

Government of **Western Australia**

Department of **Health**

**Public and Aboriginal Health Division**

Communicable Disease Control Directorate

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Description automatically generated**

**WA Department of Health**

**School Relationships and Sexuality Education (RSE)**

**Grant package**

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# About the Relationships and Sexuality Education grants

**What are the grants for?**

To support the provision of comprehensive relationships and sexuality education (RSE) in Western Australian Schools.

**How much can I apply for?**

Up to $1,200 (GST exclusive).

**When do grant applications close?**

Grants will be assessed on a first come first served basis in conjunction with eligibility requirements and awarded until budget is exhausted.

**How do I apply?**

Complete the [Grant application form](#_Grant_application_form) and [GDHR School RSE Audit Tool](#_School_RSE_audit) and email to [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au).

**What can the grant be used for?**

Grants are available for schools that have planned a project that directly addresses areas identified for improvement. Examples of projects and activities that may be implemented include:

* Relief teaching - to enable school staff to have non-contact time to develop policies, programs or undertake professional development in RSE. (NB: grants cannot be used to pay for outside professionals to conduct RSE training, internal salaries or wages, but can be used to pay for relief so that staff can be released to attend training).
* Parent workshops - facilitated by teachers and / or students.
* Competitions – e.g. to create adverts (radio / TV / social media) promoting positive RSE behaviours (e.g. how to seek help, how to manage changes, bodily autonomy).
* Health room - creation of a specific 'health' room that can be used to display RSE resources, conduct small group sessions, offer a safe space to chill out.
* Collaborative art piece - art piece with an RSE theme to promote healthy relationships.
* Puberty kit - development of a puberty kit for puberty lessons (with examples of products that relate to puberty e.g. pads, tampons, period knickers, bra, shaver, deodorant, etc). See [GDHR Puberty Kits lesson](https://gdhr.wa.gov.au/-/puberty-kits).
* ‘Goodie bags' – creation of bag of assorted craft materials for the GDHR [Year 5](https://gdhr.wa.gov.au/-/reproductive-systems) and [Year 6](https://gdhr.wa.gov.au/-/reproductive-systems-revision) Reproductive systems lessons.
* Books and resources - purchase of resources to support the GDHR lessons (See [GDHR Resources](https://gdhr.wa.gov.au/resources) section for ideas).
* Policy - development of a whole school RSE policy in consultation with parents and community.
* Student led initiatives - development and implementation of a student led initiative to improve RSE knowledge, skills, attitudes and behaviours of peers.
* An idea of your own! - If you would like to discuss your idea prior to submission please contact [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au).

**How are grants evaluated?**

Grants will be assessed by an evaluation panel at the WA Department of Health.

Grants will be awarded to schools that effectively provide evidence on:

* the overall suitability of the proposed project in relation to the aims and objectives of RSE (for more information see [GDHR Overview](https://gdhr.wa.gov.au/guides/teaching-rse)).
* how the project directly addresses areas for improvement identified by using the [School RSE Audit Tool](#_School_RSE_audit) and how it will link to existing areas of strength (for more information see [Health Promoting Schools Framework](https://gdhr.wa.gov.au/-/health-promoting-schools-framework)).
* how the project directly links to an RSE topic listed on the GDHR website (for more information see [GDHR Learning Activities](https://gdhr.wa.gov.au/learning-activities-home)).

If required, the GDHR team will contact applicants for further information or clarification.

**How soon will I be notified?**

All applicants will be notified of the outcome of the grant application within 10 business days of a complete application.

Receipt of application will be confirmed within 3 working days.

Enquiries should be directed to the GDHR team at the Department of Health by email at [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au) or by telephone on 9222 4447.

**Can I reapply if I was unsuccessful?**

Yes, you can amend an application and reapply or submit a new application for a different project.

**Can I reapply after a successful grant application?**

Yes, however priority will be given to schools who have not received previous funding.

**How does the school receive the funding?**

Once a grant has been awarded, schools are required to send an invoice for the grant amount to [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au). Funds will be processed within 4 weeks of the invoice being processed. Invoices must include all information outlined on the Invoice template.

**Do I have to complete the project/ buy the resources before sending the invoice to WA DoH?**

No, you can send the invoice as soon as the grant is awarded. Funds do not have to be expended first.

**If I am purchasing resources, do I send the invoice for the resources to WA DoH?**

No, please purchase the resources through your usual processes. WA DoH only require the evaluation form with acquittal of funds. You may include copies of receipts of purchases if you wish.

# About GDHR

[*Growing and Developing Healthy Relationships*](https://gdhr.wa.gov.au/home) (GDHR) is a long-standing, widely used online education resource delivered by the Western Australian Department of Health Sexual Health and Blood-borne Virus Program. GDHR supports schools and educators to deliver strengths-based comprehensive RSE with lesson plans, guidelines, resources, professional development opportunities and more.

GDHR employs the World Health Organization’s Health Promoting Schools (HPS) framework as a guiding policy. The HPS framework is recognised as a best practice model for promoting health within a school community. Positive health outcomes are more likely when classroom health education is complemented and reinforced by a whole school-approach with a supportive school environment and effective links to family and the community.

RSE topics covered on the GDHR website include:

|  |  |
| --- | --- |
| * Communication skills | * Sexual health |
| * Growing bodies | * Sexuality and sexual behaviour |
| * Relationships | * Understanding gender |
| * Staying safe | * Values, rights and culture |

Visit [gdhr.wa.gov.au/learning/learning-activities](https://gdhr.wa.gov.au/learning/learning-activities) for lesson plans and ideas on the above topics including:

|  |  |  |
| --- | --- | --- |
| * identifying emotions * expressing emotions appropriately * positive thinking * resilience * personal strengths * family & cultural identity * personal identity * beliefs and values * gender stereotypes | * trusted networks * consent * protective behaviours * respectful relationships * communication skills * positive coping strategies * managing changes * peer influence * bullying & discrimination * risk taking | * growing bodies * body image and media * puberty * conception, pregnancy & birth * help seeking * health literacy * sharps & blood safety * online safety * decision making skills |

# Grant application form

1. **School details**

|  |  |
| --- | --- |
| **School name:** |  |
| [**ICSEA**](https://www.myschool.edu.au/more-information/information-for-principals-and-teachers/icsea-for-principals/)**:** |  |
| **School address:**  Only schools in Western Australia are eligible to apply |  |
| **Key contact name:** |  |
| **Contact email:** |  |
| **Contact phone:** |  |

1. **Description of the proposed short school community project**

|  |  |
| --- | --- |
| **Project title:** |  |
| **Describe the project that will be implemented using the grant funding (maximum 500 words):** | |
|  | |

1. **Areas of improvement identified using the School RSE Audit Tool**

|  |
| --- |
| **How will the proposed project directly address areas for improvement identified by using the School RSE Audit Tool and how will the project link to existing areas of strength? (maximum 500 words):** |
|  |

1. **Direct Link(s) to RSE topics listed on GDHR website**

Your project must directly link to an RSE topic listed on the GDHR website:

|  |  |
| --- | --- |
| Communication skills | Sexuality and sexual behaviour |
| Relationships | Sexual health |
| Values, rights, culture | Understanding gender |
| Growing bodies | Staying safe |

For further information and ideas visit <https://gdhr.wa.gov.au/learning/learning-activities>.

|  |
| --- |
| **How does the project directly link to an RSE topic listed on the GDHR website (maximum 200 words):** |
|  |

1. **Benefit for students, staff, parents and the school community**

The aim of the *School RSE Grant* is to assist directly in the provision of a comprehensive RSE program for your school community. Please tick any of the following objectives that apply to your project:

Improving the RSE knowledge of young people.

Improving the RSE skills, attitudes and behaviours of young people.

Capacity building of teachers to deliver effective RSE in schools.

Capacity building of parents to more confidently approach effective RSE at home.

Community engagement to improve knowledge, attitudes, skills and behaviours in relation to RSE.

Developing a whole school approach to RSE.

Other (please specify):

|  |
| --- |
| **Describe the expected benefits (impacts and outcomes) of the project and how they will be measured (maximum 500 words):** |
|  |

1. **Target Group and Participants**

|  |  |
| --- | --- |
| **Target group:** |  |
| **Expected participant numbers:** |  |

1. **Amount of funding sought and expenditure**

Please provide details of items to be funded, for example a full list of resources (i.e., book names, game titles) or details of professional development to be attended if relief teaching is sought.

* Grants can be used for prizes, venue hire, equipment hire / purchases, resources, catering (up to $100).
* Grants cannot be used for internal salaries and wages, nor for paid professional development (due to potential DoH conflicts of interest).
* Grants can be used to employ relief teachers to free up staff for professional development or in-school RSE planning.

|  |  |
| --- | --- |
| **Expenditure items to be funded by grant**  **(*insert extra rows if needed*)** | **Estimated cost** |
|  |  |
|  |  |
|  |  |
| **Total cost of grant** | **$ (GST exc.)** |
| **$ (GST inc.)** |

1. **Application Checklist**

**Project planning:**

I have read and understood the grant application eligibility criteria.

I have attached a copy of the completed GDHR School RSE Audit Tool.

I will consult with representative/s from the target group about the project.

**Project implementation:**

I understand that an invoice (see invoice example) for awarded grant amount must be emailed to [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au) to process the grant payment.

I understand that the project itself needs be implemented by the end of Term 4, 2024.

**Project Evaluation:**

Upon completion of the project, I will complete the project evaluation summary report and email it to [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au) by the end of Term 4, 2024.

**Project contact details**

|  |  |
| --- | --- |
| **Name:** |  |
| **Job title:** |  |
| **Email:** |  |
| **Phone:** |  |

1. **Fund administrator/Financial contact details (if different to Project contact)**

|  |  |
| --- | --- |
| **Name:** |  |
| **Job title:** |  |
| **Email:** |  |
| **Phone:** |  |

1. **Key contact declaration**

I declare that the information presented on this form is true and correct. I agree that, should funding be granted, I will be personally responsible for ensuring that my school will abide by the grant applicant eligibility criteria as outlined in the Application Form. Furthermore, I understand that signing below entitles the WA Department of Health to make further enquiries relating to the information disclosed on this form, if necessary.

|  |  |
| --- | --- |
| **Name:** |  |
| **Job title:** |  |
| **Signature:** |  |
| **Date:** |  |

1. **Authorisation by line manager or Principal**

|  |  |
| --- | --- |
| **Name:** |  |
| **Job title:** |  |
| **Signature:** |  |
| **Date:** |  |

# School RSE audit tool

This audit tool is designed to help assess your school environment and how it supports comprehensive relationships and sexuality education (RSE).

**Using the audit tool**

The audit tool can be used by teachers, administration staff, parent committee representatives, and/or health committee members.

The key areas and initiatives that support comprehensive RSE are outlined so that they can be coded using a traffic light system to identify areas of strength and areas for improvement.

The audit tool is not an exhaustive list and there may be additional activities that your school does that you may want to include.

Completing the audit tool is a starting point. After collecting and recording the information in the audit tool the next step is to prioritise the areas for improvement in order of importance.

Don’t try to tackle every issue at once. Once priority area/s or issue/s have been identified it is a good idea to establish a working group and develop an action plan. Some useful resources include:

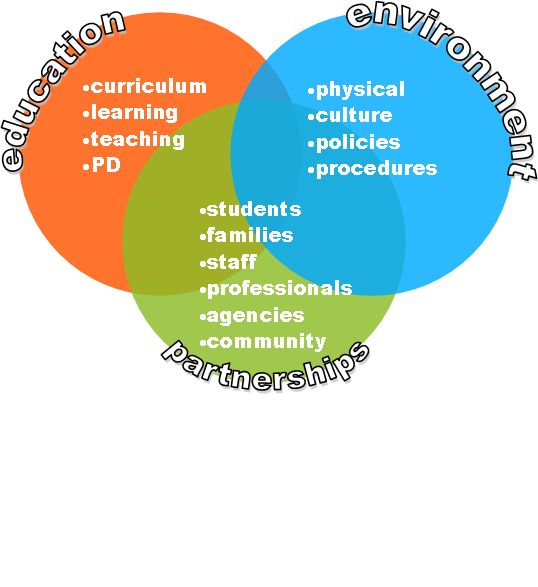
* [What is a Health Promoting School (WA Health Promoting Schools Association)](http://wahpsa.org.au/wp-content/uploads/2015/09/What-is-a-HPS-2011.pdf)
* [Making every school a health-promoting school – Implementation Guidance (WHO)](https://www.who.int/publications/i/item/9789240025073)

The audit tool can be used to establish a baseline and to monitor progress across years to meet strategic targets.

**Health Promoting Schools Framework**

The audit tool is based on the principles of the Health Promoting School Framework.

A Health Promoting School is one that uses a health promoting schools approach (or whole school approach). The [Health Promoting Schools Framework](https://gdhr.wa.gov.au/-/health-promoting-schools-framework) considers the broad health needs of all school community members and is constantly strengthening its capacity as a healthy setting for living, learning and working.

Health needs are addressed collaboratively using a combination of strategies linked to the three interrelated components. The RSE audit tool is separated into these three components as outlined in the diagram.

**Environment**

School organisation, ethos and environment

Environment considerations include the school policies and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school’s physical environment.

Not implemented Partially implemented Fully implemented

| **Baseline Assessment**  **Date:** | **Key activity** | **Date:** | **Date:** | **Date:** |
| --- | --- | --- | --- | --- |
|  | The school ensures that RSE is embedded in the school’s values and moral framework. |  |  |  |
|  | The senior leaders give RSE high status within the school. |  |  |  |
|  | There is clear senior management support for comprehensive RSE. |  |  |  |
|  | There is a named subject leader for RSE. |  |  |  |
|  | RSE is resourced in line with other subjects, for example being allocated preparation and planning time and resourcing and training budget. |  |  |  |
|  | The school has an RSE policy agreed by the school board and staff that was developed in consultation with students and parents and is regularly reviewed. |  |  |  |
|  | The policy links to and is consistent with other policies in the school. |  |  |  |
|  | The school has developed policies and critical incident plans e.g. image-based abuse incidents. |  |  |  |
|  | The school has implemented broader RSE related policies and procedures including staff, students and the school community e.g., domestic and family violence, sexual harassment, bullying, sexual behaviour in children and young people. |  |  |  |
|  | School staff have access to, and are made aware of, various supports for their own health and wellbeing e.g., counselling services, Employee Assistance Program. |  |  |  |
|  | All students are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. |  |  |  |
|  | The diverse experience of students (e.g., vulnerable children, special educational needs and disabilities, LGBTI) are acknowledged and their RSE needs are met. |  |  |  |
|  | There is a space within the school which students can access to relax and take some time-out. |  |  |  |
|  | Support and health services available at the school to support students and the wider school community are integrated into comprehensive RSE (school psychologist, counsellor, chaplain, youth worker, school health nurse etc.). |  |  |  |
|  | Staff model and provide a comfortable environment for students and colleagues to discuss RSE topics openly to help reduce stigma. |  |  |  |
|  | Opportunities are provided within the school for students, staff, parents and carers, and community members to be involved in RSE outside of the classroom e.g., RSE information on school social media and newsletters, RSE message and poster display, students groups/clubs/committees, marking [days of celebration and remembrance](https://gdhr.wa.gov.au/-/days-of-celebration-and-remembrance) (i.e., Sexual Health Week, NAIDOC Week, International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT), International Day of Friendship). |  |  |  |
|  | Inclusive language is used throughout the school, including in newsletters and other correspondence. |  |  |  |

**Partnerships**

Partnerships and services

Partnerships considerations include family consultation and involvement, community based programs, the development of strong community links to the school and accessing local services.

Not implemented Partially implemented Fully implemented

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline Assessment**  **Date:** | **Key activity** | **Date:** | **Date:** | **Date:** |
|  | The school keeps up to date with local health, information and support services and provides clear access to information about them for students. |  |  |  |
|  | Where appropriate, the school offers school-based drop-ins and other support services for students. |  |  |  |
|  | The school collaborates with local services/community organisations e.g., stalls at health festivals/fetes, ‘show bags’ with RSE information and resources, presentations or workshops from external agencies. |  |  |  |
|  | School health and support services (e.g., school health nurse, school psychologist) are informed and involved with RSE programs. |  |  |  |
|  | Network with neighbouring schools and feeder schools to share information about RSE and explore opportunities for collaboration. |  |  |  |
|  | RSE policies are communicated with parents, carers and the school community. |  |  |  |
|  | Parents and carers are consulted and provided with genuine and accessible opportunities to comment on policy and practice. |  |  |  |
|  | The school recognises that parents and carers are crucial to the success of the RSE program and gives them regular information about RSE program activities and initiatives e.g., letters home, GDHR take home activities. |  |  |  |
|  | Parents and carers are provided with opportunities to engage with the RSE e.g., parent survey on current RSE knowledge, opportunity to attend sessions with students, invitation to attend events or celebrations. |  |  |  |
|  | Parents and carers are provided with information and resources in fulfilling their role as educators about relationships and sexuality at home e.g., [Talk soon. Talk often](https://gdhr.wa.gov.au/-/talk-soon-talk-often-a-guide-for-parents-talking-to-their-kids-about-sex), courses, workshops, information nights. |  |  |  |
|  | RSE related information is included in the school newsletter, social media, website and other community platforms e.g., a list of useful websites, local services. |  |  |  |

**Education**

Curriculum, teaching and learning

Education considerations include the formal content of lessons, pedagogy, resources, formal and incidental learning, professional development and the sequential, scaffolded nature of programs.

Not implemented Partially implemented Fully implemented

| **Baseline Assessment**  **Date:** | **Key activity** | **Date:** | **Date:** | **Date:** |
| --- | --- | --- | --- | --- |
|  | RSE is an identifiable part of the HPE curriculum, which has planned timetabled lessons across all year groups. |  |  |  |
|  | RSE is integrated into the overall curriculum and learning areas other than HPE e.g., Maths – statistics; Humanities and Social Sciences – consent laws, marriage equality, gender equality; English – books, plays, movies and media analysis; Science – reproduction, infection, immunisation. |  |  |  |
|  | School staff have access to and are encouraged to use evidence informed and best practice lessons and programs e.g., GDHR. |  |  |  |
|  | Assessment opportunities are built into the RSE lessons and program. These assess skills, attitudes and behaviours as well as on knowledge and involve the students reflecting on their own learning |  |  |  |
|  | RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. |  |  |  |
|  | Guest speakers/educators are used to support and enhance RSE not as a replacement to school staff teaching it. |  |  |  |
|  | The school ensures teachers, school staff and school board members are supported to access RSE professional development and receive ongoing support. |  |  |  |
|  | Health education strategies, resources and information are communicated and promoted to school staff e.g., staff noticeboard, meetings. |  |  |  |
|  | Adequate specific budget for RSE resources and professional development is provided. |  |  |  |
|  | Evidence informed resources are carefully selected for their suitability and reviewed for effectiveness once in use e.g., take an inventory of the RSE resources in the school, cull out-dated resources, promote the suitable available resources, and purchase new to address gaps; share resources and feedback with neighbouring schools. |  |  |  |
|  | Students feels safe in RSE lessons, for example through the use of group agreements. |  |  |  |
|  | RSE lessons are inclusive and utilise a variety of teaching and learning strategies to meet student learning needs, encourage the participation of all students and provide opportunities for students to develop critical thinking and relationship skills. |  |  |  |
|  | Students, teachers, school staff and parents and carers are given opportunities to provide input into RSE lessons and programs. |  |  |  |
|  | Parents and carers receive information about students’ learning in RSE |  |  |  |

**Email the completed *Grant application form* and *School RSE audit tool* to**

[**gdhr@health.wa.gov.au**](mailto:gdhr@health.wa.gov.au)

# Invoice template

|  |  |
| --- | --- |
| School name  Insert school address  Insert school address  School phone number  School ABN | Tax invoice  Invoice # 100  Date: Date |
| To:  Sharelle Tulloh  Sexual Health and Blood-borne Virus Program  Communicable Disease Control Directorate  Level 3A, 189 Royal Street  East Perth, WA, 6004 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Qty** | **Description** | **Price (exc GST)** | **GST** | **Total price (inc GST)** |
| 1 | RSE School grant | Insert grant amount (from letter) | Insert GST amount | Insert grant amount + GST |
|  |  |  |  |  |
| **Total amount payable includes GST** | | | | Insert total grant amount |

Payment can be made by direct deposit using details below.

BSB: XYZ

Account: XYZ

Attention: Insert name

If you have any questions concerning this invoice, please contact insert Name, Phone, Email

# Project evaluation

This evaluation must be provided upon completion of the project and emailed to [gdhr@health.wa.gov.au](mailto:gdhr@health.wa.gov.au) by end of Term 4, 2024.

|  |  |
| --- | --- |
| **Project implementation overview (200-300 words)** | |
| What was carried out?  How did your project address areas for improvement identified by using the School RSE Audit Tool?  What went to plan?  What did not go to plan?  What worked well?  What did not work well?  What lessons were learned?  What outcomes were achieved? | |
| **Project aim** | |
| Improving the RSE knowledge of young people.  Improving the RSE skills, attitudes and behaviours of young people.  Capacity building of teachers to deliver effective RSE in schools.  Capacity building of parents to more confidently approach effective RSE at home.  Community engagement to improve knowledge, attitudes, skills and behaviours in relation to RSE.  Developing a whole school approach to RSE.  Other (please specify): | |
| **Evaluation (200- 300 words)** | |
| How did your project meet the above aims?  How did you measure this? e.g. pre and post surveys, participant numbers, quality of resources developed.  [Audit tool](#_School_RSE_audit) pre/post evaluation. | |
| **Evidence of project – photos, newspaper articles, resources developed, etc**  **(NB: Parental consent forms must be obtained for photos including students)** | |
|  | |
| **Acquittal of funds** | |
| Funding received | $ |
| Breakdown of how funds were spent (insert extra rows if required) |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Total** | $  (GST exc.) |
|  | $  (GST inc.) |
| **Unexpended budget** | $  (GST exc.) |
|  | $  (GST incl.) |

**Upon completion of project….**

**Email the completed *Project* e*valuation* to**

[**gdhr@health.wa.gov.au**](mailto:gdhr@health.wa.gov.au)