

# RELATE

RESPECTFUL RELATIONSHIPS EDUCATION



STAGE 1

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AUSTRALIA

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**Special thanks to the 2012 – 2015 Year 8 HPE staff at Ocean Reef Senior High School, WA for their generous feedback for the pilot and trial of this resource.**

# HOW TO USE *RELATE*

*RELATE* has been designed to assist schools and teachers to implement a good practice Respectful Relationships Education program.

*RELATE* has been designed to assist students to:

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

Retrieved April 21, 2016, from <http://www.education.vic.gov.au/>

## ABOUT *RELATE*

*RELATE* is a Respectful Relationships Education program of 8 sessions and is designed to be used sequentially with each session building on and applying the knowledge, understanding and skills developed in previous sessions and in previous years. While it is the ideal that teachers implement Stages 1,2 and 3 consecutively it is not essential.

By completing the 8 sessions students will have addressed many of the descriptors listed in the links to WA HPE Curriculum. All curriculum links are provide in the beginning of each *RELATE* manual.

The prerequisite knowledge is listed in each year level. Research shows that young people want more than biology, anatomy and physiology: *RELATE* aims to address the the social and emotional aspects of relationships.

As with all curriculum materials, it is essential that the teacher previews the resources, including the video that each *RELATE* uses, in order to be prepared for possible questions that might arise. Session plans include processing questions and possible

answers to help teachers tackle potentially challenging questions. Retrieved April 21, 2016, from <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/use-of-non-print-texts-in-schools.en>

*RELATE* has been developed using the Principles of best practice: Relationships and sexual health (page 5) and the Health promoting schools framework (page 81).

A comprehensive Glossary can be found in the Appendix as well as fact sheets, links to websites for school newsletters, links to websites for teachers and students, background information and further reading for teachers.

*RELATE* assists schools to implement Key Action 5 of Priority 2 of the WA Government's Freedom from fear action plan 2015 – respectful relationships education in primary and secondary schools. Retrieved June 22, 2016, from <https://www.dcp.wa.gov.au/CrisisAndEmergency/FDV>

Hyperlinks can be accessed on the pdf version of *RELATE*. Please contact [RELATE@shq.org.au](mailto:RELATE@shq.org.au) if any links are no longer functioning.

aitsl (Australian Professional Standards for Teaching) have been referenced in each section to aid teachers in preparing evidence for certification. Further standards can be met by attending *RELATE* professional learning which is available on request.

Email [RELATE@shq.org.au](mailto:RELATE@shq.org.au)

Each manual uses a film stimulus for some of the sessions. Each of the resources are available here:

Stage 1 – *Photograph* – DVD included in the purchase price. Additional copies of *Photograph* can be purchased here <http://theeducationshop.com.au/dvds-and-other-media/photograph-dvd-rom>

Stage 2 – *Tagged* – free film available here <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/watch-the-film>

Stage 3 – *Trusted Moments* – a free resource that can be accessed here <http://www.trustedmoments.com.au/#!watch-film/c1jik> (NB: Please ensure you access this full version and not the shortened version available on YouTube)



# RELATIONSHIPS AND SEXUAL HEALTH EDUCATION: 12 PRINCIPLES OF BEST PRACTICE

## RELATIONSHIPS AND SEXUAL HEALTH EDUCATION SHOULD:

include the development of lifelong skills, clarification of values and acquisition of knowledge to empower students to make informed, safe and healthy decisions

use an approach that is supportive, non-judgemental and works towards reducing potential risks when developing sexual relationships

offer a positive and open view of relationships and sexuality in the context of respect, intimacy, readiness and love

be delivered early before young people go through puberty and develop sexual relationships

be respectful of diversity, including different cultures, religion, sexuality, gender and family values

be appropriate and relevant to the development and maturity of young people

be delivered within a safe, supportive environment

recognise and respect the importance of family as a source of sexual health information, education and values

be delivered by the classroom/health teacher

encourage young people to delay sexual activity and recognise and respect the right of young people not to be sexually active

be of sufficient duration and intensity to produce change

be sensitive and responsive to the issues for those young people who may have had unwanted and/or abusive sexual experience.

Learning about relationships and sexual health will help me now and later in life.

I've learnt a lot about respecting myself and others.

It's great! I know more about my body, keeping myself safe and where to go for help.

Adapted from SHineSA  
with permission

I feel more confident to be myself.

I believe it's important to discuss sexual health issues with my parents.

I now understand what's important in a respectful relationship.

And it's good that we can talk about it.

# RATIONALE FOR THE *RELATE* PROGRAM

*RELATE* aims to provide teachers and students in secondary schools with a comprehensive, evidence-based, good practice curriculum that promotes respectful relationships and sexual health using a whole school approach.

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.

Further reasons for integrating respectful relationships into comprehensive relationships and sexuality education:

- Young people consistently advocate for sexual health education to be positioned within the complexity of their real-life experiences, including alcohol and other drugs, relationships, peer influence, assertiveness and sexual assault and consent.
- Unwanted sex has been experienced by a quarter of all sexually active young people (28% females and 19% males)\*. Being too drunk or pressure from their partner were the most common reasons given. Skills to manage their social world must be central, and sex and substance use must be considered together.

The key outcomes for young people are improved knowledge, attitudes, skills and behaviour to recognise and engage in respectful relationships. This includes:

- increased awareness of, and respect for, diversity
- increased understanding of the impact of gender expectations and social norms on relationships and sexual health
- increased understanding of, and skills for, ethical behaviour in the context of relationships
- increased skills to establish and maintain positive, equitable and respectful relationships
- increased capacity to identify and address disrespectful behaviour
- 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).

A strengths-based approach acknowledges and builds on existing capacities and develops new skills for respectful relationships in both young men and young women. The whole school approach promotes a school culture supportive of respectful relationships and gender equality.

\*5th National Survey of Australian Secondary Students and Sexual Health 2013 (April 2014)

<http://apo.org.au/node/39558>



# PRIOR KNOWLEDGE - RELATE PEDAGOGY

RELATE has been pedagogically designed to scaffold learning within the 8 sessions and from Stage 1-3. Knowledge, skills and attitudes are built upon so that students have the tool-kit to discuss more sensitive issues as the sessions progress. Stage 1 begins by looking at a variety of kinds of relationships before building up to romantic and sexual relationships in Stage 3. Although the stages can be delivered in isolation, they are best taught sequentially. This overview is to help you decide what stage is best suited to your students and what prior knowledge is required to gain the most from the RELATE program.

SESSION	STAGE 1 (SUGGESTED YEAR LEVEL 7/8)	STAGE 2 (SUGGESTED YEAR LEVEL 8/9)	STAGE 3 (SUGGESTED YEAR LEVEL 9/10)
1	<ul style="list-style-type: none"> <li>Establishing a group agreement</li> <li>Establishing common language</li> </ul>	<ul style="list-style-type: none"> <li>Establishing/revising a group agreement</li> <li>Know/Want to know/Learnt – revision and formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Establishing/revising a group agreement</li> <li>Revising characteristics of respectful relationships</li> </ul>
2	<ul style="list-style-type: none"> <li>Difference between sex and gender</li> </ul>	<ul style="list-style-type: none"> <li>Difference between sex and gender</li> <li>Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Gender stereotypes in romantic relationships</li> <li>Myths and misconceptions about gender stereotypes</li> <li>Consent (non-sexual context)</li> </ul>
3	<ul style="list-style-type: none"> <li>Gender stereotypes and gender issues</li> <li>Critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Respectful/disrespectful relationships</li> <li>Non-consensual image sharing</li> </ul>	<ul style="list-style-type: none"> <li>Viewpoints and perspectives</li> <li>Clear, assertive and respectful communication</li> </ul>
4	<ul style="list-style-type: none"> <li>Qualities of a respectful relationship</li> </ul>	<ul style="list-style-type: none"> <li>Considering safety and respect in non-consensual image sharing situations</li> </ul>	<ul style="list-style-type: none"> <li>Disrespectful and unethical behaviours in relationships</li> <li>Consent (sexual context)</li> </ul>
5	<ul style="list-style-type: none"> <li>Characteristics of different types of relationships</li> </ul>	<ul style="list-style-type: none"> <li>Impact of online behaviour on individuals and others</li> <li>Emotional safety</li> </ul>	<ul style="list-style-type: none"> <li>Sexual assault</li> <li>Safety and respect in risky situations</li> </ul>
6	<ul style="list-style-type: none"> <li>Personal responsibility for choices and decisions</li> <li>Sexting and non-consensual image sharing</li> <li>Bystanders</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on personal communication styles</li> </ul>	<ul style="list-style-type: none"> <li>Decision making and impact on outcomes</li> <li>Sexual assault support services</li> </ul>
7	<ul style="list-style-type: none"> <li>Social, emotional and legal consequences of sexting</li> </ul>	<ul style="list-style-type: none"> <li>Ethical bystanders</li> <li>Applying knowledge to non-consensual image sharing situation.</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negatives of romantic relationships</li> <li>Managing conflict in romantic relationships</li> </ul>
8	<ul style="list-style-type: none"> <li>Applying knowledge to decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Help seeking</li> <li>Critically analysing website content</li> </ul>	<ul style="list-style-type: none"> <li>Respect for diversity</li> <li>Applying previous knowledge</li> <li>Possible assessment task</li> </ul>

The following topics from the HPE Syllabus (2007) and Scope and Sequence (2017) are not specifically covered in RELATE and would complement the program to ensure a comprehensive RSE program was being delivered: puberty – physical, emotional and social changes, reproductive systems, alcohol and other drugs, conception, pregnancy and birth, contraception, caring for healthy bodies, STIs and BBVs and safety at home/school/community.

# WA CURRICULUM GUIDING PRINCIPLES

## SUMMARY OF KEY AREAS RELEVANT TO *RELATE*

(Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

### VALUES

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>

**Respect and concern for others and their rights** - sensitivity to and concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

**Pursuit of knowledge and commitment to achievement of potential** - the lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

**Self-acceptance and respect of self** - the acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential - physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

**Social and civic responsibility** - the commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

### TEACHING AND LEARNING

<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

**Opportunity to learn** – learning experiences should enable students to observe and practise the actual processes, products, skills and values.

**Connection and challenge** – learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

**Action and reflection** – learning experiences should encourage both action and reflection. They should involve a conscious intention to make sense of new ideas or experiences and improve upon their own knowledge and capabilities.

**Motivation and purpose** – learning experiences should be motivating and have a clear purpose. Activities should be relevant and stimulate thought, inquiry and enjoyment.

**Inclusivity and difference** – students have a variety of past experiences shaped by their language, culture, health, location, values, abilities and disabilities, and previous education. Teaching must be highly adaptive, acknowledging, respecting and accommodating the diverse background experiences students bring to the classroom.

**Independence and collaboration** – students need to experience regular opportunities for both individual and collaborative learning. Learning experiences should be structured so that students can learn from immediate peers, teachers, family, community members and people from other parts of the world.

**Supportive environment** – the school and classroom setting should be safe and conducive to effective learning. Students should feel challenged and able to take sensible risks in their learning. The school and classroom should be a cooperative atmosphere, free from harassment such as teasing, sarcasm or remarks that stereotype or denigrate students or their efforts. Difference and diversity should be respected and sensitivity shown to matters of gender, cultural difference, social class, ability and disability, family circumstance and individual difference.



## STUDENT DIVERSITY

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity>

All students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. This right is enshrined in the United Nations Conventions on the Rights of the Child. It is also a feature of the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum. The Authority is committed to working in ways that promote the interests and rights of students in schools and home education contexts.

This education must be inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location should not be allowed to detract from a student's access to the high-quality education that is their right. The materials the Authority produces and the policies and procedures it follows seek to promote inclusivity.

## GENERAL CAPABILITIES

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>



- Students learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. These are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas of school and their lives beyond school.
- Examples of thinking skills - interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.
- Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

- Learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. Recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- Supports students in becoming creative and confident with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing with a sense of hope and optimism.
- Form and maintain healthy relationships.
- The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

- Identifying and investigating the nature of ethical concepts, values and character traits, and understanding how reasoning can assist ethical judgement.
- Building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviours have on others.
- Development of honesty, resilience, empathy and respect for others and the capacity to act with ethical integrity.
- Exploring values, rights and responsibilities to assist them in justifying their ethical positions and in engaging with the positions of others.
- The processes of reflecting on and interrogating core ethical issues and concepts – including justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.
- As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities.

# WHERE *RELATE* FITS WITHIN THE HPE SYLLABUS

## SUMMARY OF KEY AREAS (Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

### HPE RATIONALE

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/rationale>

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. *RELATE* contributes to the achievement of the aims of WA HPE Syllabus and addresses many of the content descriptors from Years 7 to 10. *RELATE* offers students an experiential program that is contemporary, relevant, challenging and enjoyable.

*RELATE* helps students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning health practices and to use inquiry skills to research factors that influence the health, safety, and wellbeing of themselves, individuals, groups and communities.

As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

The curriculum has been shaped by five interrelated propositions of which *RELATE* fits into the following:

- 1) Focus on educative purposes
- 2) Take a strengths-based approach
- 4) Develop health literacy
- 5) Include a critical inquiry approach.

### HPE AIMS

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/aims>

*RELATE* aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships.

### HPE ATTITUDES AND VALUES

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

*RELATE* provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

### HPE ORGANISATION

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

***RELATE* fits under the strand Personal, social and community health. This strand is organised into 3 substrands.**

#### BEING HEALTHY, SAFE AND ACTIVE

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing.

#### COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

#### CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

## STUDENT DIVERSITY

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/student-diversity>

All students are entitled to rigorous, relevant and engaging learning that take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design provides teachers with flexibility to cater for the diverse needs of students and to personalise their learning. The Health and Physical Education curriculum uses the principles of the Universal Design for Learning framework to ensure the curriculum is inclusive of all learners and values diversity by providing multiple means of representation, action, expression and engagement.

### STUDENTS WITH DISABILITY

- In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Health and Physical Education. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

- Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages.
- These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.
- In Health and Physical Education, it is important to be aware of cultural sensitivities when teaching some aspects of content.

### GIFTED AND TALENTED STUDENTS

- Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities.
- Teachers can also accelerate student learning by drawing on content from later year levels.

## WAYS OF TEACHING

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/ways-of-teaching>

**To support students' learning *RELATE* contributes to a program to ensure:**

- students develop a health literacy approach to their learning
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.

**To engage students, *RELATE*:**

- draws on students' personal interests, real-life experiences or uses stimulus materials to create meaningful linkages to the outside world
- includes current and/or recent health, issues or 'hot topics' that are relevant to young people to exemplify content
- uses new and emerging technologies to engage students and facilitate the development of critical health literacy skills
- provides opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health challenges and issues
- involves students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with local and wider community.

# RELEVANT FOCUS AREAS

Adapted from <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

## THE FOLLOWING FOCUS AREAS ARE ADDRESSED TO SOME EXTENT IN *RELATE*

### RELATIONSHIPS AND SEXUALITY

Addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

- People who are important to them.
- Strategies for relating to, and interacting with others.
- Assertive behaviour and standing up for themselves.
- Establishing and managing changing relationships (offline and online).
- Bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality).
- Strategies for dealing with relationships when there is an imbalance of power (including seeking help or leaving the relationship).
- Practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmissible infections and blood-borne viruses).
- Changing identities and the factors that influence them (including personal, cultural, gender and sexual identities).
- Celebrating and respecting difference and diversity in individuals and communities.

### MENTAL HEALTH AND WELLBEING

Addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

- The impact of physical, social, spiritual and emotional health on wellbeing.
- Resilience, and skills that support resilient behaviour.
- Coping skills, help-seeking strategies and community support resources.
- Networks of support for promoting mental health and wellbeing.

### SAFETY

Addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

- Safety at school.
- Safe and unsafe situations at home, school, parties and in the community.
- Strategies for dealing with unsafe or uncomfortable situations.
- Safe practices when using information and communication technologies (ICT) and online services, including dealing with cyberbullying.
- Managing personal safety.
- Relationship and dating safety.

### ALCOHOL AND DRUGS

Addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

- The effect of drugs on the body.
- Impact of drug use on individuals and communities.
- Making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation and awareness of blood-borne viruses).

# GENERAL CAPABILITIES RELATED TO HPE

## LITERACY



- Introducing specific terminology used in health.
- Understand the language used to describe health status, products, information and services.
- Develop skills that empower them to be critical consumers who are able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education.
- Learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences; express their own ideas and opinions; evaluate the viewpoints of others; and express their emotions appropriately in a range of social and physical activity contexts.

## NUMERACY



- Interpret and analyse health information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

## ICT



- Effectively and safely access online health information and services to manage their own health and wellbeing.
- Further develop their understanding of the role ICT plays in the lives and relationships of children and young people.
- Explore the nature of ICT and the implications for establishing and managing relationships in the 21st century.
- Develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication.
- Use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.

## CRITICAL AND CREATIVE THINKING



- Think logically, critically and creatively in response to a range of health issues, ideas and challenges.
- Learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities.
- Critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing.
- Use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

## PERSONAL AND SOCIAL COMPETENCE



- Development of personal and social capability for all students.
- Develop personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers.
- Develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.
- The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are.
- Recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

## INTERCULTURAL UNDERSTANDING



- Focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.
- Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media.
- Students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations.

## ETHICAL BEHAVIOUR



- Recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in health practices.
- Appreciate that differences in beliefs and perspectives may affect how some people make health choices.
- Recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all.
- Examine stereotypical representations of various social and cultural groups in relation to community health issues.
- Gain an understanding of how culture shapes personal and social perspectives and interactions.
- Gain an understanding of what is valued, in terms of health, within their families, social groups and institutions, and within other cultures in the broader community.

# RELATE AND THE WA CURRICULUM (HPE): YEAR 7-10

## YEAR LEVEL DESCRIPTIONS

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

IN YEAR 7	IN YEAR 8	IN YEAR 9	IN YEAR 10
<p>The content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.</p>	<p>The content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.</p>	<p>The content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of (movement) contexts.</p>	<p>The content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships.</p>

## ACHIEVEMENT STANDARDS

IN YEAR 7	IN YEAR 8	IN YEAR 9	IN YEAR 10
<p>At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.</p>	<p>At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health. Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.</p>	<p>At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.</p>	<p>At Standard, students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing. Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.</p>

# SCOPE AND SEQUENCE

## SCSA – HEALTH EDUCATION – SCOPE AND SEQUENCE 7-10

(Adapted for relationships and sexuality education resource RELATE created by SHQ 2016). The following content descriptions set out the knowledge, understandings and skills that are addressed in RELATE: Stage 1, 2 and 3

		YEAR 7	YEAR 8	YEAR 9	YEAR 10
ATTITUDES AND VALUES		Students identify attributes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. The Health & Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.			
PERSONAL, SOCIAL AND COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE	<ul style="list-style-type: none"> <li>▪ Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)</li> <li>▪ Strategies to promote safety in online environments (ACPPS070)</li> <li>▪ Management of emotional and social changes associated with puberty through the use of:                             <ul style="list-style-type: none"> <li>» coping skills</li> <li>» communication skills</li> <li>» problem solving skills and strategies (ACPPS070)</li> </ul> </li> <li>▪ Help-seeking strategies that young people can use in a variety of situations (ACPPS072)</li> <li>▪ Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact of physical changes on cultural and sexual identities (ACPPS070)</li> <li>▪ Ways in which changing feelings and attractions form part of developing sexual identities (ACPPS070)</li> <li>▪ Strategies for managing the changing nature of peer and family relationships (ACPPS071)</li> <li>▪ Communication techniques to persuade someone to seek help (ACPPS072)</li> <li>▪ Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:                             <ul style="list-style-type: none"> <li>» assertive responses</li> <li>» stress management</li> <li>» refusal skills</li> <li>» contingency plans</li> <li>» online environments</li> <li>» making informed choices (ACPPS073)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Factors that shape identities and adolescent health behaviours, such as the impact of:                             <ul style="list-style-type: none"> <li>» cultural beliefs and practices</li> <li>» family</li> <li>» societal norms</li> <li>» stereotypes and expectations</li> <li>» the media</li> <li>» body image (ACPPS089)</li> </ul> </li> <li>▪ Skills to deal with challenging or unsafe situations:                             <ul style="list-style-type: none"> <li>» refusal skills</li> <li>» initiating contingency plans</li> <li>» expressing thoughts, opinions, beliefs</li> <li>» acting assertively (ACPPS090)</li> </ul> </li> <li>▪ Actions and strategies to enhance health and wellbeing in a range of environments, such as:                             <ul style="list-style-type: none"> <li>» responding to emergency situations</li> <li>» identifying and managing risky situations (ACPPS091)</li> </ul> </li> <li>▪ Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:                             <ul style="list-style-type: none"> <li>» sexuality</li> <li>» alcohol and other drug use</li> <li>» risk taking (ACPPS092)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact of societal and cultural influences on personal identity and health behaviour, such as:                             <ul style="list-style-type: none"> <li>» how diversity and gender are represented in the media</li> <li>» differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089)</li> </ul> </li> <li>▪ Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)</li> <li>▪ Analysis of images and messages in the media related to:                             <ul style="list-style-type: none"> <li>» alcohol and other drugs</li> <li>» body image</li> <li>» relationships (ACPPS092)</li> </ul> </li> <li>▪ External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092)</li> <li>▪ Examine the impact of changes and transitions on relationships (ACPPS090)</li> </ul>

		YEAR 7	YEAR 8	YEAR 9	YEAR 10
PERSONAL, SOCIAL AND COMMUNITY HEALTH	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	<ul style="list-style-type: none"> <li>▪ The impact of relationships on own and others' wellbeing:               <ul style="list-style-type: none"> <li>» the benefits of relationships</li> <li>» the influence of peers and family</li> <li>» applying online and social protocols to enhance relationships (ACPPS074)</li> </ul> </li> <li>▪ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</li> <li>▪ Evaluate health information and communicate their own and others' health concerns (ACPPS076)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</li> <li>▪ Personal, social and cultural factors influencing emotional responses and behaviour, such as:               <ul style="list-style-type: none"> <li>» prior experience</li> <li>» norms and expectations</li> <li>» personal beliefs and attitudes (ACPPS075)</li> </ul> </li> <li>▪ Sources of health information that can support people who are going through a challenging time (ACPPS076)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Characteristics of respectful relationships:               <ul style="list-style-type: none"> <li>» respecting the rights and responsibilities of individuals in the relationship</li> <li>» respect for personal differences and opinions</li> <li>» empathy (ACPPS093)</li> </ul> </li> <li>▪ Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094)</li> <li>▪ Skills to determine appropriateness and reliability of online health information (ACPPS095)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills and strategies to promote respectful relationships, such as:               <ul style="list-style-type: none"> <li>» appropriate emotional responses in a variety of situations</li> <li>» taking action if a relationship is not respectful</li> <li>» appropriate bystander behaviour in physical and online interactions (ACPS093)</li> </ul> </li> <li>▪ Effects of emotional responses on relationships, such as:               <ul style="list-style-type: none"> <li>» extreme emotions impacting on situations or relationships</li> <li>» the consequences of not recognising emotions of others (ACPPS094)</li> </ul> </li> <li>▪ Critical health literacy skills and strategies               <ul style="list-style-type: none"> <li>» evaluation health services in the community</li> <li>» examining policies and processes for ensuring safer behaviours (ACPPS095)</li> </ul> </li> </ul>
	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	<ul style="list-style-type: none"> <li>▪ Preventive health practices for young people to avoid and manage risks (ACPPS077)</li> <li>▪ Investigate the benefits to individual and communities of valuing diversity and promoting inclusivity (ACPPS079)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health promotion activities which target relevant health issues for young people and ways to prevent them (ACPPS077)</li> <li>▪ Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:               <ul style="list-style-type: none"> <li>» respecting diversity</li> <li>» challenging racism, homophobia, sexism and disability discrimination</li> <li>» researching how stereotypes and prejudices have been challenged in various contexts (ACPPS078; ACPPS079)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The implications of attitudes and behaviours on individuals and the community, such as:               <ul style="list-style-type: none"> <li>» prejudice</li> <li>» marginalisation</li> <li>» homophobia</li> <li>» discrimination (ACPPS098)</li> </ul> </li> <li>▪ Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community (ACPPS096; ACPPS097)</li> <li>▪ Social, economic and environmental factors that influence health, such as:               <ul style="list-style-type: none"> <li>» level of education</li> <li>» income/employment</li> <li>» social networks and supports (family, friends and community attachment)</li> <li>» housing</li> <li>» access to services (ACPPS098)</li> </ul> </li> </ul>

\*7-10 Health and Physical Education Additional Content – WA School Curriculum Standards Authority

Reference: [https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education\\_HPE\\_P-10\\_Scope-and-Sequence\\_March\\_2016.PDF](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education_HPE_P-10_Scope-and-Sequence_March_2016.PDF)

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education-P-10-Additional-Content.pdf>



# HEALTH EDUCATION – SCOPE AND SEQUENCE 7-10 – ELABORATIONS

## ELABORATIONS YEAR 7/8

## ELABORATIONS YEAR 9/10

### Investigate the impact of transition and change on identities (ACCP5070)

- examining the impact of physical changes on gender, cultural and sexual identities
- investigating how changing feelings and attractions are part of developing sexual identities
- identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities
- examining how traditions and cultural practices influence personal and cultural identities
- examining online profiles and identities and developing strategies to promote safety in online environments

### Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACCP5071)

- assessing health information and services that support young people to effectively manage changes and transitions as they grow older
- investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
- analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities
- evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
- developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others

### Practise and apply strategies to seek help for themselves or others (ACCP5072)

- examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes
- collaborating with peers to suggest strategies they could use in emergencies
- practising different communication techniques to persuade someone to seek help
- exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
- discussing emotional responses to interactions within relationships, and proposing strategies to seek help

### Investigate and select strategies to promote health, safety and wellbeing (ACPP5073)

- investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices
- proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
- examining strategies for safe practices in different environments, including transport and aquatic environments

### Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACCP5089)

- analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
- examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities
- analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures

### Examine the impact of changes and transitions on relationships (ACCP5090)

- practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
- asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
- assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions

### Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACCP5091)

- proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- critiquing the appropriateness and effectiveness of help and support services available for young people in the local community

### Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACCP5092)

- critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted
- exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing
- evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	ELABORATIONS YEAR 7/8	ELABORATIONS YEAR 9/10
	<p><b>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACCP5074)</b></p> <ul style="list-style-type: none"> <li>examining how individuals, family and peer groups influence people's behaviours, decisions and actions</li> <li>understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content</li> <li>analysing how their relationships influence behaviours and actions</li> <li>analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family</li> <li>recognising the impact bullying and harassment can have on relationships, including online relationships</li> <li>exploring skills and strategies needed to communicate and engage in relationships in respectful ways</li> </ul> <p><b>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACCP5075)</b></p> <ul style="list-style-type: none"> <li>investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations</li> <li>exploring different viewpoints, practising being empathetic and considering alternative ways to respond</li> <li>recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses</li> <li>exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others</li> </ul> <p><b>Evaluate health information and communicate their own and others' health concerns (ACCP5076)</b></p> <ul style="list-style-type: none"> <li>analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions</li> <li>practising ways to communicate concerns about their health to a variety of support people</li> <li>proposing ways to support others who are going through a challenging time</li> <li>developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues</li> </ul>	<p><b>Investigate how empathy and ethical decision making contribute to respectful relationships (ACCP5093)</b></p> <ul style="list-style-type: none"> <li>investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships</li> <li>investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful</li> <li>comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind</li> <li>demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example, in situations where another person's photo has been tagged without permission, sexting and posting explicit content</li> <li>practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans</li> </ul> <p><b>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACCP5094)</b></p> <ul style="list-style-type: none"> <li>proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment</li> <li>evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships</li> <li>analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved</li> </ul> <p><b>Critically analyse and apply health information from a range of sources to health decisions and situations (ACCP5095)</b></p> <ul style="list-style-type: none"> <li>critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made</li> <li>examining actions to take greater responsibility in relation to their own health</li> <li>critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people</li> <li>evaluating strategies and actions to increase personal safety and planning to promote these in the school and community</li> </ul>

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	ELABORATIONS YEAR 7/8	ELABORATIONS YEAR 9/10
	<p><b>Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACCP5077)</b></p> <ul style="list-style-type: none"> <li>investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices</li> <li>examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing</li> </ul> <p><b>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACCP5079)</b></p> <ul style="list-style-type: none"> <li>exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing</li> <li>investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing</li> <li>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves</li> <li>researching how stereotypes and prejudice are challenged in local, national and global contexts</li> <li>developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities</li> </ul>	<p><b>Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACCP5096)</b></p> <ul style="list-style-type: none"> <li>creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community</li> <li>developing and implementing proposals to enhance the wellbeing of staff and students in the school</li> <li>investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities</li> </ul> <p><b>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACCP5098)</b></p> <ul style="list-style-type: none"> <li>examining social, cultural and economic factors that influence the health behaviours of people in their community</li> <li>investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility</li> <li>analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours</li> <li>critically analysing messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing</li> <li>critiquing media representations of diverse people and analysing what makes (or could make) the representations inclusive</li> </ul>

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level7-8>

# CLASSROOM ENVIRONMENT

Many sensitive issues arise in the class when teaching relationships and sexuality education. Teachers and students must be sensitive to these issues. In order to maximise the effective delivery of relationships and sexuality education, a safe and supportive class environment needs to be established for students to be able to communicate their own values and understandings.

Awareness of **diversity** is also important when planning and presenting learning material. Teachers are encouraged to examine these activities and modify or devise new learning experiences where necessary in order to meet the diverse needs of their students.

## GROUP AGREEMENT

Developing a group agreement (sometimes known as 'group rules') at the commencement of any lesson helps to ensure that the class environment is safe for the student. In order for the teacher and students to participate in relationships and sexuality education in a safe and non-threatening way, it is important for both the teacher and student to discuss information in the third person and not to reveal any personal information. For example, "My friend told me...", "Someone I know...", etc, rather than "I have...", "My sister..."

The activity in Session 1 is about establishing a group agreement. It is important that teachers revisit and remind students about their group agreement at the beginning of each lesson and negotiate changes or additions according to the needs of the group.

## DEALING WITH SENSITIVE ISSUES

It is important for teachers to recognise that there may be students within a group who have been directly or indirectly involved in difficult, disrespectful or harmful relationships or situations. Talking about relationships and sexuality can raise a range of issues, concerns and emotions.

During a relationships and sexuality education activity, topics that may arise include:

- same sex attraction
- gender and sexual diversity
- intoxicated sex
- domestic violence

- mental health issues
- abuse
- sexual assault
- unplanned, unwanted and unsafe sex
- pregnancy
- sexually transmissible infections (STIs), human immunodeficiency virus (HIV) and blood-borne viruses (BBVs)
- criminal behaviour.

A young person who is affected by one of these issues may become distressed during the class and disclose information about their experience. Therefore, teachers need to be proactive and be aware of their students' backgrounds and experiences wherever possible. If a student begins to disclose or become distressed, it is important to take the necessary steps to protect the student, minimise any negative consequences and provide them with the appropriate support and referral as needed.

Protective interrupting is a strategy used to interrupt or stop a potential or actual unsafe situation. It requires sensitivity and use of protective and redirecting statements. The teacher needs to acknowledge that the student has been heard and that they are able to discuss the issue at a more appropriate time. Make sure that the issue is followed up and a connection has been made with the student, ideally straight after the session. For example, "It sounds like you have something important to say and I'm really interested to hear you. Let's talk after class."

When issues arise that are beyond the teacher's knowledge, level of expertise or responsibility they need to follow school policy and refer the student to appropriate professionals (see Session 1).

Creating a "comfortable" classroom environment

<https://www.teachingchannel.org/videos/building-a-comfortable-classroom>



# WAYS TO FORM INSTANT GROUPS



## STEPPING OUT

Take 7 (at least 5, less than 25) steps in any direction and stop. Make a pair/group of 3, etc with the person/people nearest to you.



## NUMBERING

Have everyone number off, from 1 to 5, or any number depending on the total number in your room and what size you want each group. After each person has a number, ask all the ones to hold up 1 finger, twos- 2 fingers, etc. while everyone finds their respective groups.



## COMPANION ANIMALS

Ask students who have pet dogs to go to one side of the room, and everyone who has pet cats to go to the other side. Anyone who has both to go to the centre of the room, and those who have neither to go to another area, etc.



## BIRTHDAYS

Ask students to find others who have birthdays in the same month. This is to be done in order and in silence. (A strategy that uses skills of problem-solving, team work, communication, leadership.) This may give you 12 groups however if you want to divide groups further, you can divide those whose birthdays are in the first half of the month by those in the last half of the month.



## HOUSE NUMBERS

Students hold up the number on their fingers of the first digit of their address (or last digit of their phone numbers, etc.) and find others who are holding up the same number. This can also be done by forming a line from smallest to largest and then dividing into groups from there. This is to be done in silence.



## NAME

Ask students to find their group by identifying those whose first name starts with the same letter as theirs. Name tags are suggested.



## COMMONALITIES

Ask students to find someone (or more) wearing the same colour top/trousers, shoes or who have the same eye or hair colour. Form pairs or groups of different numbers depending on what you require.



## ROOM LOCATION

Ask students to walk around the room while the music is playing. When the music stops, they are to stop and go to the closest corner of the room to form four teams.



## PREFERENCES

If you are more like an apple than an orange, go to this side of the room. If you more like a sports car than a truck, go to that side of the room.



## PICK A STICK

As students walk into the room they choose a popstick (different coloured popsticks or ones that have numbers or shapes on them). Preparation: set of popsticks – different colours, numbers or shapes so that they form groups of similar colours, numbers, shapes, etc.

# SESSION FORMAT OVERVIEW

**Session number.** SESSION 3

**Title of session.** WHAT'S THE MESSAGE? GENDER AND THE MEDIA

**Why we are doing the lesson.** PURPOSE  
To develop an understanding of gender stereotypes and discuss gender issues.  
To critically analyse advertisements which focus on gender stereotypes.

**Preparation required BEFORE lesson.** PLANNING AND PREPARATION  

- Poster 3.1 *Male and female signs* – 1 set per group
- Activity 3.2 *Stereotype cards* – 1 set per group of 5
- Collection of different advertisements (may be from print or TV media) – 1 ad for each group
- Activity 3.3 *What's the message?* – 1 per student

**References and symbols can be found in the session plan to draw your attention to relevant notes in the side panel on the right side of the page.**

**Step by step session guide for teachers.** PROCEDURE  

1. Revise the group agreement.
2. Revise the difference between 'gender' and 'sex' and display definitions from the last session.
3. Brainstorm, "What influences the development of stereotypes? What encourages continuing stereotypes?" (*'Media' should be a common answer along with family, culture, religion, friends.*)
4. On preferred media write the purpose of the lesson, i.e. Develop an understanding of gender stereotypes and discuss gender issues and how 'the media' often reinforces gender stereotypes.

**Questions to ask during the session.** RELATE THEMES  

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

**Symbols are used to indicate the type of resource (see Key). Student activity sheets can be found at the end of each session section. These are numbered to correspond with the session plan for easy reference.**

**The italics section after each question is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. It is NOT a CHECKLIST or EXHAUSTIVE list.**

**PROCESsing**  
*Possible pointers for answers to processing questions.*  
*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*

1. Ask one group to read out their cards under 'Female'. Ask other groups if they had anything different. Discuss why.
2. Ask another group to read out their cards under 'Male'. Ask other groups if they had anything different. Discuss why.
3. How easy or difficult is it to agree where to put the cards? Why?
4. *Everyone has different personalities as well as ideas, opinions, values, beliefs and attitudes on lots of things in life – especially about "stereotypes" of what it is to be a "man" or a "woman". People are influenced by lots of things including culture, religion, family, friends, media, environment, experiences and beliefs.*
5. *Agreeing is not as important as listening to other people and respecting their ideas. You do not have to agree with someone but you do need to respect their right to have their own ideas and understand where your own ideas come from and why you think what you think.*
6. Are there some words that could be in both lists? Yes
7. Why was it initially put under one heading rather than the other?

Suggested time required. 50 MINUTES

RELATE themes linked to WA Curriculum.

Highlighted words refer to most relevant theme.

These are notes to help teachers better understand the concepts and issues covered in this session. References and symbols can be found in the session plan to draw your attention to relevant notes.

## KEY

ACTIVITY	POSTER
DVD	TEACHING NOTES
QUESTIONS	DISCUSSION
EQUIPMENT	

# SESSION FORMAT OVERVIEW

**SESSION 3** 50 MINUTES

People think differently depending on the influence of things including culture, religion, family, friends, media, environment, experiences and beliefs.

Can you see any problems if some people think some of these words fit under only one heading and yet they could be in both?

Reinforcing gender stereotypes can limit people's choices and decisions.

Lots of media continually portray gender stereotypes and many people copy what they see in magazines, on TV, in movies, etc. which all strengthens people's assumptions and generalisations about how men and women SHOULD look, act and dress. Media portrayal of gender stereotypes is so embedded in our culture that we often don't even recognise the stereotypes. Gender stereotypes greatly influence social expectations and behaviour.

Give some examples.

There are many male nurses. Many men change nappies. Lots of men enjoy cooking.  
Many women mow lawns and may have a lawn mowing or gardening business.  
Many women excel at maths and are accountants, engineers, bankers, etc. Many men are not so good at maths.  
Who decided blue is for boys and pink is for girls? Many girls like blue, many don't like pink and vice versa.

**ACTIVITY**

Give each group an advertisement and each student an activity sheet. Using one of the advertisements, model how to complete the activity sheet. Ask students to discuss the questions on the activity sheet and record their individual responses.

When students have finished their responses, ask for a volunteer from each group to show the class their advertisement and give a brief summary of their discussion.

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

**TAKE HOME MESSAGE**

Media images often reinforce the gender stereotypes which can limit people's choices and decisions.

**HEALTH PROMOTING SCHOOLS STRATEGY**

eSmart Schools help schools create a cultural norm of smart, safe and responsible use of digital technologies.  
[esmartsschools.org.au/Pages/default.aspx](http://esmartsschools.org.au/Pages/default.aspx)

The SeeMe Media Literacy website is an interactive web based resource with five teaching and learning modules designed to promote positive body image and tackle the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes.  
[seeme.org.au/gender-stereotypes.html](http://seeme.org.au/gender-stereotypes.html)

The media often perpetuates gender stereotypes through the use of body images. For fact sheets and resources on body image and eating disorders go to [thebutterflyfoundation.org.au](http://thebutterflyfoundation.org.au)

The ReachOUT website has information for young people on body image and self esteem. Body image issues are becoming very important to address with young males.  
[au.reachout.com/What-is-body-image](http://au.reachout.com/What-is-body-image)



**RELATE** © 2018

This is the description of the activity that the students will complete in the session.

This is the most important message for students to understand. If the lesson deviates or does not go to plan, refer back to this message to ensure that students have gained the most important point of the lesson.

This section offers whole school activities that relate to the content of the session. Refer to appendix 'What is a Health Promoting School?' for further information.

This is the Health Promoting School Framework. The orange circles are the ones that are most relevant to these activities.



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SESSION  
P L A N S

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



### WHY A GROUP AGREEMENT?

At the outset of relationship and sexual health education, it is essential to establish an agreed-upon classroom group contract or agreement. The sensitive nature of this subject area requires that students feel safe and comfortable in expressing their ideas, values and knowledge within a supportive environment. Students should not have to be concerned about being put down, humiliated, rejected or mistreated. A safe environment encourages respect for diverse views, norms and values, and provides encouragement for decisions that support positive sexual health and respect.

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 find issues personally confronting.

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

## SETTING THE SCENE: ESTABLISHING GROUP AGREEMENT AND A COMMON LANGUAGE

### 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.

5. Check that important issues are covered and add any that have been missed. Each class will come up with a different list but some examples are listed below. The first three in bold are essential for all groups. (The wording does not have to be exact, however the understanding of these points MUST be there.)
  - a. **Respect others and their opinions. Respect does not necessarily mean agreement.**
  - b. **Confidentiality – do not ask personal questions, do not tell personal stories. Talk in the third person.** See  *Confidentiality and Protective Interrupting.*
  - c. **Everyone has the right not to offer an opinion or participate in an activity. Everyone has the right to pass.**
  - d. No 'putdowns' or 'dobbing in'.
  - e. Each person is responsible for his/her own learning.
  - f. Everyone has the right to speak.
  - g. Only one person speaking at a time.
6. Record the list and display in the classroom for the term.
7. Tell students that this list will be revisited at the beginning of every session. (This is a useful tool for behaviour management.)

## PART 2: ESTABLISHING A COMMON LANGUAGE (APPROXIMATELY 15 MINUTES)



### PURPOSE

- To recognise that students will have a range of different terms for genitalia.
- To establish appropriate and correct sexual vocabulary to be used in the classroom.
- To increase students' confidence and comfort in using correct sexual vocabulary and help remove shame and embarrassment.
- To reinforce using correct terminology as a protective behaviours strategy.



### CONFIDENTIALITY

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:

- do not ask personal questions about behaviour
- do 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' all agreed to behave.




### PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information that might be harmful to themselves and others during a lesson. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding *Mandatory reporting of sexual abuse* and the implementation of prevention/preventative programs.

[http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy\\_Statement](http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy_Statement)


 **PLANNING AND PREPARATION**

 Butcher's paper and textas (or other form of media suitable for this activity) with one of the following words on each piece of paper - *vagina, masturbation, penis, breasts, testes/testicles, clitoris, vulva, orgasm, sexual intercourse, menstruation*.


 **PROCEDURE**

1. Organise students into groups of 4.
2. Give each group a piece of butcher's paper with a word written in the middle and some textas.
3. Remind students of the group agreement and working together appropriately and respectfully.
4. Ask students to write other words that mean the same as the word on the paper. Encourage students to feel free to write any slang or common terms.
5. Ask students to pass the paper to the next group after a few minutes.
6. Continue until each group has had three different sheets of paper.

ALTERNATIVELY, instead of Steps 1 to 5, conduct a 'graffiti walk' where students walk around as individuals or small groups and write words on the butcher's paper.

7. Organise students in a circle and display the results of the activity so everyone can see. Use this as a learning opportunity for correct terms for anatomy. Ensure that any incorrect names are corrected. See  *Correct terminology*.

 **PROCESSING**

Provide students with an opportunity to comment about how safe and comfortable they feel with this group agreement. They may answer verbally or post their comments in the question box. See  *Tips for using a question box*.

**CORRECT TERMINOLOGY**

Students need to be able to use the correct terms for body parts. This is vital for explaining medical concerns to health professionals and for accurately explaining possible sexual abuse.

Vagina is a term often used incorrectly to describe the external parts of the female anatomy. Vulva is the correct term. The vagina is the internal muscular and tubular tract which extends from the vulva to the cervix. It is important that students are taught the difference between these two terms.

- ❓ What is the purpose of this activity?
- ❓ Why are there so many words for a particular term related to sex?
- ❓ Are there some words that members of the class find offensive? Why?
- ❓ Are there some words that some groups of people would find offensive? Who? Why?
- ❓ Are some of these words used in contexts other than what they actually mean?
- ❓ When is it appropriate or necessary to know the correct anatomical terminology?
- ❓ Can the group agree which of these words are appropriate and those that are inappropriate to use in the classroom and at school? Establish what terms are used and not used in the future. Add this to the group agreement.

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 know and be able to use correct terms for body parts. Some slang words are offensive to people and it is not respectful to use them all the time.

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



## TIPS FOR USING A QUESTION BOX

- Place one or more question box/es strategically within the classroom so students feel safe and comfortable to add questions without being noticed.
- Collect questions anonymously. Allow time for ALL students to write a question at the same time (if they have no questions, they can write 'no question' to allow for anonymity).
- Encourage students to write questions in the third person.
- Invite students to post questions at the end of the lesson – it gives you time to prepare answers for the next session. It is OK not to have all the answers.
- Answer questions simply and respectfully.
- You can decide what questions to answer directly or let students know you will cover them as the issue arises.

For more information about using a question box go to <http://gdhr.wa.gov.au/-/question-box?inheritRedirect=true>

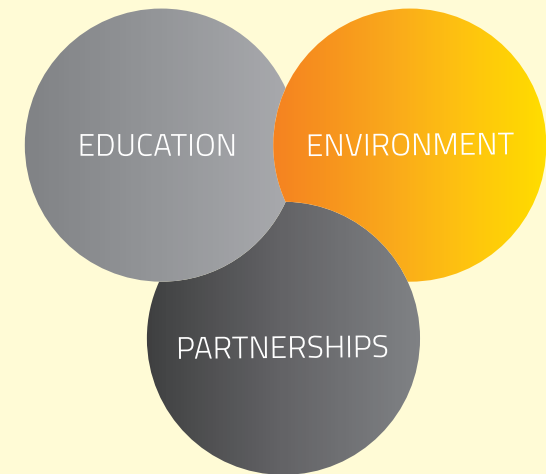
### HEALTH PROMOTING SCHOOLS STRATEGY

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's behaviour management policy on your website or in the newsletter.



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

## GENDER NOT SEX





### PURPOSE

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



### PLANNING AND PREPARATION

 Choose appropriate media for sharing with whole group e.g. whiteboard/interactive whiteboard/Word document/Data projector

 Poster (a & b) *Sex vs Gender signs* – display after completing the activity

 Poster *Agree/Disagree signs* – display



### PROCEDURE

1. Revise the group agreement.
2. On preferred media write the purpose of the lesson, i.e. To understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.
3. On preferred media, display two columns - one labelled women and the other men.
4. Have the words physical attributes, personality traits, abilities, roles and stereotypes displayed as reminders for students. Explain all words so that all students have a clear understanding of the words they are looking for.
5. Brainstorm words used to describe women and record these in the column labelled women. Include words that describe physical attributes, personality traits, abilities, roles and stereotypes.




### GENDER STEREOTYPING

Roles, responsibilities and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising and media. They are also influenced by custom, law, class, ethnicity and individual or institutional bias.






Explain that sex has to do with biological and genetic matters, whereas gender refers to socially constructed roles, responsibilities and expectations of males and females in a given culture or society. The definitions of what it means to be female or male are learned, vary among cultures and change over time.

These generalisations and stereotypes may lead to assumptions and often these assumptions are incorrect. Generalisations and stereotypes ignore individual differences and treat groups of people as all being the same.

Stress that stereotyped ideas about female and male qualities can be damaging because they limit our potential to develop the full range of possible human capacities. By accepting these stereotypes we restrict our own actions and lose the ability to determine our own behaviour, interests and skills. For example, as a result of gender stereotyping, men may be discouraged from participating in what some people perceive as 'women's work', such as childcare, nursing, teaching. Women may be dissuaded from choosing careers that have been traditionally male dominated such as engineering, truck driving, etc.

6. Brainstorm words used to describe men and record these in the column labelled men. Include words that describe physical attributes, personality traits, abilities, roles and stereotypes.
7. Ask students to look at the list of words and call out the words that describe biological, physiological, anatomical features of a woman (i.e. what a person is born with). Highlight these words.
8. Ask students to look at the list of words and call out the words that describe biological, physiological, anatomical features of a man (i.e. what a person is born with). Highlight these words.
9. Explain that only the words highlighted describe the 'sex' of a person. All the other words relate to the 'gender' of a person. These words may be generalisations or stereotypes describing how some people think males and females 'should' act.
10. Display the *Gender* and *Sex* definitions (  Poster a & b) and discuss.

## PROCESSING

-  Where do people get these generalisations and stereotypes from?
-  What can happen when people make generalisations about men and women?
-  What do you understand to be the difference between 'sex' and 'gender'?
-  How can stereotypes be harmful?
-  How can they affect people on a daily basis on things such as body image, self-esteem, roles at home, education level achieved and job interests?



## FACILITATING VALUES ACTIVITIES

During values activities the teacher needs to:

- act as a 'facilitator' who enables the group to function effectively and ensures that incorrect facts are corrected
- establish a less formal classroom atmosphere that allows students to express their values freely
- ensure that their comments are not judgemental of a student who displays beliefs that may not agree with their particular stance on an issue.

Start with simple values activities where students identify their own feelings and thoughts about a particular issue, and compare and contrast these with others. Ensure that values activities are used to highlight that:

- sexuality and relationships issues are controversial
- sometimes people form opinions without being well informed
- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group
- peers, family, society, media and culture influence values
- societal opinions about sex and relationships are not constant and change as issues arise.




## ACTIVITY

### VALUES WALK

Place the  Poster 2.2 **Agree** sign at one end of the room and the **Disagree** sign at the other.

Ask students to move to the sign that shows their opinion for some or all of the following statements (or create statements that are relevant to the specific needs of the group, making sure that the statements are not pointed at any one student or small group in particular).

Ask them to talk to the person standing next to them about their thoughts and why they are standing where they are standing. Then ask for volunteers to share their thoughts with the whole group. See  *Facilitating Values Activities and Values Walk*.

- Chocolate icecream is better than any other icecream.
- Males are better at maths than females.
- All girls enjoy cooking.
- Parents have different expectations of girls to boys.
- Girls and boys always want different things from a relationship.
- Males should do the asking to go out.
- Boys always need to pay for everything.
- Men should go to work while women stay home and look after the kids.
- Women are better at looking after babies than men.

Emphasise that refusing to be stereotyped does not mean that people can't enjoy displaying qualities that are usually associated with their own sex, but that it is important for everyone to make their own decisions about what they want to do. We are all people first, then we are male or female.



### VALUES WALK

Read the sentence as it is and try not to clarify if asked, "What do you mean..?" or "Do you mean...?" People's own interpretations, assumptions, generalisations, etc. are important to identify here to illustrate how people are different in their understandings, opinions, attitudes and values about many things. The aim is to see and hear a diverse range of interpretations, understandings and explanations.

Do not worry if students seem to be 'following' their best friend or the majority. It takes time for some students to feel confident to indicate their own ideas and opinions. This doesn't mean they are not learning anything. They are still hearing and thinking about different views.

Instead of a 'values walk' this activity can be completed as a 'thumbs voting' activity. Students vote using thumbs up for Agree and thumbs down for Disagree. They can share their ideas with the person sitting next to them.

If using coloured card when creating the Agree/ Disagree cards, refrain from using green/red which suggests a 'right' or 'wrong' answer.



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



## TAKE HOME MESSAGE

'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'. These ideas can be damaging if they limit people's behaviours, interests or skills.

## HEALTH PROMOTING SCHOOLS STRATEGY

### Challenging sexuality and gender based bullying in schools

In 2012 the Equal Opportunities Commission published a set of three information sheets about sexual orientation discrimination and sexual harassment and how it relates to sexuality and gender based bullying, who to contact if you or someone you know is being bullied in this way, personal anecdotes and a myth busting section to educate people about sexuality and gender diversity. A national study that found 80 per cent of sexuality and gender based bullying happens in schools.

For a link to add to your school website or e-newsletter go to <http://www.eoc.wa.gov.au/Publications/YourRights.aspx>

Fact sheet for staff <http://vivid.blob.core.windows.net/eoc-sitofinity/default-document-library/2012-teachers-fact-sheet.pdf?sfvrsn=2>

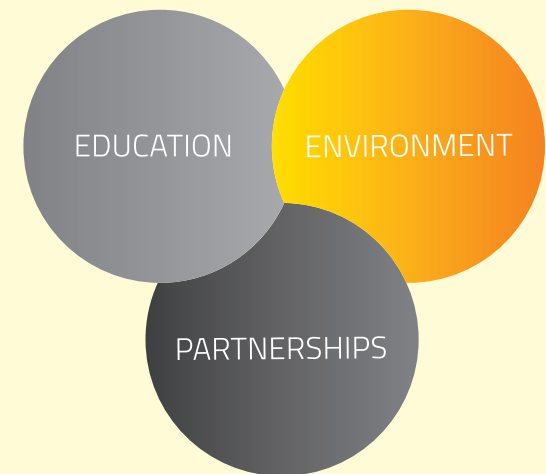
Fact sheet for students <http://vivid.blob.core.windows.net/eoc-sitofinity/default-document-library/2012-gbti-students-fact-sheet.pdf?sfvrsn=2>

Fact sheet for parents/care givers <http://vivid.blob.core.windows.net/eoc-sitofinity/default-document-library/2012---gbti-parents-fact-sheet.pdf?sfvrsn=2>

Fact sheets can also be downloaded and printed. Copies of these information sheets can be photocopied and are found in the appendix of this resource.

To order multiple copies go to <http://www.eoc.wa.gov.au/ContactUs/Youenquiries.aspx>

This could make a relevant and important language activity and is an ideal opportunity to use a cross-curricular approach.



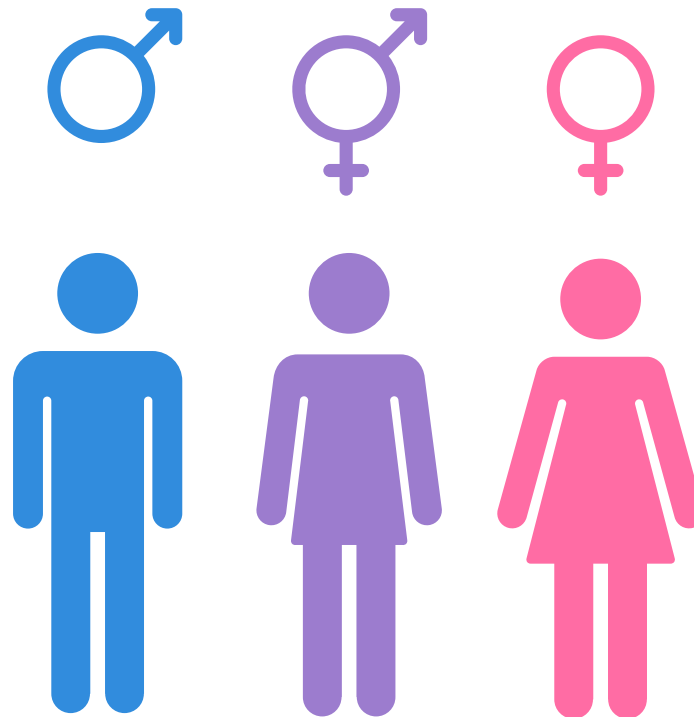
# GENDER

Different roles and expectations that families, cultures, society, religion and media give to men and women.



# SEX

The biological features a person is born with that are used to determine whether they are male or female.



# Agree

---

# Disagree

---

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

## WHAT'S THE MESSAGE? GENDER AND THE MEDIA



### PURPOSE

To develop an understanding of gender stereotypes and discuss gender issues.

To critically analyse advertisements which focus on gender stereotypes.



### PLANNING AND PREPARATION



Poster 3.1 *Male and female signs* – 1 set per group



Activity 3.2 *Stereotype cards* – 1 set per group of 5



Collection of different advertisements (may be from print or TV media)  
– 1 ad for each group



Activity 3.3 *What's the message?* – 1 per student



### PROCEDURE

1. Revise the group agreement.
2. Revise the difference between 'gender' and 'sex' and display definitions from the last session.
3. Brainstorm, "What influences the development of stereotypes? What encourages continuing stereotypes?" (*'Media' should be a common answer along with family, culture, religion, friends.*)
4. On preferred media write the purpose of the lesson, i.e. Develop an understanding of gender stereotypes and discuss gender issues and how 'the media' often reinforces gender stereotypes.







### GENDER STEREOTYPES

Media are among the most influential forces in the lives of young people. Images portrayed in magazines, TV, movies, online and advertising are often unrealistic and stereotypical and may have a negative impact on the way people see themselves.

It is important for young people to develop the skills to become critical media consumers and to be able to analyse the sexualised and often stereotypical images that are part of their everyday life. Empowering young people with skills and knowledge enables them to challenge what they see and the underlying messages and strategies used by the media.

People can challenge gender stereotypes by:


- being respectful of everyone
- allowing everyone, including themselves, to be genuine in expressing who they are
- not pressuring others to be something they are not
- not making assumptions and generalisations
- speaking out when stereotyping occurs
- being an individual and developing their own skills and interests
- being confident and assertive
- promoting equality for all
- promoting respectful relationships for all.







5. Divide class into small groups of 5. See  *Grouping strategy*.
6. Give each group a set of  Activity 3.2 *Stereotype cards* and  Poster 3.1 *Male and female signs*. See  *Blank stereotype cards*.
7. Ask each group to sort the cards under the 'Male' and 'Female' heading.
8. If students have completed work previously on gender stereotypes ask them to put the cards where they think many people in the community think they SHOULD traditionally go.



## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 

-  **Ask one group to read out their cards under 'Female'. Ask other groups if they had anything different. Discuss why.**
-  **Ask another group to read out their cards under 'Male'. Ask other groups if they had anything different. Discuss why.**
-  **How easy or difficult is it to agree where to put the cards? Why?**
-  *Everyone has different personalities as well as ideas, opinions, values, beliefs and attitudes on lots of things in life – especially about "stereotypes" of what it is to be a "man" or a "woman". People are influenced by lots of things including culture, religion, family, friends, media, environment, experiences and beliefs.*
- Agreeing is not as important as listening to other people and respecting their ideas. You do not have to agree with someone but you do need to respect their right to have their own ideas and understand where your own ideas come from and **why** you think **what** you think.*
-  **Are there some words that could be in both lists?**
-  *Yes*



## GROUPING STRATEGY


Use a grouping strategy that ensures a mix of males and females in each group. By doing this a wide range of opinions is more likely to be expressed.





Reinforce:

- respectful communication
- that there is no right or wrong answer
- that this is about people's ideas, beliefs, attitudes and opinions
- that there will be differing points of view.




## BLANK STEREOTYPE CARDS

A set of blank cards have been included in  Activity 3.2 for teachers to add/update any stereotypes that may be more prevalent or suitable for their community. For example, you may wish to include a stereotype that relates to current social media – 'wants to be an Instagram model'.

-  Why was it initially put under one heading rather than the other?
-  *People think differently depending on the influence of things including culture, religion, family, friends, media, environment, experiences and beliefs.*
-  Can you see any problems if some people think some of these words fit under only one heading and yet they could be in both?
-  *Reinforcing gender stereotypes can limit people's choices and decisions.*

*Lots of media continually portray gender stereotypes and many people copy what they see in magazines, on TV, in movies, etc. which all strengthens people's assumptions and generalisations about how men and women SHOULD look, act and dress. Media portrayal of gender stereotypes is so embedded in our culture that we often don't even recognise the stereotypes. Gender stereotypes greatly influence social expectations and behaviour.*

-  Give some examples.

-  *There are many male nurses. Many men change nappies. Lots of men enjoy cooking.  
Many women mow lawns and may have a lawn mowing or gardening business.  
Many women excel at maths and are accountants, engineers, bankers, etc. Many men are not so good at maths.  
Who decided blue is for boys and pink is for girls? Many girls like blue, many don't like pink and vice versa.*

## ACTIVITY

Give each group an advertisement and each student an activity sheet. Using one of the advertisements, model how to complete the activity sheet. Ask students to discuss the questions on the activity sheet and record their individual responses.

When students have finished their responses, ask for a volunteer from each group to show the class their advertisement and give a brief summary of their discussion.

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



## TAKE HOME MESSAGE

Media images often reinforce the gender stereotypes which can limit people's choices and decisions.

## HEALTH PROMOTING SCHOOLS STRATEGY

eSmart Schools help schools create a cultural norm of smart, safe and responsible use of digital technologies.

<http://esmartschools.org.au/Pages/default.aspx>

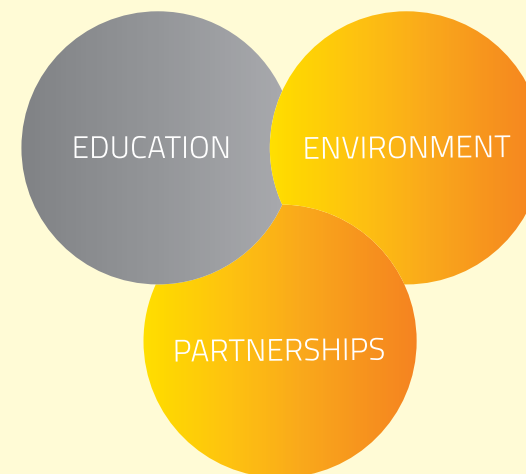
The SeeMe Media Literacy website is an interactive web based resource with five teaching and learning modules designed to promote positive body image and tackle the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes.

<http://www.seeme.org.au/gender-stereotypes.html>

The media often perpetuates gender stereotypes through the use of body images. For fact sheets and resources on body image and eating disorders go to <https://thebutterflyfoundation.org.au/>

The ReachOUT website has information for young people on body image and self esteem. Body image issues are becoming very important to address with young males.

[au.reachout.com/What-is-body-image](http://au.reachout.com/What-is-body-image)





# Female

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# Male

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# ACTIVITY 3.2

## GENDER STEREOTYPE CARDS

nurse

flowers

maths

sweet

smelly

building

special

changing nappies

muscles

handsome

mowing  
the lawn

delicate

blue

make up

gentle

# ACTIVITY 3.2

## GENDER STEREOTYPE CARDS

weak

strong

loving

fighting

punching

pink

teacher

doctor

fitness

stay home parent

AFL coach

washing dishes

cooking

caring

#


# ACTIVITY 3.3

## WHAT'S THE MESSAGE?

Have a look at the advert that you have been given. In your group, discuss the following questions and record your answers.

Describe the product or image	
What is this advert or promotion about?	
Who do you think it is targeting?	
What gender stereotypes are being reinforced?	
What effect can these sorts of messages have on people besides encouraging them to buy the product?	
How could these messages be changed to be less focussed on a stereotype?	

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

## WHAT'S THE STORY?



### PURPOSE

To explore the qualities of a respectful relationship and to identify those valued by individuals.





### PLANNING AND PREPARATION

 Y chart labelled *Looks like/Sounds like/Feels like* - See  *Respectful Relationships*

 Activity 4.1 *Respectful relationship qualities* - 1 per student



### PROCEDURE

1. Revise the group agreement.
2. Ask, "What is a relationship?" Then ask, "Who has relationships?"
3. On preferred media write the purpose of the session, i.e. To explore the qualities of a respectful relationship and to identify those valued by individuals.
4. Discuss the fact that everyone has relationships and that all relationships are on different levels. Examples of relationships include: parent/child; teacher/student; friends; employer/employee; boyfriend/girlfriend. Everyone needs relationships in their lives – relationships are a very important part of life and it is important to feel connected to people and places. This is part of being resilient. See  *Respectful Relationships*.
5. Brainstorm "What do you think of when you hear the word 'respect'?"
6. Brainstorm in a 'Y chart' what a respectful relationship *looks like, sounds like, feels like*. Display this for revision in later lessons. See  *Respectful Relationships*.

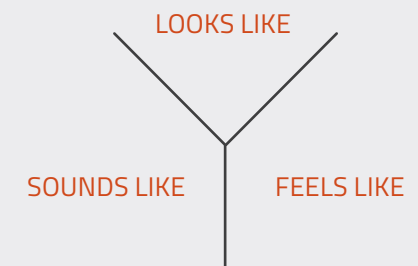




### RESPECTFUL RELATIONSHIPS

Respect and equality in relationships is about:

- feeling safe
- understanding others' rights to be safe
- being free to be yourself without having to walk on eggshells
- listening and being heard
- being able to say no, or change your mind – even if you have already said yes
- being able to disagree and have your own opinion
- making your own choices
- being able to say what you are thinking and feeling without being put down, criticised or hurt in any way
- being able to make a mistake
- working out arguments by compromising or talking
- trust and honesty.

A respectful relationship:



7. 'Think-pair-share' activity.  
Give student  Activity sheet 4.1 and ask them to rank the qualities of a respectful relationship listed in order of importance TO THEM. Students are to add another quality that they think is important to the blank card. **BEFORE** students attempt this activity make sure to clarify terms that may be unclear for some students **ESPECIALLY CONSENT**. See  notes on each term.
8. Put students into pairs to compare and discuss their rankings. Ask students to share the reasons (justify) for their rankings.
9. Ask students to join with another pair to make a group of 4. If possible, have mixed groups of males and females. Students discuss. Justifying or explaining their reasons for their rankings (personal values) is a very important process in this session.
10. As a whole class group discuss the processing questions below.




## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 

 **Was it easy to agree on the ranking of the qualities? Why or why not?**

 *Everyone has different personalities as well as ideas, opinions, values and attitudes on lots of things in life – especially something as personal as relationships.*

*Agreeing is not as important as listening to other people and respecting their ideas. You do not have to agree with someone but you do need to respect their right to have their own ideas.*



## RESPECTFUL RELATIONSHIPS

The terms respectful and disrespectful relationships are used in preference to healthy/unhealthy or good/bad or positive/negative. Respectful is able to be more clearly defined in less subjective ways than other words.



## SEXUAL/NON-SEXUAL

It is essential that students understand that not ALL relationships are sexual. Many people automatically think that if we are talking about a relationship then it must be sexual! Most relationships in a person's life are NON-sexual. Make sure this is clear.



## CONSENT

Consent means 'free agreement' i.e. to agree to, say yes to, give permission for. Use the example of a parent consent (permission) note for a school excursion or a school camp. People give or refuse consent on lots of occasions throughout the day.

The following information may need to be discussed IF a student raises the issue.

The legal age of consent for sexual activity in WA is 16 years.

For more information about consent to sexual activity go to [http://shq.org.au/wp-content/uploads/2014/08/SexandtheLaw\\_WEB.pdf](http://shq.org.au/wp-content/uploads/2014/08/SexandtheLaw_WEB.pdf) OR see Appendix *Sex and the Law in WA* OR <https://www.theline.org.au/laws-around-consent>

 What could it mean for a relationship if people in a relationship value different qualities?

 People are influenced by:


- culture
- religion
- family
- environment
- beliefs
- media
- stereotypes.

*There will always be some things between people that are different and some things that are the same, and it's OK to be different. We need to not assume that everyone is the same or wants the same things as we do. Sometimes these differences can lead to arguments, disagreements, misunderstanding or miscommunication.*

*What YOU want and think is important. Sometimes you can be in a better position to sort things out in a relationship when you know what you want and believe. Once we know ourselves we are in a better position to have respectful relationships because we can communicate our needs and listen to other people's points of view.*

 Are all relationships respectful?

 Are all relationships respectful all of the time?

 *Not all relationships are respectful. Not all relationships are respectful all of the time.*

 What is respect?

 See  *Respectful Relationships.*

Refer to  Y chart *Looks like, sounds like, feels like activity.*



### ? What does a positive respectful relationship look like?

#### RESPECTFUL

##### Some qualities of a respectful relationship

- *Respect*
- *Trust*
- *Equality*
- *Tolerance*
- *Fairness*
- *Honesty*
- *Communication*
- *Listening*
- *Fun ..... and so much more.*

##### Characteristics of a respectful relationship

- *Making your own choices*
- *Being able to disagree and have your own opinion*
- *Feeling safe*
- *Trust – where there is honesty*
- *Working out arguments by compromising or talking*
- *Being free to be yourself without having to walk on eggshells*
- *Being able to say what you are thinking and feeling without being put down, criticised or hurt in any way*
- *Being able to say no, or change your mind – even if you have already said yes*
- *Understanding others' right to be safe*
- *Enjoying being together and apart – having freedom to spend time with others*
- *Listening and being heard*
- *Never taking away your sense of self worth.*

#### DISRESPECTFUL

##### Behaviours that are NOT OK

- *Physical violence*
- *Emotional violence*
- *Mental violence*
- *Sexual violence.*

##### Characteristics of a disrespectful relationship

- *Sometimes scares or hurts me by being violent or breaking things*
- *Might try to hurt me or themselves if I wanted to break up*
- *Doesn't like me talking to other guys/girls*
- *Doesn't want me to spend time with my friends or family*
- *Thinks what they want is more important than what I want*
- *Makes me feel like I have to watch what I do or say*
- *Often puts me down or criticises me*
- *Makes me scared to break up with them*
- *Never listens to what I have to say*
- *Is controlling and dominating.*

*Taken from research with young people (Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools November 2009, Flood et al, Victoria).*

These are important points for **ALL** relationships – sexual AND non-sexual.

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

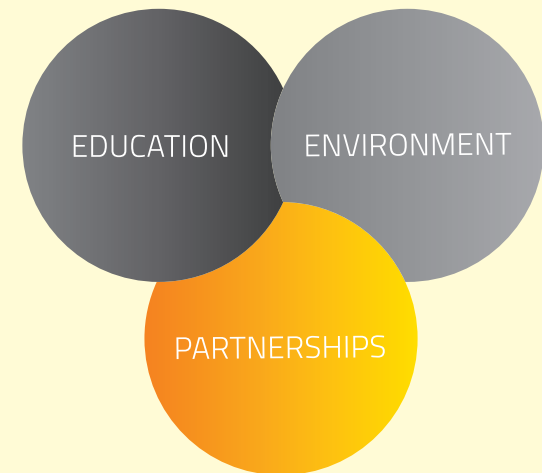


### TAKE HOME MESSAGE

People have many types of relationships in their lives which are essential for a sense of belonging. I can identify the qualities I value in a respectful relationship.

### HEALTH PROMOTING SCHOOLS STRATEGY

Help parents to become aware of some of the issues by sending home relevant information and website links. <http://theline.org.au> has many different fact sheets about relationship issues that young people may face in their lives.



# ACTIVITY 4.1

## RESPECTFUL RELATIONSHIP QUALITIES

Rank these in order of importance to you

trust

love

communication

protection

consent

fun

equality

honesty

safety

Write your own important quality here

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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

## YOUR SPACE YOUR CHOICE



### PURPOSE

To recognise characteristics of different types of relationships.



### PLANNING AND PREPARATION



Hoop





Activity 5.1 *Your space your choice* - 1 per student



Posters 5.2 (a - d) *Definitions*



### PROCEDURE

1. Revise the group agreement.
2. Revise the elements that make for a respectful relationship.
3. On preferred media write the purpose of the lesson, i.e. To recognise characteristics of different types of relationships.
4. Explain that this activity is going to look at personal space. See  *Personal Space*. Ask for a volunteer to stand in a hoop while holding it at waist height to help demonstrate the concept of personal space.
5. Explain that the hoop represents our personal space. People may feel uncomfortable if someone comes into that space without permission or consent. See  *Consent and touching*.
6. Ask for another volunteer to join the first person in the hoop. Ask the first volunteer how they feel.



### PERSONAL SPACE

Personal space is the space people perceive as psychologically theirs. It is different for different individuals and is culturally, socially, personally and situationally determined and depends on the relationship between people.

The amount of personal space someone needs can change at different times in their life and even from moment to moment e.g. you may be happy to receive a hug from a friend when you are upset in one instance, in another instance you may want to be left alone. (This can possibly be related to sexual consent IF it is brought up by students.)

People may feel uncomfortable when a stranger, or even when someone they know invades their personal space:

- when the action is unexpected
- when they have not given permission/consent
- when that person has not asked for permission/consent.

People may address the issue by:

- ignoring the uncomfortable feeling
- asking the person to move
- moving themselves.

7. If the first volunteer says they are feeling uncomfortable ask them, “How could you deal with feeling uncomfortable? As the hoop is your personal space if you move, the hoop moves with you.” (e.g. Ask the volunteer to demonstrate what they could do or say, reminding them that they need to be respectful. “Where would you want the person to stand in order for you to feel more comfortable?”)
8. When might it be uncomfortable to have someone in your personal space?
9. Ask for a third volunteer and give them a role (e.g. a bus driver – not a stranger but someone not well known). Ask the first volunteer to say where they would like them to stand and why.
10. Discuss how feelings may change depending on the relationship that exists between the two people involved.
11. Ask students to volunteer examples of different types of relationships (e.g. *teacher, doctor, police, stranger*) and ask them to stand where they think it is appropriate for them. Stress that different people and different cultures have varying concepts of personal space.
12. Ask, “What situations require people to stand VERY close to one another? (e.g. *crowded buses or trains, in a lift, queue, defending a player in sport*). How do people cope with this?”
13. Use appropriate media to display the following words and definitions while explaining them to the group. 🖨️ Posters 5.2 (a-d)
  - a. **Acquaintance** – people they know but are not friends. They may shake hands or wave to them (e.g. person working at the local shop).
  - b. **Friend** – people they enjoy being with and/or choose to spend time with. They may hug briefly or give a quick kiss (e.g. extended group of friends).
  - c. **Close** – people they love and share personal feelings with. They may hug closely and kiss (e.g. family members, close friends).



## CONSENT AND TOUCHING

Students need to understand their rights; their bodies are private. No one should touch them without consent. They have the right to control what physical contact they have with others and to say No, they don't want to be hugged, touched, kissed or forced to be sexual in any way with someone if they don't want to.




## DISCLOSURES

Know your school's procedures for dealing with disclosures BEFORE you do this session.





Sometimes a student may disclose sexual abuse in a session about relationships. If a disclosure occurs, ensure that you believe, listen and respond. If the disclosure happens within the class setting, protectively interrupt and address the person one on one at an appropriate time.

Know your role as a Mandatory Reporter of Child Sexual Abuse and the policies you must follow.

See the Child Protection Policy  
<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>

- d. **Intimate** – people they love and share personal feelings with. They may have close physical touch and have romantic feelings.
14. Give each student access to  Activity 5.1 *Your space your choice* and ask them to record the initials (this is to respect confidentiality) of 2 or 3 people they know that would fit each of the categories. Explain that generally people have relationships in the first 3 categories but not all people have intimate (especially boyfriend/girlfriend) relationships all the time. This may not be relevant for everyone in the class at this point in time.
15. This activity must remain confidential for each student unless the student chooses to share. It is not designed to be shared or collected.

## PROCESSING

-  What sort of things may influence how comfortable a person feels about people in their personal space?
-  Do people move in and out of your close circle and if so, why?
-  What skills will help a person cope with changing relationships? *e.g. Effective communication skills*
-  What can you do if you are feeling uncomfortable in a relationship? Who could you talk to?

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



## TAKE HOME MESSAGE

Relationships are different, complex and constantly changing throughout life. In order to feel safe, personal space needs to be respected in all relationships. If we feel unsafe or uncomfortable we need to know what to do and do something about it.

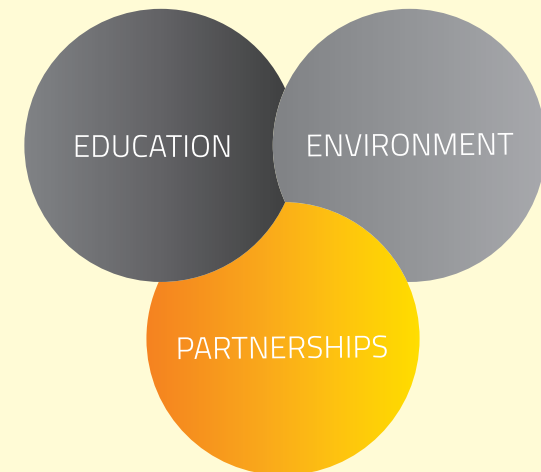
## HEALTH PROMOTING SCHOOLS STRATEGY

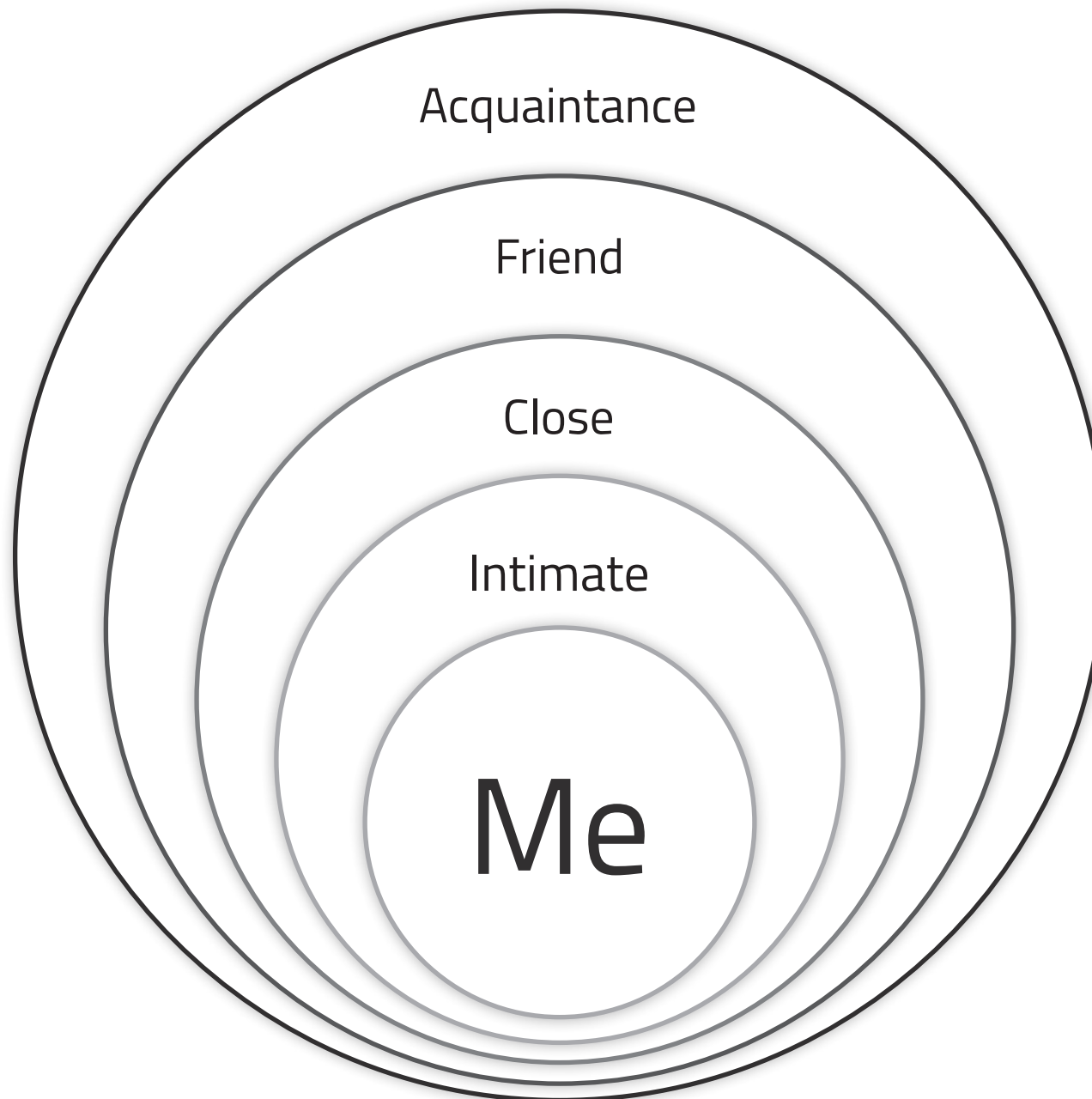
Being familiar with, and following departmental and school policies and procedures, is essential. Organise an update for a staff meeting about your schools policies and procedures for dealing with disclosures. Share this information with your wider school community.

Offer a Protective Behaviours workshop for parents.

Encourage all staff members to complete the WA Department of Education Protective Behaviours: Skills for life online professional development modules.

<http://det.wa.edu.au/childprotection/detcms/portal>







# ACQUAINTANCE

People you know but are not friends with.

You may shake hands or wave to them.

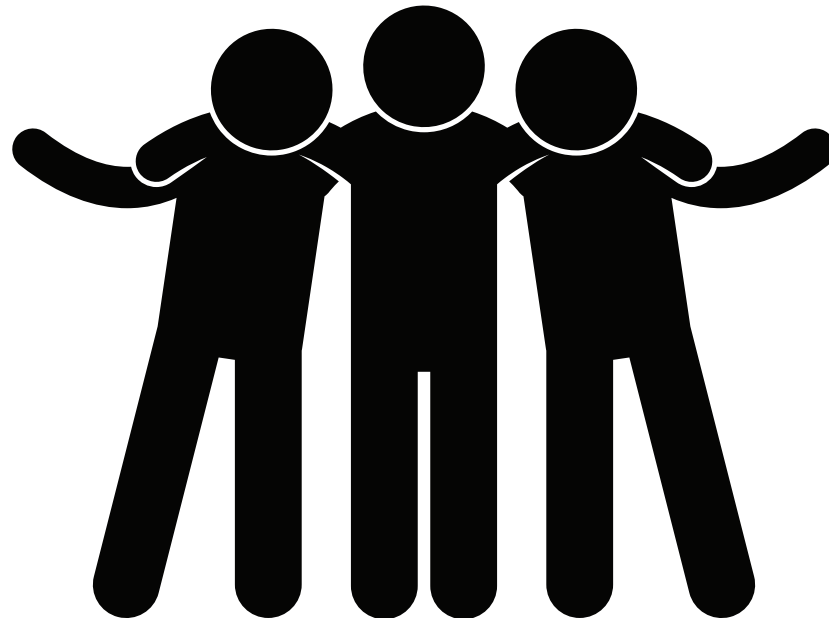
(e.g. person working at the local shop or bus driver).



# FRIEND

People you enjoy being with and/or choose to spend time with.

You may hug briefly or give a quick kiss (e.g. extended group of friends).



# CLOSE

People you love and share personal feelings with. You may hug closely and kiss (e.g. family members, close friends).



# INTIMATE

People you love and share personal feelings with. You may or may not have close physical touch and have romantic feelings.



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

## SEND ME A PICTURE




### PURPOSE


To challenge students to reflect on personal responsibility for their choices and decisions.

To understand how, as a bystander, individuals can influence the choices and decisions of others.



### PLANNING AND PREPARATION

 DVD *Photograph* – Main menu – Photograph film (14 minutes)

 DVD player and data projector

 Activity 6.1 *Photograph reflection* – 1 between 2 students



### PROCEDURE

1. Revise the group agreement.
2. Before viewing the DVD as a whole class discuss the following focus questions.
  - a. "Have you heard of the term 'sexting'? What other terms have you heard to describe this term? (e.g. *nudes/noods, selfies, dick pic/dic pic, sexy pic*)
  - b. What do you know about it?
  - c. Have you read or heard about any consequences of 'sexting'?"
3. On preferred media write the purpose of the lesson, i.e. To think about your personal responsibility for your choices and decisions and to understand how you can positively influence others.




### SEXTING

Sexting is a term that originated in the media but is not typically used by young people. It refers to the sending of provocative or sexual photos, messages or videos, generally using a mobile phone. It can include posting this type of material online.


In most instances, young people (both male and female) have chosen to send sexualised photos of themselves ('selfies') to their partners. In some cases, they have been pressured to do so and in some cases the pictures have been taken without their knowledge (e.g. up-skirting).

Recently, sexting has become a high profile media issue. Sexting has both social and legal implications. It can cause embarrassment, lead to cyberbullying, sexual harassment or, at its most extreme, assault. Cyberbullying and sexual harassment includes sending insulting or threatening text messages, sending unpleasant picture messages or using mobile devices to spread hurtful rumours.

4. Group students into pairs.
5. Tell students that they are going to watch a DVD about sexting and how it affects many people's lives. Display the focus question, "Do you think this is a respectful relationship and why?"  
Ask students to think about this question and to make some notes while they watch the DVD.
6. Watch the DVD (14 minutes).
7. Discuss the focus question, ensuring that the key concepts from the previous sessions (listed below) are reinforced.
  - a. Gender roles and expectations
  - b. Gender stereotypes
  - c. Qualities of a respectful relationship
  - d. Permission and consent.
8. Give each pair  Activity 6.1 to discuss and make notes. Allow time for students to complete.
9. Ask processing question 1, "Why do you think Holly changed her mind about sending a 'sexy' picture?" Ask for volunteers to share their answers. Get a range of responses and encourage discussion.
10. Continue with this process for all processing questions.

## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 



### LEGAL IMPLICATIONS

Currently, if a person under the age of 18 takes a sexualised 'selfie', or asks someone else (under the age of 18) for a nude picture, it is a Commonwealth offence as it is considered to be creating 'child pornography'. The person who receives this photo can be charged for being in possession of child pornography. If the picture is shared, they can be charged with publishing and/or distributing child pornography, even if the person receiving the image is also a minor. They may also be placed on the child sex offender register. <http://www.legalaid.wa.gov.au/LegalResources/Pages/RULegal.aspx>



### GENDER STEREOTYPES

It is important to address the issues of gender stereotyping in sexting scenarios. It is not always the case that the female is pressured into sending a picture. She may have chosen to do so of her own free will. It may also be the case that the male is being pressured into sending a picture. It is important to be inclusive of same-sex relationships.

- ?** Why do you think Holly changed her mind about sending a 'sexy' picture?
- 💬** *She was worried Dylan might dump her or call her a prude/frigid/etc.*
- ?** What could have happened if Holly had finished her "I don't want ..." message and sent it to Dylan?
- 💬** *Dylan could have respected her decision. He could have tried to pressure her, insulted her or threatened to leave her.*
- ?** Who did Holly ask for help? Why do you think she didn't ask for help?
- 💬** *Holly didn't seek help from anyone until her mum noticed something was wrong. She may have been ashamed, worried about what her friends/family would think and worried about getting into trouble.*
- ?** What were the consequences for Holly?
- 💬** *She was harassed/bullied by other students – boys and girls. She was socially excluded and became depressed.*
- ?** What were the consequences for Dylan?
- 💬** *Initially Dylan's friends thought he was funny/cool – he had a new girlfriend standing by his side. Holly's friends were angry at Dylan. His parents were upset, he was in trouble at school and with the police.*
- ?** What things did others do that helped the situation or that made the situation worse? (Ethical bystander)
- 💬** *Worsened the situation - Dylan's friends teased/tormented Holly, Holly didn't seek help from anyone, etc.*
- Helped the situation – Holly's friends told her about the pictures being circulated, Holly's friends were supportive and stood by her, her mum was supportive and helped her deal with the interview with the principal, etc.*






## VICTIM BLAMING

Victim blaming attitudes marginalise the victim and make it harder for people to come forward and report the abuse. It is vital to explain that it is not the fault of the person sending the picture, the person who forwards the picture should be held accountable. "They shouldn't have sent the image in the first place," is an example of victim blaming.


For more information about victim blaming see <http://stoprelationshipabuse.org/educated/avoiding-victim-blaming>

 What if Holly was the one pressuring Dylan to send the picture? How might things be the same/different?

 *It is important to address the stereotypes in this DVD. It is NOT always the male pressuring the female to send pictures. See  Gender stereotypes.*

*If Holly had circulated the pictures to her friends, they may have teased/bullied Dylan. He may have been socially excluded or he may have gained more social status! Holly may have been the one in trouble with the police. It is important to explain that both the sender and receiver of the pics can be in trouble with the police as they are both under 18. See  Legal implications.*

 What if Dylan kept the picture private?

 *The main area of focus for discussion should be on the issue of sharing the picture without consent. If Dylan had kept the picture private, many of the issues may have been avoided.*

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



## TAKE HOME MESSAGE

I am responsible for the choices and decisions I make. I can help to positively influence the choices and decisions other people make.

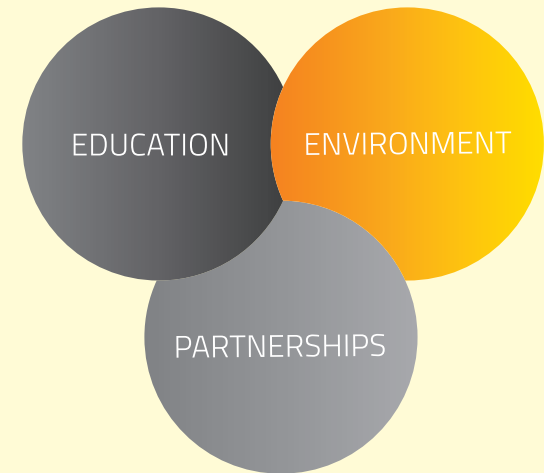


## HEALTH PROMOTING SCHOOLS STRATEGY

The Office of the Children's eSafety Commissioner website provides an outline of policies and procedures schools may follow to assist them in providing a holistic approach to eSafety. It outlines a proposed method for establishing a school-wide approach to eSafety and links to eSafety policies and procedures provided by the states and territories for use or adaptation by individual schools. <https://esafety.gov.au/education-resources/outreach/virtual-classrooms>

Using the latest developments in online shared learning, Virtual Classrooms allow an Outreach trainer to reach many schools, even in remote areas. Schools can sign up for as many sessions as they wish over the year. Presentations are usually about 30-40 minutes in length, and allow student participation under teacher guidance and include recommended post-event activities. There is also a section to register for online teacher PD. <https://esafety.gov.au/education-resources/outreach/virtual-classrooms?from=cybersmart>

Share this link to information for parents on eSafety in your school newsletter or on your school webpage <https://esafety.gov.au/education-resources/iparent>.



# ACTIVITY 6.1

## PHOTOGRAPH REFLECTION

List 3 things that Dylan could have done differently if he was behaving respectfully.

Is 'sexting' just a bit of fun? Why or why not?

What is the most important message from this session?

List 3 reasons you think Holly made the decision to send Dylan a photo.

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

## THE AFTERMATH: CONSEQUENCES OF SEXTING



### PURPOSE

To explore the issues of sexting and the potential social, emotional and legal consequences.



### PLANNING AND PREPARATION

 DVD *Photograph* - Main menu – *Photograph extras – The aftermath* (8 minute video)

 DVD player and data projector

 Activity 7.1 *The aftermath: consequences of sexting* - 1 per group of 4



### PROCEDURE

1. Revise the group agreement.
2. Remind students of the DVD *Photograph* they watched last session.
3. Ask students what they remember of the take home message.  
(*You are responsible for the choices and decisions you make. You can help to positively influence the choices and decisions other people make.*)
4. On preferred media write the purpose of the lesson, i.e. Explore the issues of sexting and the potential social, emotional and legal consequences.
5. Ask students what “aftermath” means (result, outcome, consequence). Explain that they will be watching a DVD called *The aftermath* which shows some of the consequences of the sexting DVD they watched last session.



### LEGAL ISSUES OF SEXTING

What action can schools take when an incident of sexting occurs?


### SCHOOL STAFF

School staff must not in any way interact with sexting or other indecent images to avoid being charged with an offence themselves and to protect evidence if it is required. They should never forward, copy or print images. If images of minors are found, it is advisable for the school to contact police or their education authority to seek advice.

### STUDENTS

If a student has been involved in a sexting incident, either as the subject or as someone who has received it or shared it, talk with them about it. If necessary seek professional support, including support through the website

<https://www.esafety.gov.au/complaints-and-reporting?from=cybersmart>



6. Divide class into 3 groups and allocate a character (Dylan, Holly, Dylan's mate) to each group. (Students will work individually to focus on one character while watching the DVD.)
7. Display the focus question and ask students, "Think about some words you could use to describe the way your character seems to be feeling. What makes you think this?"
8. Watch *Photograph extras – The aftermath* (video). Students may take notes while watching the DVD or the teacher may wish to stop at several points to allow students to think and write.
9. Discuss the focus question. Consider facial expressions, tone, body language, words and actions as indicators of how people may be feeling. Ask, "Why do you think the characters may be feeling this way?"
10. Explain that consequences of decisions and actions affect not just how people feel but many aspects of their lives as well. Some of these aspects include their physical, emotional and mental health, their relationships, their future opportunities for work, travel, education, and some consequences have legal implications in the wider community as well as at school.
11. Put students into groups of 4 (each to have focused on the same character). Each group requires a copy of  Activity 7.1 *The aftermath: consequences of sexting*.
12. Ask each group to negotiate the roles of scribe and reporter.
13. Give time for the groups to discuss and record what consequences they saw or know of that fit within each of the categories for their character.
14. Ask the reporter from each group to report back to the whole class 3 points from 1 category that they discussed.



### CONSEQUENCES OF SEXTING

While the legal consequences of sexting are important in this lesson, they are not the only aspects. It is important that teachers cover all four types of consequences as people (old and young) often only consider the legal consequences. There needs to be a broader consideration of all consequences.

 PROCESSING

- ?** What responsibility does Holly need to take for her actions in taking and sending the nude photograph to Dylan?
- 💬** *Ultimately it is Holly's choice to take and send the picture so she does hold some responsibility. However, Holly is not at all responsible for the sharing on of the picture and it is important not to focus the blame on the victim. See  Victim blaming.*
- ?** What responsibility does Dylan need to take for his actions, firstly requesting the nude photograph and then passing it onto his mate?
- 💬** *It is illegal to request a sexualised image from a person under 18. Dylan is solely responsible for requesting the image and passing it on to his mates. Initially he chose not to show his mates but then ultimately did. Holly never consented to the sharing of the picture. His actions were not respectful. See  Legal issues of sexting.*
- ?** What responsibility does Dylan's mate need to take for his actions in passing on the nude photograph?
- 💬** *Dylan's mates are also responsible for circulating the picture. Instead of circulating the picture, they should have deleted the image immediately. Some of Dylan's mates may have received the picture without their consent. However, if it is on their phone or device it is still considered possession of child pornography as the image is of someone under 18.*
- ?** What may happen to Dylan in the long term as a consequence of his actions?
- 💬** *It is possible that Dylan could be placed on the child sex offender register. This would have severe implications on his mental health, future travel, work, relationships, locations he can live in, and his reputation.*



## VICTIM BLAMING

Victim blaming attitudes marginalise the victim and make it harder to come forward and report the abuse. It is vital to explain that it is not the fault of the person sending the picture, the person who forwards the picture should be held accountable. "They shouldn't have sent the image in the first place," is an example of victim blaming.

For more information about victim blaming see <http://stoprelationshipabuse.org/educated/avoiding-victim-blaming/>

? What may happen to Holly as a consequence of her actions?

It is possible that the pictures of Holly may not be able to be removed from the internet and are therefore available for people across the world to see indefinitely. She has lost all control of who sees the image and where it ends up. This may have implications for mental health, work, future relationships, and her reputation.

*It is also important to discuss that it may just all blow over without further consequence. Students need to know that there is a way forward from such an incident and that it is not the 'end of the world'.*

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



### TAKE HOME MESSAGE

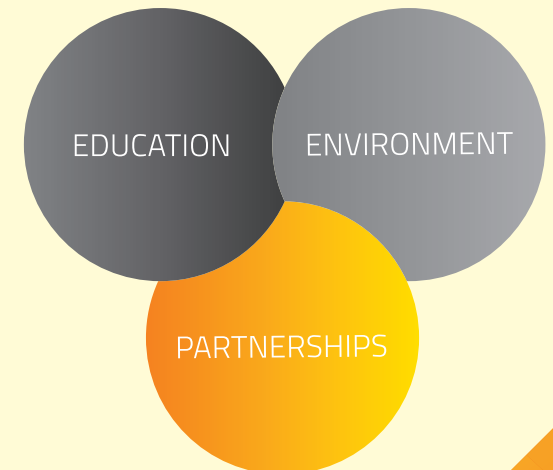
Consequences of decisions made now can impact many areas of my life now and into the future.

### HEALTH PROMOTING SCHOOLS STRATEGY

Help parents to become aware of some of the issues by sending home relevant information and website links.

eSafety has a parent section which provides videos, online quizzes and resources about keeping children and young people safe online. <https://esafety.gov.au/education-resources/iparent>

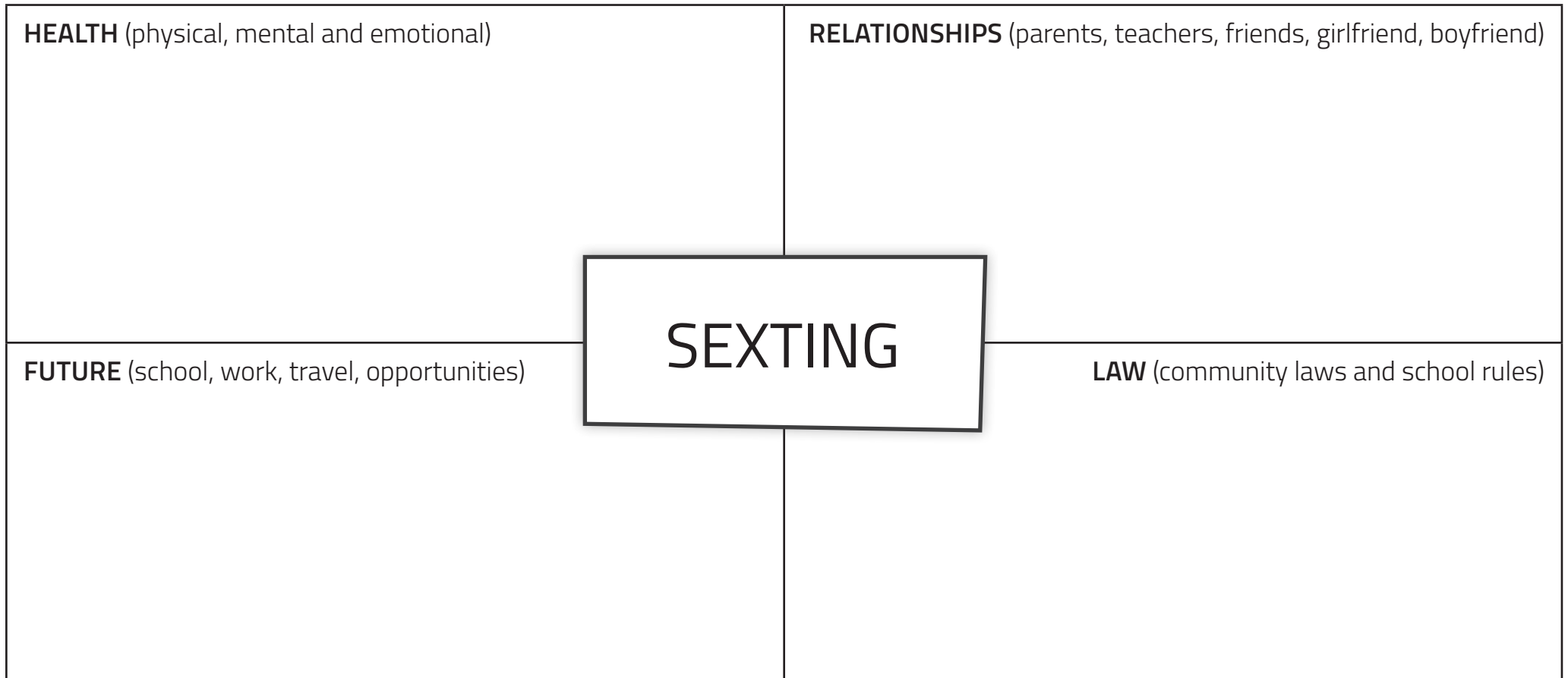
Raising Children Network article on sexting for parents  
<http://raisingchildren.net.au/articles/sexting.html/context/1109>



### CONSEQUENCES OF SEXTING

List some of the consequences of sexting in each of these areas that you saw in the DVD. Add any others that you can think of.

Lots of people were involved. Write your character's name here \_\_\_\_\_



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

## TYING IT ALL TOGETHER



### PURPOSE


To review and apply the concepts of:

- gender and identity
- respectful relationships
- effective communication

as addressed in the previous 7 sessions.



### PLANNING AND PREPARATION


 Activity 8.1 *Making decisions* – Scenarios 1, 2 and 3 – 1 different scenario per group of 4 students



### PROCEDURE




1. Revise the group agreement.
2. Ask “What is the most interesting thing you have learnt in the sessions you have covered so far?” Get a few responses from the class. Tell the students that they are going to need to think about all the things they have learnt in order to make some decisions in the following activity.
3. On preferred media write the purpose of the lesson, i.e. To think about all the things we have learnt and put them into practice.
4. Choose 1 scenario to demonstrate how to complete the decision-making model to the whole class.



5. Put class into groups of 4 and give each group a copy of a scenario (3 different scenarios listed below – be sure to give out a variety of scenarios)
  - a. Daniel is a talented singer and actor who has been asked to take the lead role in the school play. A group of your friends is teasing him. You feel uncomfortable. What could you do?
  - b. Your friend tells you that they sent a sexy picture of themselves to their partner on their mobile phone. A few days later a mutual friend sends this picture to you. What could you do?
  - c. Your friend Bobby really wants a boyfriend. Many of the students in your year already have boyfriends. There is a guy in the year above you that likes Bobby. They are friends on Instagram and sometimes talk at school. Bobby asks you what you think.
6. Each group to complete  Activity 8.1 *Making decisions*. Display the following procedure for the class to see.
  - a. Discuss the scenario and possible options
  - b. Agree on 2 possible realistic actions and record
  - c. Record 1 possible consequence from each of the actions and how you might be feeling
  - d. Record your final decision.



## PROCESSING

-  Consider the following questions.
- a. Do you think your group made a realistic decision?
  - b. Was it an easy decision to make? Why or why not?
  - c. Was it an easy course of action to take? Why or why not?
-  What influences did you discuss in your group before deciding on the action?
-  What makes it difficult to make decisions in real life situations?

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

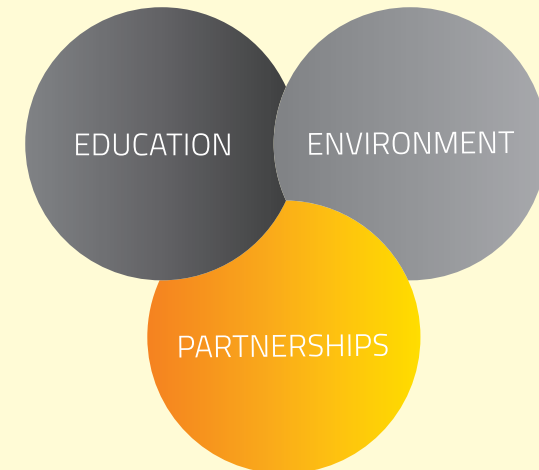


### TAKE HOME MESSAGE

Options and consequences of decisions need to be thought about before making decisions.  
I am responsible for my own choices, decisions and actions.

### HEALTH PROMOTING SCHOOLS STRATEGY

The ReachOUT website has information for young people on why it might be difficult to make decisions, how decisions can affect life in the short and long term, and suggestions and information to help make decision making easier  
<https://au.reachout.com/articles/decision-making-101>



# ACTIVITY 8.1

## MAKING DECISIONS: SCENARIO 1

If this were the problem...

Daniel is a talented singer and actor who has been asked to take the lead role in the school play. A group of your friends is teasing him. You feel uncomfortable. What could you do?

and I did this...

or this...

this might happen...

then I might feel...

I would...

# ACTIVITY 8.1

## MAKING DECISIONS: SCENARIO 2

If this were the problem...

Your friend tells you that they sent a sexy picture of themselves to their partner on their mobile phone. A few days later a mutual friend sends this picture to you. What could you do?

and I did this...

or this...

this might happen...

then I might feel...

I would...

# ACTIVITY 8.1

## MAKING DECISIONS: SCENARIO 3

If this were the problem...

Your friend Bobby really wants a boyfriend. Many of the students in your year already have boyfriends. There is a guy in the year above you that likes Bobby. They are friends on Instagram and sometimes talk at school. Bobby asks you what you think.

and I did this...

or this...

this might happen...

then I might feel...

I would...



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# APPENDICES

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# WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

## PRINCIPLES OF A HEALTH PROMOTING SCHOOL

### A HEALTH PROMOTING SCHOOL:

1. promotes the health and wellbeing of students
2. enhances the learning outcomes of students
3. upholds social justice and equity concepts
4. provides a safe and supportive environment
5. involves student participation and empowerment
6. links health and education issues and systems
7. addresses the health and wellbeing issues of all school staff
8. collaborates with parents and the local community
9. integrates health into the school's ongoing activities, curriculum and assessment standards
10. sets realistic goals built on accurate data and sound scientific evidence
11. seeks continuous improvement through ongoing monitoring and evaluation.

A Health Promoting School is one that uses a health promoting schools approach. The Health Promoting Schools Framework is one which considers the broad health needs of all school community members.

These health needs are addressed collaboratively using a combination of strategies linked to the three interrelated components of:

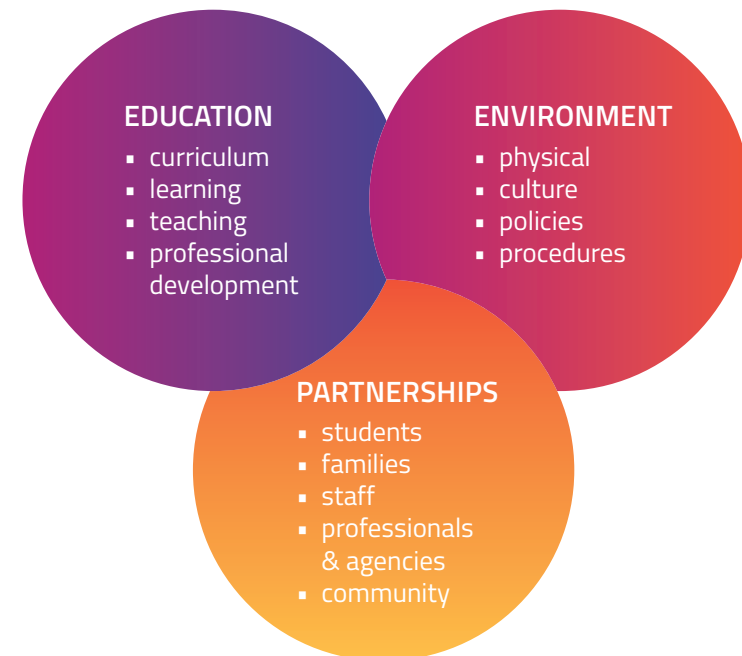
- curriculum, teaching and learning
- school organisation, ethos and environment
- partnerships and services

to make up the Health Promoting Schools Framework.

The **education** considers the formal content of teaching and learning approaches, key issues, the developmental and sequential nature of the program, and resources.

The school **ethos and environment** considers the school policy and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school's physical environment e.g. school grounds, canteen amenities.

School **partnerships** includes family consultation and involvement, community based programs and the development of strong



# WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

## WHY BECOME A HEALTH PROMOTING SCHOOL?

Young people today grow up in an environment that increasingly encourages negative risk-taking behaviour through negative role models, peer influence, ambiguous role expectations and media influence amongst other factors. Young people develop these risk behaviours in varying degrees which may impede their educational progress. For young people, education and health are inextricably connected; therefore efforts to improve school performance also need to include improving the health status of children and adolescents.

The most serious and threatening health problems in society today relate primarily to personal decision-making and lifestyle. The behaviours and lifestyles that lead to these preventable health problems are almost always developed and/or sustained during the early years of life, especially school years.

The school is uniquely placed to respond to students' basic need for health education. After the home, the school has the greatest capacity to intervene to benefit each student. Research indicates that healthier students are better learners. Intervention strategies within the school are effective in reducing a number of risk behaviours as well as reinforcing and maintaining positive health behaviours for most students.

For more information go to <http://www.wahpsa.org.au>





# HEALTH PROMOTING SCHOOLS FRAMEWORK

## POSSIBILITIES FOR SCHOOLS IN RELATIONSHIPS AND SEXUALITY EDUCATION

### EDUCATION

- Model interactive attitudes and values strategies for collaborative learning and for staff
- Plan whole school subject focus
- Photographic display highlighting positive relationships and youth
- Reports from health studies students at assemblies
- Network with neighbouring schools
- Make use of SHQ library for resources
- Presentation by students on sexual health information for student and parent information
- Panel discussion organised by students
- Utilise positive peer role models
- Integrate across curriculum
- Staff notice board for health education strategies, resources and information
- Increase funding for health committee/resources/PD
- Timetable changes – increases for health education
- Show links between religious education and relationships education
- Inventory of health resources within school and promotion of available resources.

### ENVIRONMENT

- Professional development for staff
- Set up a health 'hang out' room – displaying health messages
- Collaborative health policies with district high school and feeder schools
- Parent and student health quiz
- Critical incident plans
- Healthy news snippets in newsletter or school website
- Personalised directory of services as relevant for each local area
- School based health budget.

### PARENT & COMMUNITY

- Stall at fetes/festivals providing 'show bags' with information about various health issues including relationships, STIs, HIV, BBVs, safer sex and support agencies
- Building healthy relationships camp funded by community organisations
- Health conference for students making use of outside agencies/presenters
- Model some of strategies from the *RELATE* program at parent sessions
- Parent health information box in office – emphasis on communication with your child
- Parent survey on current relationships and sexuality knowledge with attached invitation to parent session
- Add useful websites to school newsletters or to school/class webpages (See list of websites in Appendix).

# GUIDELINES FOR GUEST SPEAKERS

Enlisting the help of others within the community can benefit and value-add to your school/classroom program. However, before inviting a guest speaker to your school ensure that you know exactly what you want to gain by having the guest speaker. Regardless of the topic being addressed, a 'one off' isolated school presentation can have little impact on a student's health behaviour. To help assess whether a guest speaker is relevant for your program consider the following points.

## Have the following questions been considered?

- What is the purpose of the presentation?
- What will have occurred in the curriculum in terms of respectful relationships and sexuality education prior to this session?
- Have the learning outcomes of the proposed session been clearly outlined?
- Will the presenter enhance rather than replace the role of the class teacher?
- How will the presenter be briefed on the health program into which this respectful relationships presentation fits?
- How will parents be informed of the presentation?
- Is there an information session available for parents?
- Will the presentation be part of an ongoing respectful relationships and sexuality education program?
- Are the materials and information appropriate to the developmental level of the students?
- Which staff will preview the resources before being used with students?
- Do the resources reflect current best practice relationships and sexuality education?
- Do the resources reflect the philosophy of your school?
- What follow up will be done with the students and by whom?
- What school staff will be present during the session?
- Have there been any recent incidents in the school that have sparked the interest for having a guest speaker? How will this impact on the student/s involved?
- Are there any students/staff that may be affected by the content being covered by the guest speaker? What precautions will you take?

# Sexuality and gender based bullying in schools

## An equal opportunity fact sheet for staff

### What is sexuality and gender based bullying?

Everyone knows about bullying in schools. But what if the bullying behaviour is sexual in nature?

All schools have a duty of care to their students and bullying should not be tolerated.

**“Everyone has the right to be educated in a safe environment free from discrimination, harassment and bullying.”**

**WA Equal Opportunity Commissioner Yvonne Henderson.**

But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your school?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination.

It can be suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student's private life.

It can even be use of language such as another student saying, “that's so gay”.

### Is it against the law?

Yes, sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality or their presumed sexuality.

If a student feels they have been harassed or discriminated against they can lodge a complaint to the EOC or the Australian Human Rights Commission,

which can be a drain on emotions, time and resources for everyone involved.

Staff need to be aware of their behaviour and attitudes and the behaviour and attitudes of their students to prevent this kind of bullying from existing in schools.

**“When so many people tell you how disgusting you are, you start to feel disgusting and at many times in my life, I know I have wanted to turn my back on the person looking at me in the mirror.” Aiden, 18.**

### What is my responsibility under the Act as a staff member?

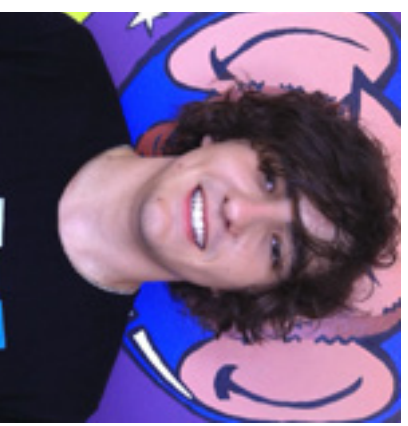
As a staff member you need to be aware of the harassment and discrimination laws that apply to you, your students and your school.

**Equal opportunity education and training for staff members is an important part of this process.**

The EOC Education and

Training section offers state-wide training for staff and students about discrimination and harassment under the *Equal Opportunity Act 1984*.

It is also important for staff to educate students about discrimination and bullying so that all students treat each other fairly.



**“My teachers’ silence gave the homophobes the okay,” Stephen**

## What can I do?

### Teach everyone

Whether you are teaching about abstinence or safe sex, make it clear your message applies to gender and sexuality diverse students.

### Challenge comments and jokes

Don't laugh at homophobic or transphobic jokes as by doing this you may be seen as encouraging unlawful behaviour.

Consider publicly

challenging a comment to signal a caring attitude and zero

tolerance to bullying. If publicly challenging students is against your school policy, perhaps

privately challenge a comment or introduce a class

activity later discussing racist, sexist, homophobic and transphobic terms and stereotypes and the effects they have on people in the community.

### Be a safe school

Sexually and gender diverse students often do not have support at home like other minority students and because of this they can be extremely vulnerable. They need to know there is an adult in the school who is safe to approach and they can trust. Aim to create a safe classroom environment respectful of difference.

## Myth Busting!

**MYTH:** Homosexuality can be changed

**FACT:** Psychologists agree that trying to change a person's sexuality is harmful. People cannot be 'cured' from being gay just as they cannot be 'recruited' to be gay, lesbian, bisexual or heterosexual.

**MYTH:** Gay men & lesbians don't have long-term relationships.

**FACT:** Gay, lesbian and bisexual people can be in long term relationships, be a member of a loving family and a part of the wider community.

**MYTH:** Bisexuals just can't make up their mind.

**FACT:** The point is they have! Sexuality is a range between exclusively gay and exclusively heterosexual, and many people are naturally in between. Being bisexual doesn't mean you cannot be

in a committed relationship with one person either!

**MYTH:** Trans people are confused about their gender.

**FACT:** Trans people feel very sure about what gender they are. If they weren't, they wouldn't risk exposure to bullying to live as that gender.

**MYTH:** If a person is with another person of the same sex they must be gay.

**FACT:** Sexuality can be fluid and some people experiment with their sexuality, this does not mean they are necessarily gay.

**MYTH:** All gay men are 'flaming' or effeminate and all lesbians are butch.

**FACT:** Lesbians and gay men have the same range of gender expression as heterosexual people

### Glossary of Terms

**gender** - The sense of self associated with cultural definitions of masculinity and femininity.

**sexuality** - Sexuality is a central aspect of being human throughout life and encompasses sex,

gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.

**sexually** - Sexual in nature.

**diversity** - State of being diverse or different.

**sexual orientation** - A person's sexual identity in relation to the gender to which they are attracted.

**trans** - An umbrella term including transsexual and transgender.

**transgender** - A term used to describe a broad

range of gender identities and/or behaviours. This usually includes all trans people, but some

transsexual or other gender diverse people prefer not to use this term.

**transsexual** - A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery.

**intersex** - A person born with reproductive organs, genitalia, hormones and/or sex chromosomes that are not exclusively male or female.

#### Disclaimer:

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### EQUAL OPPORTUNITY COMMISSION

ADDRESS: LEVEL 2, 141 ST GEORGE'S TERRACE PERTH WA 6000

TELEPHONE: 08 9216 3900 FREECALL: 1800 198 149

WEBSITE: [www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)

# Sexuality and gender based bullying in schools

## An equal opportunity fact sheet for students

### What is sexuality and gender based bullying?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination. It can be suggestive comments or jokes, insults or

taunts, pictures, emails or texts sent by the bully and intrusive questions about a person's private life. It can even be use of language such as another student saying, "that's so gay".

### Is it against the law?

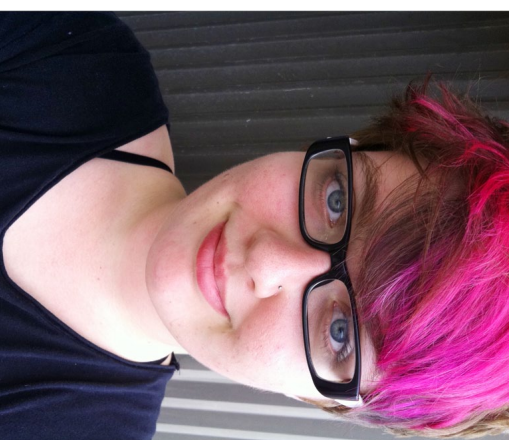
Yes, often it is!

If the bullying behaviour is sexual in nature it may be sexual harassment.

Just as it may be sexual orientation discrimination if someone has been treated less favourably by staff or other students because of their sexuality or their perceived sexuality.

If you feel that you or someone you know has been harassed or discriminated against you should talk to a staff member you can trust.

If this doesn't work, you or the person being bullied can lodge a complaint with the EOC or the Australian Human Rights Commission.



*"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers." Alex*

### Where can I go for help?

#### Your school

Approach a staff member you can trust

#### Freedom Centre

[www.freedom.org.au](http://www.freedom.org.au)

[info@freedom.org.au](mailto:info@freedom.org.au)

PH:(08)9228 0354

AIDS Council PH:(08)9482 0000

#### Equal Opportunity Commission

[www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)

[eoc@eoc.wa.gov.au](mailto:eoc@eoc.wa.gov.au)

PH:(08)9216 3900

TTY:(08)9216 3936/ Toll Free:1 800 198 149

#### Australian Human Rights Commission

[www.hreoc.gov.au](http://www.hreoc.gov.au)

[complaintsinfo@humanrights.gov.au](mailto:complaintsinfo@humanrights.gov.au)

Telephone: (02) 9284 9600

Complaints Infoline: 1300 656 419

#### Parents, Family & Friends of Lesbians & Gays (PFLAG)

[pflagwa@hotmail.com](mailto:pflagwa@hotmail.com)

Helpline (08)9228 1005

#### WA Gender Project

[info@wagenderproject.org](mailto:info@wagenderproject.org)

[www.wagenderproject.org](http://www.wagenderproject.org)

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**FACT:** Lesbians and gay men have the same range of gender expression as heterosexual people



*"Be proud of who you are!"* Claire



*"My teachers' silence gave the homophobes the okay."* Stephen

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But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your child's school?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination.

It can be suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student's private life.

It can even be use of language such as another student saying, "that's so gay".

### Is it against the law?

Yes sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality, their perceived sexuality or the sexuality of their family or friends.



**"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers."** Alex

### What can I do about it?

#### Speak to a school staff member

Every school has an anti-bullying policy and procedure that may include gender and sexuality diverse bullying, so make sure you ask the principal or staff about the school's complaint procedure, this way you can bring the bullying behaviour to the attention of the school which has the responsibility to make sure the behaviour doesn't continue.

**"As a parent of a lovely daughter who is also in a committed lesbian relationship I know just how special that relationship is to my daughter and myself. I would urge all parents to support their gay children."**  
John Wilson

#### Lodge a complaint with the EOC

If your child or you feel you have been harassed or discriminated against you can lodge a complaint to the EOC or the Australian Human Rights Commission.

**"Everyone has the right to be educated in a safe environment free from discrimination, harassment and bullying."**  
WA Equal Opportunity Commissioner  
Yvonne Henderson.

## Where can I go for help?

The staff at your child's school

Approach a staff member you can trust.

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Helpline (08)9228 1005

WA Gender Project

[info@wagenderproject.org](mailto:info@wagenderproject.org)

[www.wagenderproject.org](http://www.wagenderproject.org)

## Myth Busting!

**MYTH:** Homosexuality can be changed

**FACT:** Psychologists agree that trying to change a person's sexuality is harmful. People cannot be 'cured' from being gay just as they cannot be 'recruited' to be gay, lesbian, bisexual or heterosexual.

**MYTH:** Gay men & lesbians don't have long-term relationships.

**FACT:** Gay, lesbian and bisexual people can be in long term relationships, be a member of a loving family and a part of the wider community.

**MYTH:** Bisexuals just can't make up their mind.

**FACT:** The point is they have! Sexuality is a range between exclusively gay and exclusively heterosexual, and many people are naturally in between. Being bisexual doesn't mean you cannot be

in a committed relationship with one person either!

**MYTH:** Trans people are confused about their gender.

**FACT:** Trans people feel very sure about what gender they are. If they weren't, they wouldn't risk exposure to bullying to live as that gender.

**MYTH:** If a person is with another person of the same sex they must be gay.

**FACT:** Sexuality can be fluid and some people experiment with their sexuality, this does not mean they are necessarily gay.

**MYTH:** All gay men are 'flaming' or effeminate and all lesbians are butch.

**FACT:** Lesbians and gay men have the same range of gender expression as heterosexual people.

## Glossary of Terms

**gender** - The sense of self associated with cultural definitions of masculinity and femininity.

**sexuality** - Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.  
**sexually** - Sexual in nature.

**diversity** - State of being diverse or different.

**sexual orientation** - A person's sexual identity in relation to the gender to which they are attracted.

**trans** - An umbrella term including transsexual and transgender.

**transgender** - A term used to describe a broad

range of gender identities and/or behaviours. This usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term.  
**transsexual** - A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery.  
**intersex** - A person born with reproductive organs, genitalia, hormones and/or sex chromosomes that are not exclusively male or female.

**Disclaimer:**

The material on this fact sheet is not intended to be legal advice. The Commissioner expressly disclaims any liability in respect to anything done or not done to any person in reliance upon any of the contents of this publication.

## EQUAL OPPORTUNITY COMMISSION

ADDRESS: LEVEL 2, 141 ST GEORGE'S TERRACE PERTH WA 6000

TELEPHONE: 08 9216 3900 FREECALL: 1800 198 149

WEBSITE: [www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)



# SEX AND THE LAW IN WA

Laws are designed to protect young people from harm and abuse. Laws differ in each state/territory.



- Have sex if both partners consent and are 16 or over
  - Consent means you are:
    - » **Ready** – you must be 16 or over 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. You must do so freely and without being forced or tricked
    - » **Able** – you must be able to understand what you are agreeing to (i.e. not be mentally impaired, ill, unconscious, drunk, drugged or asleep)
- Change your mind about sexual activity at ANY time
- Say 'yes' to some sexual activities and 'no' to others
- Ask that condoms are used during sexual activity
- Refuse to take/send sexual images of yourself
- Not be discriminated against because of your sexual preference or gender identity.



- Touch someone in a sexual way or have sex with someone without their consent
- Continue sexual activities with someone who has changed their mind (i.e. withdrawn consent)
- Force, trick, threaten or coerce someone into sexual activity
- Touch someone in a sexual way or have sex with someone who is drunk, drugged or asleep (they CANNOT give CONSENT)
- Have sex with someone if they are under 16
- Have sex with someone under 18 if you are in a position of authority (e.g. youth worker, coach, teacher, doctor, etc.)
- Have sex with a member of your family
- Take, send, receive or forward sexually explicit images of someone under the age of 18\*
  - The law still applies if the young people are in a relationship and consent to taking/receiving the pictures/texts
  - Charges can be made and young people can be put on the child sex offender register which can affect travel/job opportunities for life.

\*For further information see: [http://www.lawstuff.org.au/wa\\_law/topics/](http://www.lawstuff.org.au/wa_law/topics/)

# LINKS FOR PARENT NEWSLETTERS

*Sexual Health Helpline* is a free and confidential service that covers all aspects of sexual and reproductive health.

<http://shq.org.au/services/sexual-health-helpline>

*Kids Helpline*: Confidential counselling for parents in each state of Australia to help build your confidence, express emotions of parenting and grow a stronger family.

<https://kidshelpline.com.au/parents/parentline-services/>

*Sex Education Forum – Why ‘Sex Ed’ Matters*

<https://sexeducationforum.wordpress.com/2012/10>

*Family Relationships Online* provides all families (whether together or separated) with access to a telephone advice line and information about family relationship issues, ranging from building better relationships to dispute resolution.

<http://www.familyrelationships.gov.au/AboutYou/Parents/Pages/default.aspx>

*Childnet International* offers advice on how to keep your child safe online – Conversation starters, what you need to know, advice and resources.

<http://www.childnet.com/parents-and-carers>

*Headspace* is the National Youth Mental Health Foundation, providing early intervention mental health services to 12–25 year olds. It can be hard as apparent to know the difference between normal behaviour, such as moodiness, irritability and withdrawal, and an emerging mental health problem. These resources are designed to help families.

<https://headspace.org.au/>

*Parenting WA* is a telephone information and support service for parents and carers of children aged from pre-birth to 18 years. Information can also be found on the Facebook page. <https://www.facebook.com/ParentingWA>

*eSafety* offers resources for parents for helping to keep their children safe online.

<https://esafety.gov.au/education-resources/iparent>

*The Hormone Factory* is aimed at 10–12 year olds and aims to support parents and teachers in talking to children about sexual and reproductive development.

<http://www.thehormonefactory.com/section.cfm?categoryid=5>

*Talk Soon. Talk often.* A guide for parents talking to their kids about sex.

[http://www.healthywa.wa.gov.au/Articles/S\\_T/Talk-soon-talk-often](http://www.healthywa.wa.gov.au/Articles/S_T/Talk-soon-talk-often)

*Boys and puberty and Girls and puberty* is a free booklet produced by the WA Department of Health. The booklet is double sided with information for boys and girls in one. [http://www.health.wa.gov.au/docreg/Education/Population/Youth\\_Health/HP010368\\_boys\\_and\\_puberty\\_booklet.pdf](http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010368_boys_and_puberty_booklet.pdf)

[http://www.health.wa.gov.au/docreg/Education/Population/Youth\\_Health/HP010367\\_girls\\_and\\_puberty\\_booklet.pdf](http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010367_girls_and_puberty_booklet.pdf)

*Relationships, sex and other stuff* is a free booklet produced by WA Department of Health. [http://www.health.wa.gov.au/docreg/Education/Population/Youth\\_Health/HP010369\\_relationships\\_sex\\_and\\_other\\_stuff\\_booklet.pdf](http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010369_relationships_sex_and_other_stuff_booklet.pdf)

SARC offers young people resources for dealing with sexual assault and sexual abuse. There is information about online risks, sexting, partying and consent, and going to SARC.

<http://kemh.health.wa.gov.au/services/sarc/yp.htm>

Beyond Blue aims to empower young people 12–25, their friends and those who care for them to respond to anxiety and depression.

<https://www.youthbeyondblue.com/home>

# WEBSITES

## **Department of Education and Early Childhood Development Victoria**

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/phised/Pages/teachprog.aspx>

Sexuality education resources including *Talking sexual health*, *Catching on early* and *Catching on later*.

## **Department of Health WA**

<http://ww2.health.wa.gov.au/>

This site provides sexual health, HIV/AIDS and viral hepatitis information and resources for the community (adults and young people), health professionals and educators, and has a link to multicultural sexual health information and resources.

## **Department of Health WA**

<https://gdhr.wa.gov.au>

*GDHR: Providing curriculum support for teachers in sexual health and relationships education.* Links to other relevant WA sexuality education resources.

## **eSafety Commissioner**

<https://esafety.gov.au>

*eSafety* provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the on-line world. *eSafety* also offers training and resources for schools and materials for library staff. Developed by the Australian Communications and Media Authority.

## **The hormone factory**

[www.Thehormonefactory.com](http://www.Thehormonefactory.com)

Developed by the Australian Research Centre in Sex, Health & Society, La Trobe University, this website offers specific sexual and reproductive development information for children (10 to 12 years), teachers and parents.

## **Issues in society: News and views on issues in contemporary society**

<http://www.spinneypress.com.au>

A unique Australian series of books for those who need up-to-date information on contemporary social issues. Each book in the series is a thoroughly researched compilation of the latest news, facts, opinions and statistics featuring a specific social issue. Each hardcopy or e-book is \$26.

## **St Luke's Innovative Resources**

<http://www.innovativeresources.org/>

Purchase resource cards such as Strengths cards, Bear cards, Everyday goddess cards, Girltopia cards and much more.

## **SARC Sexual Assault Resource Centre**

<http://kemh.health.wa.gov.au/services/sarc>

Information includes FAQs, statistics and information for students, pdf brochures, booklets and order form, contact information, service information, training calendar, access to resources and training for people who work with Year 8-12s. Provides educators and health professionals with an on-line PD *Responding to disclosures of sexual assault*.

## **textED**

<http://www.texted.ca>

This Canadian site has been created to help educate young people about how to use technology respectfully and to know what to do when someone crosses the line. Also has a *Teacher section* and *Lesson plans*.

# GLOSSARY

<b>Accomplice</b>	A person or people who support or encourage violence (2).
<b>Advocacy</b>	The process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account.
<b>Assertiveness (assertive behaviour)</b>	Communicating an individual's needs or wishes in a confident and direct manner, while maintaining a level of respect for all involved.
<b>Attitude</b>	The way in which an individual thinks or feels about another individual, object or situation. Often reflected in an individual's behaviour.
<b>Belief</b>	Acceptance that something is true even if there is no proof.
<b>Bystander behaviour</b>	Conduct displayed by individuals who are present but not directly involved in an incident or event.
<b>Bisexual</b>	A person who is emotionally and romantically attracted to multiple genders. (4)
<b>Bullying</b>	When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing harm and falsely blaming someone for things going wrong. Bullying is a form of violence.
<b>Change</b>	External conditions or situations that become different, e.g. stages in a young person's life, including puberty and adolescence; moving from primary school to secondary school on a different site; moving between different cultures defined by different behavioural expectations.
<b>Communities</b>	Groups of people who may share certain characteristics. These include beliefs, needs, living or work environment, and identity. Various kinds of communities exist. As members of a community, people have both rights and responsibilities for how they treat each other.
<b>Contingency plans</b>	A set of actions designed to deal with, or respond to, changing situations or emergencies.
<b>Coping skills</b>	Ways in which people manage and adapt in order to reduce stress or deal with difficult situations as they occur.
<b>Critical inquiry approach</b>	To question the social, cultural and political factors that influence health and wellbeing. This involves critical analysis and critical evaluation of health and physical activity knowledge to make informed judgements and take appropriate individual and collective action. Students explore matters such as inclusiveness, power inequalities, assumptions, diversity and social justice and develop strategies to improve their own and others health and wellbeing.
<b>Cultural diversity</b>	The existence of a variety of cultural or ethnic groups within a society, including differences in race, ethnicity, language, nationality and religion.

<b>Cultural identity</b>	The feeling of belonging to nationality, ethnicity, religion, social class, generation, locality and any kind of social group that has its own distinct culture.
<b>Cultural influence</b>	Historical, geographical and familial factors that affect an individual's ideas, beliefs, values, and knowledge based on that person's nationality, ethnicity, religion, social class, generation, locality and any kind of social group
<b>Cyber bullying</b>	<p>Cyber bullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm or upset someone. Cyber bullying can result in those involved experiencing social, psychological and academic difficulties.</p> <p>Cyber bullying behaviours include:</p> <ul style="list-style-type: none"> <li>▪ sending abusive texts or emails</li> <li>▪ posting unkind messages or inappropriate images on social networking sites</li> <li>▪ tagging unflattering, private or offensive images with a person's name to discredit or hurt them</li> <li>▪ impersonating others online</li> <li>▪ excluding others online.</li> </ul>
<b>Digital reputation</b>	Digital reputation, like any other form of reputation, refers to the generalised view others take of a person's identity. The digital component refers to the evidence of a person's interactions. Comments and behaviours online and how this combines to form a whole impression of an individual. A digital reputation is as real, lasting and important as an individual's general reputation. It affects a person's image and how their identity and beliefs are understood.
<b>Dimensions of health</b>	Variables that influence an individual's level of overall health. Frequently referred to as physical, social, emotional, mental and spiritual dimensions.
<b>Discrimination</b>	<p>The unjust or prejudicial treatment of an individual or group of individuals. Often with regard to, e.g. race, gender, homophobia, transphobia.</p> <p>Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights that all people are equal in dignity and entitled to the same fundamental rights. (2)</p>
<b>Dispositions</b>	Enduring habits of mind and actions, tendencies to respond in characteristic ways to situations, for example maintaining an optimistic outlook, being willing to persevere with challenges, actively engaging in regular physical activity.
<b>Diversity</b>	State of being diverse or different. (1)
<b>Drug</b>	Any substance (excluding food, water and oxygen) that, when taken into the body, alters its function physically or psychologically.

<b>Emotional health</b>	The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feelings and acting.
<b>Empathy</b>	The ability to identify with, or experience, the thoughts, feelings or attitudes of another individual.
<b>Ethical behaviour</b>	The way in which an individual behaves that demonstrates honesty, fairness and equity, and respects the diversity and rights of others.
<b>Gay</b>	A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.
<b>Gender</b>	<p>Those characteristics of women and men that are socially constructed. It is complex and involves a number of components, including biological sex, i.e. male or female; gender identity, i.e. the psychological sense of being male or female; and social sex role, i.e. adherence to cultural norms of feminine and masculine behaviour.</p> <p>The attitudes, beliefs and behavior identified with being male or female. Not everyone fits into male or female gender; there is a continuum of variation, just as there are many different kinds of families.</p> <p>Gender comes from family, culture and society, is different in different groups and perceptions change over time. Gender is a deep part of who we are, how we see ourselves, how we behave and how we relate to other people. Generally, we are not consciously aware of this.</p> <p>Attitudes to gender start early, shape relationships throughout life. From birth, children continuously absorb and learn from us about our beliefs and attitudes about being male or female. This is part of them as they grow up. (5)</p>
<b>Gender diverse</b>	<p>Refers to all people who fall outside the typical range of masculinity or femininity with regard to gender identity and/or physical sex characteristics. These individuals include many different groups, such as transsexual, transgender, androgynous, people without sex and gender identity, and cross-dressers.</p> <p>A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both. (4)</p>
<b>Gender equality</b>	The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. (2)
<b>Gender expression</b>	How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns. (2)

<b>Gender identity</b>	<p>How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others. (2)</p> <p>Gender identity refers to a person's sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outwards signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance, and/or their mannerisms. (4)</p> <p>Where possible, avoid using gendered terms. For example, use words like 'workforce' instead of 'manpower', and 'police officer' instead of 'policeman'. Phrases like 'ladies and gentlemen' or 'boys and girls' should be avoided. (4)</p>
<b>Harm minimisation</b>	<p>A strategy that aims to lower the risks and harmful consequences associated with drug use and other high-risk behaviours, rather than simply promoting abstinence.</p>
<b>Health literacy</b>	<p>The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.</p>
<b>Health messages</b>	<p>Any message or advertising related to the health and wellbeing of people. These can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of 'healthy' choices in the media.</p>
<b>Help-seeking</b>	<p>Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.</p>
<b>Heterosexism</b>	<p>Views or behaviours that assume everyone is, or should be, heterosexual and that other types of sexuality or gender identity are unnatural or not as good as being heterosexual. People with differences in their physical sex characteristics may experience heterosexism too. This may include elements of discrimination based on limited ideas about what is 'normal' and 'not normal'. (4)</p>
<b>Holistic health</b>	<p>A field of alternative medicine in which the body, mind and spirit, or the physical emotional/mental and spiritual aspects of the 'whole person' are the focus, not just the condition.</p>
<b>Homophobia</b>	<p>The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Homophobia also includes institutional and cultural bias and structural inequality. (4)</p>
<b>Human rights</b>	<p>The basic protection and entitlements due to every human being. These rights are inalienable. That is, they cannot be taken away from anyone. A partial list includes the rights to: food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives. Governments have responsibilities to respect, protect, and fulfill these rights. Most governments have endorsed international agreements to that effect. People, in turn, have the right to demand that governments uphold these obligations and responsibilities. People also have the right to make sure that governments fulfill these obligations.</p>

<b>Identify</b>	The way people think of themselves, or describe themselves to others. The way that others perceive someone's appearance or behavior does not necessarily match that person's own sense of his or her identity. For example, a person can identify as a boy, Christian, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.)
<b>Identities</b>	Individual characteristics (including ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group.
<b>Intersex</b>	<p>Term relating to a range of innate biological traits or variations that lie between 'male' and 'female'. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. Historically, the term 'hermaphrodite' was used.</p> <p>The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientation and gender identities as non-intersex people. (2)</p>
<b>Lesbian</b>	A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc. (2)
<b>Marginalisation</b>	The process of reducing the importance of a person or group which could lead to that person or group becoming excluded from a variety of situations, or being ignored.
<b>Men who have sex with men</b>	Men who have sex with men, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity. (2)
<b>Mental health</b>	An individual's cognitive and thinking processes, such as their capacity to think coherently, express thoughts and feelings, and respond constructively to situations.
<b>Misgendering</b>	Misgendering occurs when people are addressed using language that does not match how the person describes their own gender, identity or body. This can be avoided by using inclusive language and choosing correct pronouns such as 'he', 'she' or 'they'. (4)
<b>Online environments</b>	The connection of computers/mobile devices to one or more computer/mobile device or network, such as the Internet.
<b>Online safety</b>	A range of measures and strategies aimed at protecting people from becoming vulnerable to harmful content and malicious and illegal online activities.
<b>Persistence</b>	The ability to continue with an opinion or action despite opposition or difficulty.
<b>Prejudice</b>	<p>A preconceived opinion or feeling that is not based on prior knowledge, reason or experience.</p> <p>Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious or other group. (2)</p>



<b>Power</b>	Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between women and men. (2)
<b>Preventative health</b>	Measures which direct resources to the prevention of ill-health, the promotion of individual and community health and the reduction of health inequalities.
<b>Preventative health practices</b>	Practices intended to protect, promote or maintain health and well-being and at the same time helping to prevent disease, disability or death.
<b>Protective behaviours</b>	Behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised.
<b>Refusal skills</b>	Skills that assist children and adolescents to avoid high risk behaviours such as sexual activity, crime, drug use or violence.
<b>Reproductive health</b>	A state of physical, mental and social wellbeing in all matters relating to the reproductive system, at any stage of life.
<b>Resilience/resilient</b>	Able to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.
<b>Respect</b>	A feeling of understanding and appreciation for all human beings and creatures in the world. (2)
<b>Same-sex attracted</b>	A term used to describe someone who is attracted to a person of their own sex, whether or not sexual behaviour is involved.
<b>Self-efficacy</b>	An individual's belief in their ability to succeed in reaching a specific goal or completing a task, such as maintaining healthy and active habits; acquiring a new movement skill; or meeting a personal challenge.
<b>Sense of place</b>	A physical, social, emotional and/or spiritual connection to a place which shapes personal and social identities, perspectives and interactions.
<b>Sense of self</b>	An individual's perception of their own personality and characteristics, and how they perceive their place in the world in relation to a range of others' personal characteristics, and cultural norms and expectations.
<b>Sex</b>	The biological features a person is born with that are used to determine whether they are male or female.
<b>Sexting</b>	Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online. While sharing sexually suggestive images or texts messages may be seen as innocent flirting or amusement for young people, sexting can have serious personal, social and legal consequences. Under current Australian law, young people may be committing a crime when taking, receiving or forwarding sexual images of themselves or friends who are minors. This applies even if all participants are willing. These acts can represent the production or distribution of child pornography.
<b>Sexual assault</b>	Any sexual behavior without consent that causes humiliation, pain, fear or intimidation. This includes unwanted kissing, touching and behavior that does not involve actual touching. (3)

<b>Sexual health</b>	A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free from coercion, discrimination and violence.
<b>Sexual identity</b>	How individuals identify their own sexuality (usually based on sexual orientation).(2)
<b>Sexual orientation</b>	A person's sexual identity in relation to the gender to which they are attracted. (1) Emotional and sexual attraction to another person or other people who may be the opposite gender, same gender or another gender identity. (2)
<b>Sexuality</b>	A central aspect of being human throughout life. It encompasses sex; gender identities and roles; sexual orientation; pleasure, intimacy and reproduction. It is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns. (2)
<b>Social health</b>	Social health is concerned with how individuals interact with the people around them, social institutions and social values and norms.
<b>Social justice principles</b>	Principles that guide the rights of all people in a community which are considered in a fair and equitable manner. They may include things like access, e.g. to goods and services, equity, rights and participation.
<b>Social skills</b>	Skills used to interact with other people which can involve both verbal and non-verbal communication.
<b>Societal influences</b>	Factors that can have the capacity to have an effect upon an individual's thoughts, feelings, attitudes, or behaviours that result from interaction with another individual or group within a society.
<b>Societal norms</b>	Behaviours, values, beliefs or attitudes generally held by a society or group.
<b>Stereotypes</b>	A standard/conventional image used to categorise a number of people based on such characteristics as gender, sexuality, culture or physical appearance. A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice and discrimination. (2)
<b>Stigma</b>	Severe social disapproval based on an individual's personal characteristics. It may also arise when a person's beliefs or actions do not comply with social norms. For example, in some places people face stigma because of their weight, sexual behavior, religion, or health status. An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions. (2)

<b>Strengths-based approach</b>	An approach that focuses on the capacities, competencies, values and hopes that all students, regardless of their current circumstance, will optimise their own health and that of others.
<b>Trans</b>	An umbrella term including transsexual and transgender. (1)
<b>Transgender</b>	A term used to describe a broad range of gender identities and/or behaviours. This usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term. (1) An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman). (2)
<b>Transsexual</b>	A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery. (1)
<b>Transphobia</b>	Fear, discomfort, intolerance or hatred of sexually diverse people. Prejudic or discrimination based on a person being, or perceived as being, transgender or gender diverse. Transphobia can be expressed through hostility, verbal and physical bullying or discrimination. Transphobia also includes institutional and cultural bias and structural inequality. (4)
<b>Values</b>	The relative worth, merit or importance regarding what is good or bad. A person's values will often be reflected in their behaviour or decision-making processes.
<b>Wellbeing</b>	The state of being satisfied, happy and/or healthy. Relates to effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience.

All definitions are from SCSA or ACARA glossaries unless otherwise referenced.

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary>

<http://australian-curriculum.org/health-and-physical-education/glossary>

1. *EOC – Parent/Staff/Student handouts* <http://vivid.blob.core.windows.net/eoc-sitefinity/default-document-library/2012-teachers-fact-sheet.pdf?sfvrsn=2>
2. *Connect with respect: Preventing gender-based violence in schools* <http://unesdoc.unesco.org/images/0024/002432/243252E.pdf>
3. *Lawstuff WA* [http://www.lawstuff.org.au/wa\\_law/topics/sexual-assault-and-sexual-harassment/sexual-harassment](http://www.lawstuff.org.au/wa_law/topics/sexual-assault-and-sexual-harassment/sexual-harassment)



SHQ is on Whadjuk land. We acknowledge the traditional owners of country across Western Australia.

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