session is for students in Years 4 to 6 and focused on making sure they stay safe on the Internet.

Environment

- Use eSafety Commissioner resources to promote online safety across the whole school.
  - Digital signage for schools | eSafety Commissioner
  - Online safety posters and conversation starters | eSafety Commissioner



Changes in 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

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- 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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