

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.

Key understandings

Session 1: Setting the scene - Establishing 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.



I already have some knowledge about respectful relationships, gender, communicating and sexting but I can always learn more.



People have different values and attitudes and these come from my experiences, my family, my peers, culture and community.

Session 2: What do you think?

Purpose: To recognise stereotypes as expressed and demonstrated in some romantic relationships

To identify myths and misconceptions about gender Stereotypes.

To apply knowledge of consent to scenarios.



Consent is a really important consideration in a respectful relationship. In order to give consent for sex everyone must be *Ready, willing and able*.

Session 3: Different points of view

Purpose: To identify different viewpoints and perspectives of the same event.

To understand the need for clear, assertive and respectful communication.

To identify clear, assertive and respectful communication.



I feel confident to communicate my consent clearly. I understand the importance of checking that I have consent from my partner.

Session 4: Trusted moments

Purpose: To identify disrespectful and unethical behaviours in a variety of relationships.

To view and discuss the DVD Trusted moments.

Session 5: What really happened?

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



There are 4 questions that I need to think about when making decisions to keep myself safe.

Session 6: What do I know?

Purpose: To review and apply concepts of: gender and identity; respectful relationships; effective communication.

To understand that different decisions can be made to change the outcome of situation.

To be aware of the Sexual Assault Research Centre (SARC) and its services.



There are always key moments when different decisions can be made that can result in a safer outcome. If something goes wrong for me or my friend I know I can get help from SARC as well as other places.

Session 7: Relationships - a rollercoaster ride

Purpose: To identify some of the positives and negatives of romantic relationships.

To consider how to manage conflict in romantic relationships in a respectful manner.



Having romantic/intimate/sexual relationships is a normal part of growing older. Like any relationship, they involve risk taking. There are decisions and behaviours people can make to feel safe, respected and respectful.

Session 8: So what do you think?

Purpose: To identify a range of opinions and values about romantic relationships.

To demonstrate respect for diversity.



It is important that people in romantic relationships are respectful of themselves and each other.

Materials

There are no listed materials.

Learning activities

SESSION 1 50 MINUTES

SETTING THE SCENE: ESTABLISHING 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

- 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.
- Remind students that they should be used to working in this way but it is important to re-establish a group agreement at the beginning of each term or subject so that everyone in the group has heard the same messages. 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.
- 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.

RELATE THEMES

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

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 reflect on offering an opinion if they find 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 agree to behave.

SESSION 1 50 MINUTES

ACTIVITY

Conduct a Thumbs voting activity. Read the following statements and ask students to agree that this is an example of consent by showing thumbs up; disagree by showing thumbs down and if they are unsure, showing their thumbs at 90 degrees to their body. (N.B. This activity is designed to allow teachers to gauge students' prior knowledge and understanding of consent and therefore no explanation of terms should be given initially)

Statements

- Your sister asks to borrow your pen. *(Consent)*
- Your brother uses your bike. *(Not consent)*
- Your friend takes some chips off your plate and you don't mind. *(Not consent)*
- You know your friend loves your music so you offer to let them listen to it for a day. *(Consent)*
- Your friend takes your phone to listen to your music because you let them have it last week. *(Not consent)*

What does consent mean?

Consent means to agree to give permission; express a willingness for something. We are constantly giving consent (agreeing) to many things.

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

TAKE HOME MESSAGE

I already have some knowledge about respectful relationships, gender, communicating and sexting but I can always learn more. People have different values and attitudes and these come from my experiences, my family, my peers, culture and community.

ACTIVITY 1.1 RELATIONSHIP PYRAMID CARDS

Has a good body	Is a good laugh	Has lots of friends
Listens to me	Has a brain	Is good looking
Does not talk behind my back	Someone who I am proud to be with	Is not afraid to show me how they feel
Chooses to spend time with me	Does not show off to friends	Cares what I think
Makes an effort with personal hygiene	Someone I can trust	Someone my friends like
Likes all my FB posts	Good in bed	

ACTIVITY 1.2 RELATIONSHIP PYRAMID

SEX & CONSENT

READY
You must be over 16 and feel emotionally and physically ready within yourself.

WILLING
You get to choose who you have sex with and what sexual acts you are comfortable with.

ABLE
You must be able to give consent. You cannot give consent if you...

- are stoned or drunk
- have had your drink spiked
- you are unconscious, for whatever reason
- if you are sick physically or mentally and if you don't understand what's going on.

GOT CONSENT?

If a person is not willing or able to give consent then it is considered a sexual assault and is against the law.

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Poster 2.5b Consent: Ready, willing and able

See [RELATE: Stage 3 full program \(16MB\)](#) 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 original development of *RELATE* (1st and 2nd edition). SHQ has had no involvement with any subsequent updates or editions of *RELATE*.

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