

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.

[Image](#)



Western Australian Curriculum Mapping
Health and Physical Education Syllabus Year 8

	Being healthy, safe and active	Communicating and interacting for health and wellbeing	Contributing to healthy and solve communities
● Covered ○ Partially covered			
1a. Establishing a group agreement To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment for all.		●	○
1b. KWL To revise concepts of Stage 1, to remind students of appropriate language; recognise prior knowledge of students; to give students an opportunity to record what they would like to find out about gender, respectful relationships, communication and sexting.	●	●	●
2. Gender not sex To help students understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.	●		●
3. Respect – What's OK and what's not OK? To revise what a respectful relationship is. To identify examples of respectful and disrespectful relationships in the film Tagged.		●	●
4. Four questions To identify a framework for considering the safety and respect of people in a situation.	●	●	●
5. What's the status? To identify the impact of online behaviour on individuals and others in relationships. To apply the 4 Questions framework in situations regarding online messages.	●	●	○
6. Who said what? To revise and apply knowledge of communication styles; to reflect on personal communication styles.		●	○
7. Telling stories To review and apply the concepts of being an ethical bystander, respectful relationships, assertive communication, 4 questions framework.	●	●	●
8. Helpful websites To determine the appropriateness and reliability of online health information; to critically analyse a health website.	●	●	●



Key understandings

Session 1: Part 1 - Establishing a group agreement.

Purpose: To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment for all.



It is important to follow the class agreement so that everyone feels safe to learn and share their ideas.

Session 1: Part 2 - KWL (Know, Want to know, Learnt)

Purpose: to revise concepts of RELATE: Stage 1, to remind students of appropriate language; recognise prior knowledge of students; to give students an opportunity to record what they would like to find out about gender, respectful relationships, communication and sexting.



I already have some knowledge about gender, respectful relationships, communicating and sexting but there is a lot more to learn and understand.

Session 2: Gender NOT sex

Purpose: To help students understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.



'Sex' describes the biological features that a person is born with that are used to determine whether they are male or female. 'Gender' describes the roles and expectations that families, culture, society, religion and the media assign to what it is to be a 'man' or a 'woman'.



Gender stereotypes can be damaging if they limit people's behaviours, interests, skills or relationships.

Session 3: Respect - What's OK and What's not OK?

Purpose: To revise what a respectful relationship is; To identify examples of respectful and disrespectful relationships in the film Tagged.



Everyone has the right to respectful relationships both face-to-face (in person) and online at all times.

Session 4: 4 Questions

Purpose: To identify a framework for considering the safety and respect of people in a situation.



There are 4 questions I can ask myself when I need to consider choices, consequences and safety of my actions. Relationship? Safe? My decision? Feel OK?

Session 5: What's the status?

Purpose: To identify the impact of online behaviour on individuals and others in relationships; To apply the 4 Questions framework in situations regarding online messages.



How I respond to people online, messaging and face-to-face can influence both positively and negatively how they feel about themselves and their relationships with others. Online messages can be easily misunderstood.

Session 6: Who said what?

Purpose: To revise and apply knowledge of communication styles; to reflect on personal communication styles.



Being assertive is an important skill that I can practise so that I can communicate respectfully and effectively with others.

Session 7: Telling stories

Purpose: To review and apply the concepts of being an ethical bystander, respectful relationships, assertive communication, 4 questions framework.



By being an ethical bystander, I can help to positively influence the choices, decisions and actions of others.

Session 8: Helpful websites

Purpose: To determine the appropriateness and reliability of online health information; to critically analyse a health website.



Being critically aware of the information I read is important so that I can determine if it is accurate, reliable and useful.

Materials

- See *RELATE Stage 2* pdf in the resource section for full program including lists of materials required for each session

Learning activities

Sample session plan pages and activity sheets:

Image

SESSION 1 50 MINUTES

RELATE THEMES

- Exploring gender and identity
- Developing respectful relationships
- Communicating effectively

SETTING THE SCENE: ESTABLISHING A GROUP AGREEMENT

PART 1: ESTABLISHING A GROUP AGREEMENT (APPROXIMATELY 15 MINUTES)

PURPOSE
To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment for all.

PLANNING AND PREPARATION
Choose appropriate media for sharing with whole group e.g. butcher's paper/whiteboard/interactive whiteboard/Word document/data projector

PROCEDURE

1. On preferred media write the purpose of the lesson, i.e. To find out what makes for a safe and supportive learning environment for everyone in this group.
2. Brainstorm the factors that make for a safe and supportive learning environment as a whole group and record on preferred media for whole class viewing.
3. Ask students to list how they would like the group/class to behave so that everyone feels safe and supported. The expectations should guide behaviour to ensure that everyone is respected and there is cooperation.
4. Get agreement from the whole class on each group norm. See **Group agreement**.

GROUP AGREEMENT

Group norms are established to set boundaries and increase the comfort level in the classroom. Setting group agreements enables inappropriate language or behaviour to be addressed. Group agreements also provide students with the opportunity to refrain from offering an opinion if they feel issues personally confronting.

Each group needs to create their own group agreement in order to have a sense of ownership.

Confidentiality is an essential group agreement for both teacher and students in creating a safe classroom environment and should always be included.

Confidentiality means that teachers AND students:

- should not ask personal questions about behaviour
- should not tell personal stories or use real names
- talk in the 3rd person.

A group agreement is a very useful tool for behaviour management. Referring back to the agreement reminds participants of how 'they' agreed to behave.

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Image

SESSION 1 50 MINUTES

Ask students what they think is the message of this session (reinforce their understanding using the take home message).

TAKE HOME MESSAGE

It is important to follow the class agreement so that everyone feels safe to be their opinions and ideas.

I already have some knowledge about gender, respectful relationships, communication but there is a lot more to learn and understand.

HEALTH PROMOTING SCHOOLS STRATEGY

Consider how the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour supports the health curriculum in your school.

WA Department of Education Behaviour Management in Schools Policy
<http://det.wa.edu.au/policies/detcms/navigation/school-management/behaviour-management/>

Share this information with your wider school community by publicising your school behaviour management policy on your website or in the newsletter.

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STEREOTYPES

A widely held belief that all people with particular characteristics are the same.

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Poster 2.2g Words & definitions

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ACTIVITY 4.1d RELATIONSHIP PLACEMENT

RELATIONSHIP?
On the outside of the triangle, write down the name of the person you are thinking of.

FEEL OK?
How do you feel about the way you are being treated? How do you think the person you are thinking of feels?

EM
Bystander: someone who witnesses an incident but doesn't get involved. Wasn't associated with the incident. Didn't stand up to the person who was causing the problem.

MY DECISION?
Explain why you think I'm chosen to stay or support Rac in coming forward.

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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

Assessment task - marking key excel spreadsheet