Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied.

Sub-strand: Interacting with others

- Strategies for managing the changing nature of peer and family relationships

WA Curriculum General Capabilities

Critical and creative thinking

- Reflecting

Personal and social capability

- Self-awareness
- Social awareness
- Social management

International technical guidance on sexuality education

1.1 Families

- Conflict and misunderstandings between parents/guardians and children are common, especially during adolescence, and are usually resolvable

1.2 Friendship, Love and Romantic Relationships

- There are different kinds of relationships

5.3 Communication, Refusal and Negotiation Skills

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

Materials

- Butchers paper
- Coloured pens
- Whiteboard and whiteboard pens
- Ball of wool - for reflection activity

Before you get started

- Protective interrupting - Teachers 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 - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- It is recommended to read the Educator Notes: Consent prior to teaching this activity.

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 in different relationship types

30 minutes

1. Ask class to name 6 different types of relationships (e.g. coach/player, teacher/student, parent/child, romantic partners, friends etc.)
2. Split class into 6 groups and assign one relationship type per group
3. Each group is given a piece of butcher's paper. Ask group to create 3 columns on the page.
    1. For each column, write a consent scenarios that may occur in that relationship type (e.g. asking to borrow a t-shirt (sibling), asking if they can play a different position (coach) etc.)
    2. For each scenario, list a way to respectfully respond and a way to disrespectfully respond.
4. Ask groups to switch paper with another group.
5. As a group, choose one respectful and one disrespectful scenario response to expand on.
6. Break down what makes the response respectful or disrespectful - wording, body language, relationship type etc.

Developing assertive and respectful responses

20 minutes

7. **Ask groups** to develop an assertive and respectful response to the below scenarios:
    1. Your boss asks you to stay at a shift longer but you know they often do this without extra pay that you're entitled to...
    2. Your coach keeps you on the bench for most of the games even though you go to training more than other team members...
    3. You give your brother permission to use your camera on Saturday but it's Sunday and he hasn't returned it yet...
    4. You tell your friend a secret and they tell the rest of your friendship group...
    5. Your partner planned a date at the movies on the weekend and cancels two hours before with a text message saying, 'Something's come up'...
8. **Ask groups**:

    How they decided how they would respond to the scenarios? What personal values did you have to assess or discuss to get to a conclusion?

    What are the main criteria that you've noticed that makes a response assertive and respectful?

    How would you respond if your response was dismissed or ignored? What could you do and who could help?

3-2-1 Reflection

Spaghetti reflection

10 minutes

9. In a circle, pass a ball of wool around by holding on to the wool before throwing the ball of wool to the next person so that it creates a web of wool (that looks like a bowl of spaghetti).
10. **Ask** each student:

    What is a respectful action/phrase that can be used when giving/receiving consent related scenarios?

    "that's okay we don't have to" "is there something else you'd like to do?" " is there anything else you wanted me to know?" "thank you for telling me" etc.

Health promoting schools

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

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 Relationships, Sex and Other Stuff to take home and read and discuss with their family.

Students

- Students can develop helpful resources such as posters, or presentations to deliver to younger year groups (Years 4-7), highlighting the difference between assertive and respectful vs disrespectful communication.

Curriculum links

RELATE has been designed to improve students' knowledge, attitudes, skills and behaviours to recognise and engage in respectful relationships. This includes increased:

- awareness of, and respect for, diversity
- understanding of the impact of gender expectations and social norms on relationships and sexual health
- understanding of, and skills for, ethical behaviour in the context of relationships
- skills to establish and maintain positive, equitable and respectful relationships
- capacity to identify and address disrespectful behaviour
- digital literacy skills
- critical analysis skills
- knowledge of, and ability to access, a range of support people and services.

It provides opportunities for young people to explore attitudes and peer, gender, social and cultural influences that impact on behaviour in relationships; identify perceived and actual peer norms and rectify incorrect perceptions; examine their expectations and the value they place on different behaviours within relationships as well as develop skills and confidence to carry out desired behaviours (self-efficacy).

Gender analysis is core to the approach of the *RELATE* program. Gender inequality and gendered expectations in relationships are understood as key issues underpinning the occurrence of relationship violence and poor sexual health outcomes. Gender is explored by considering individuals within the context of relationships, communities and society. This is extended using a human rights framework, that considers not only gender but includes race, ethnicity, class, sexual orientation, disability, religion and culture.

RELATE Stage 2 covers all of the *Personal, social and community health* descriptors in the Year 8 and Year 9 Health and Physical Education Syllabus. See *RELATE 2 WA Curriculum Mapping (63KB)* for descriptors mapped to individual session plans.

Materials

- See *RELATE Stage 2* for full program including lists of materials required for each session

Learning activities

RELATE Program

8 x lessons

See *RELATE Stage 2 full program (18MB)* for the entire package of lesson plans including lists of materials required for each session, posters, activity sheets and teaching notes.

Sexual Health Quarters (SHQ) conducted the research and original development of RELATE (1st and 2nd edition). SHQ has had no involvement with any subsequent updates or editions of *RELATE*.

Assessment tasks

Assessment task - teacher instructions

Assessment task - student instructions

Assessment task - marking key excel spreadsheet

Materials

- Student activity sheet 1: *What's OK and what's NOT OK* - qualities cut out with at least one quality per student.
- Student activity sheet 2: Tagged - *What's OK and what's NOT OK* (one per student or group)
- Teacher answer sheet (page 3): Tagged - What's OK and what's not OK
- Film: Tagged (14 min 30 sec) (external link)

Before you get started

- It is important to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by and how this contribute to a students values.
- Trauma informed - it is vital recognise the prevalence of adverse childhood experiences and how trauma survivors may respond to our words and actions.
- 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.
- Watch film: Tagged (14 min 30 sec) to determine if suitable for your students.
- Read background teaching note: Respectful relationships

Learning activities

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.

Matching pairs: What's OK and what's NOT OK

2. Give each student a card from Student activity sheet 1: What's OK and what's NOT OK?
3. Ask students to move to one side of the room if they think their card demonstrates behaviour that is **OK/respectful** and the other side of the room if it shows behaviour that is **NOT OK/disrespectful.**
4. Ask a volunteer with a card from the 'disrespectful' side to read out their card. The student who thinks their card shows the opposite, respectful behaviour reads their card out and they stand together. Repeat until all cards are matched.

Film Review: Tagged

5. Give each student a copy of Student activity sheet 2: Tagged - What's OK and what's not OK.
6. Explain that the table on page 1 shows all the examples of OK and NOT OK behaviours that they have just matched and discussed.
7. Say;

"We are going to watch a film that is about some respectful and disrespectful behaviours. This film has issues including relationships, online bullying and sexting.

As we watch the film, I would like you to look for examples of respectful and disrespectful behaviours and language and record them on page 2."

8. Display the focus question:

What examples of OK (respectful) and NOT OK (disrespectful) behaviour and language do you see in Tagged?

9. Watch Tagged (14 min).
10. Students record brief answers on page 2 of Student activity sheet 2: Tagged - What's OK and what's not OK.
11. If time permits, watch in its entirety, and then go back and watch it again stopping at crucial points to discuss, make notes and help students identify different behaviours. Use Teacher answer sheet: *Tagged - What's OK and what's not OK.*

Tagged: Processing questions

12. Ask:

Was it easy to recognise respectful and disrespectful behaviours in Tagged? How? Why?

Some may be easy to identify. Others may be difficult. Social norms and individual experiences affect how we determine if something is respectful or not.

How do you think people being treated disrespectfully feel?

Angry, upset, sad, hurt, frustrated, numb, or they may not recognise that they are being disrespected.

What could those people being treated disrespectfully do to stop the other person?

Tell them, "It upsets me when you say things like this." Walk away, ignore them, talk to someone (Friend/adult/Kids Helpline).

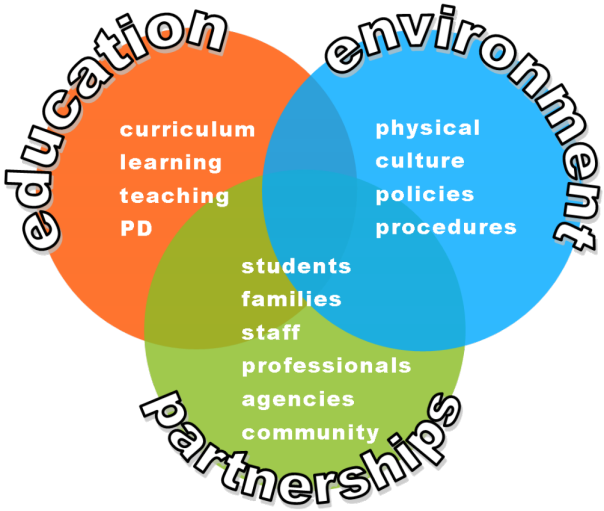
? Do you think it is easy to do something about being treated disrespectfully?

For many people, it can be very difficult as it requires a lot of confidence and self-esteem to challenge disrespectful behaviours. Disrespectful behaviour may come from a friend, loved one, or an adult, and responding appropriately can be tricky.

3-2-1 Reflection

Health promoting schools

Background teacher note: Health promoting schools framework.



Partnerships with 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.

Partnerships with 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.

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Strategies to cope with and manage the impact of changes and transitions.

Sub-strand: Staying safe

- Credible health information that can support people in a variety of situations.

Sub-strand: Healthy and active communities

- Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them.

WA Curriculum General Capabilities

Personal and social capability

Ethical understanding

International technical guidance on sexuality education

Key concept 6.1 Sexual and reproductive anatomy and physiology

- Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction.

Key concept 6.2 Reproduction

- In order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus.
- There are common signs of pregnancy, which should be confirmed through pregnancy test that can be taken as soon as the menstrual period is missed or late.

Key concept 6.3 Puberty

- Puberty signals the changes in a person's reproductive capability.

Key concept 8.1 Pregnancy and pregnancy prevention

- It is important to understand the key features of pregnancy.

Materials

- Items to represent the size of a foetus as it develops - salt, pea, kidney bean, lime, avocado, rock melon, 30cm ruler, pillow (approx. 55cm for last trimester)
- Teaching Resource: *Stages of pregnancy*
- Teaching Resource: *Pregnancy card sort - teacher's answers* - [cut and randomised, one set per group]

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 that the social and emotional readiness of pregnancy and birth is discussed throughout this activity. Students require the understanding that being pregnant and having a baby is a major life transition and can impact significantly on a person's existing lifestyle (physically, socially and emotionally).
- This activity is concerned with conception through sexual intercourse but it’s important to inform students that there are families where other methods such as in-vitro fertilisation (IVF) are better and more appropriate. It is also important to recognise that there are families where the young person is adopted or fostered and/or where the parents are of the same sex.
- The topic of pregnancy and birth may be an exciting and interesting topic for some, but be mindful that some students may feel embarrassed, uncomfortable or worried about how their bodies may change. Increase the comfort of students through introducing this topic with excitement and fun. Providing popcorn (or something similar) for students to share can reduce their anxiety levels.
- 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.
- The WA Department of Health has developed a free resource for parents: *Talk Soon. Talk Often. A Guide for Parents Talking to their Kids About Sex.* It is recommended that teachers communicate to parents and explain the topics that will be covered such as healthy relationships, puberty, hygiene, emotions, resilience, etc. and that you are not teaching their child to have 'sex'.
- *Puberty kits:* The use of a puberty kit can be a useful tool in the classroom. Check with your school's public health nurse to see if there are any kits readily available or that can be made up to use.
- If you are using an educational video, students can often be distracted if the videos are obviously out of date, as evidenced by the clothes, hairstyles and quality of the video, although this could be used to add humour to the experience. Ensure that any multimedia used is current, relevant, appropriate and sufficient time is allocated for a discussion afterwards.
- Many teachers ask the question of whether or not they should separate the boys and the girls for such classes. Research shows that there is no significant difference for either strategy. Read the Before you start: Co-ed or segregated page.
- Consider providing students with a copy of the *Puberty booklet* and *Relationships, Sex and Other Stuff* to take home and read.
- Read Educator note: Unplanned pregnacy for further content information related to this activity.

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.

Reproductive system revision

15 mins

2. Revise the names and functions of the reproductive systems so students are familiar with the body parts discussed as part of the lesson. You may wish to repeat an activity from either Reproductive systems (Year 5) and Reproductive systems revision (Year 6).

Pregnancy knowledge check

15 mins

3. Using the KWL template, ask students to complete the first two columns on their own: What they **Know** and what they **Want** to know about pregnancy and birth.
4. Show students the items that represent the size of the foetus as it develops (listed in materials) without explaining the reason why you are showing them.
   - Ask students to suggest reasons that the objects have been shown.
   - Show students the Teaching Resource: *Stages of pregnancy* (projected on a screen and/or handouts).
   - Go through each image and relate each stage back to a relevant object (e.g. at 4 weeks a foetus is the size of a grain of salt). Emphasise that even though the foetus is small, vital changes are happening. The foetus is vulnerable to alcohol and other drugs even during the first weeks.

Pregnancy sort cards

15 mins

5. In pairs or small groups, students sort Teaching Resource: *Pregnancy card sort* into 3 groups:
   a. Increases chances of having a healthy baby;
   b. Decreases chances of having a healthy baby; and
   c. Unsure
6. Ask one group to read out their Unsure pile first, and ask other groups were they also placed that card and discuss where it goes, clearing up any misinformation. Go through every group's Unsure pile until they have all been correctly allocated.
7. Read out the list of cards that go into the Increases and Decreases pile and again correct and explain why these cards go into their respective pile. Refer to the Teacher Resource: *Pregnancy card sort - teachers answers* for answers.

8. Say:

> **"There is much to think about when you are pregnant, as you have to look after yourself and the pregnancy. There are lots of things someone who is pregnant shouldn't do or avoid. There are some things someone who is pregnant should do more of or focus on, including looking after themselves."**

Pregnancy poster

50 mins

9. Have students form small groups, See Teaching strategy: Grouping strategies if you wish to assign random groups.
10. Ask students research the social and emotional impact of being pregnant and having a baby, e.g. may have to stop or give up study/work, loneliness while caring for the baby at home, feeling worried about looking after a baby. Ensure the students have a clear understanding of the concepts *social* and *emotional* first.
11. From their research, students are to create a poster, PowerPoint, video or social media post that highlights the social and emotional impacts of being pregnant and giving birth to a baby. The project could be titled 'Strengths, skills and support I would need to be a parent'.

Teaching tip: This can be a short task, in which you ask the students to focus on one message or support someone will need when pregnant or after they have given birth. This can also be a longer, assessment task where you give students more time to work on their resource and provide them with a range of topics they can chose from (not just pregnancy).

3-2-1 Reflection

Resource presentation

50 mins

12. Students present their resource to the rest of the class and allow time for questions.
13. Ask students complete the 'what I have **Learnt**' component of their KWL chart.
14. Say:

    "Being pregnant and having a baby is a lifelong commitment and requires a lifestyle change for all people involved. You have to think and put a lot of energy into caring for another human being, and that is very rewarding for a lot of people - but it is also A LOT of work."

Health promoting schools

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

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *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 relationship between the students and the nurse.

Curriculum

Education

- Ensure nutrition/healthy eating and well as drug and alcohol education are part of the health and physical education curriculum.

© 2023 Government of Western Australia Department of Health gdhr.wa.gov.au