



Curtin University

# Setting up your classroom to deliver sexuality and relationships education

GDHR Symposium 2017





Curtin University  
acknowledges the  
Traditional Owners of this  
Land, the Wadjuk  
Nyungar people, and pay  
respect to the Elders of  
their community.



# This session....

- Scope and sequence of sexuality and relationships education (SRE)
- Whole-school approach
  - Including how to utilise the school health nurse
- Auditing your school
- Tips:
  - Group guidelines
  - Dealing with disclosures
  - Affirming diversity
- Teaching strategies:
  - Anatomy
  - Contraception
  - Stepping out
  - Decision making







# Jacqui Hendriks

PhD, BSc, PGD (Health Promotion), PGD (Sexology)

- Project Manager – professional development in RSE for pre-service and in-service school teachers
- Lecturer – sexology and health promotion
- PhD Research project – adolescent attitudes towards contraception, early parenting and abortion
- Numerous qualitative and quantitative research projects
- Community and school-based education programs
- Main area of interest – adolescent sexual health



# Jean McKenzie

Registered Nurse (General)

- Post graduate certificates in sexual health and health promotion
- Clinical community health nurse CACH (schools)
- School based education programs within north metro
- Main areas of interest - adolescent health including sexual and mental health
- Upper primary school sexuality and relationship education







# Scope and sequence of SRE





## SRE as a focus area in the Australian National HPE curriculum

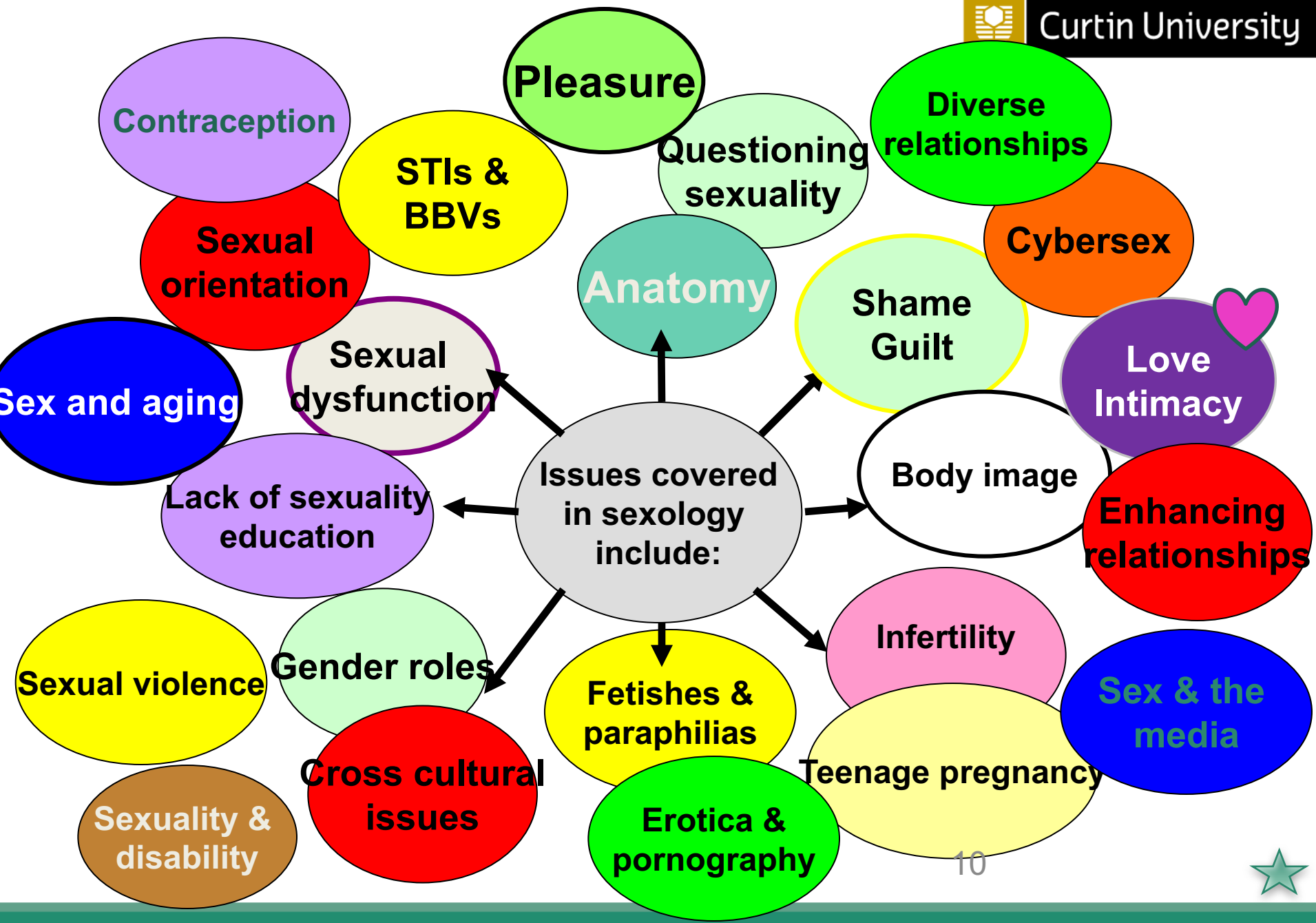


Strands	Personal, social and community health	Movement and physical activity
Sub-stands	<ul style="list-style-type: none"><li>Being healthy, safe and active</li><li>Communication</li><li>Relationships and sexuality</li><li>Safety</li></ul>	<ul style="list-style-type: none"><li>Fundamental movement skills</li><li>Games and sports</li><li>Lifelong physical activities</li><li>Rhythmic and expressive movement</li></ul>

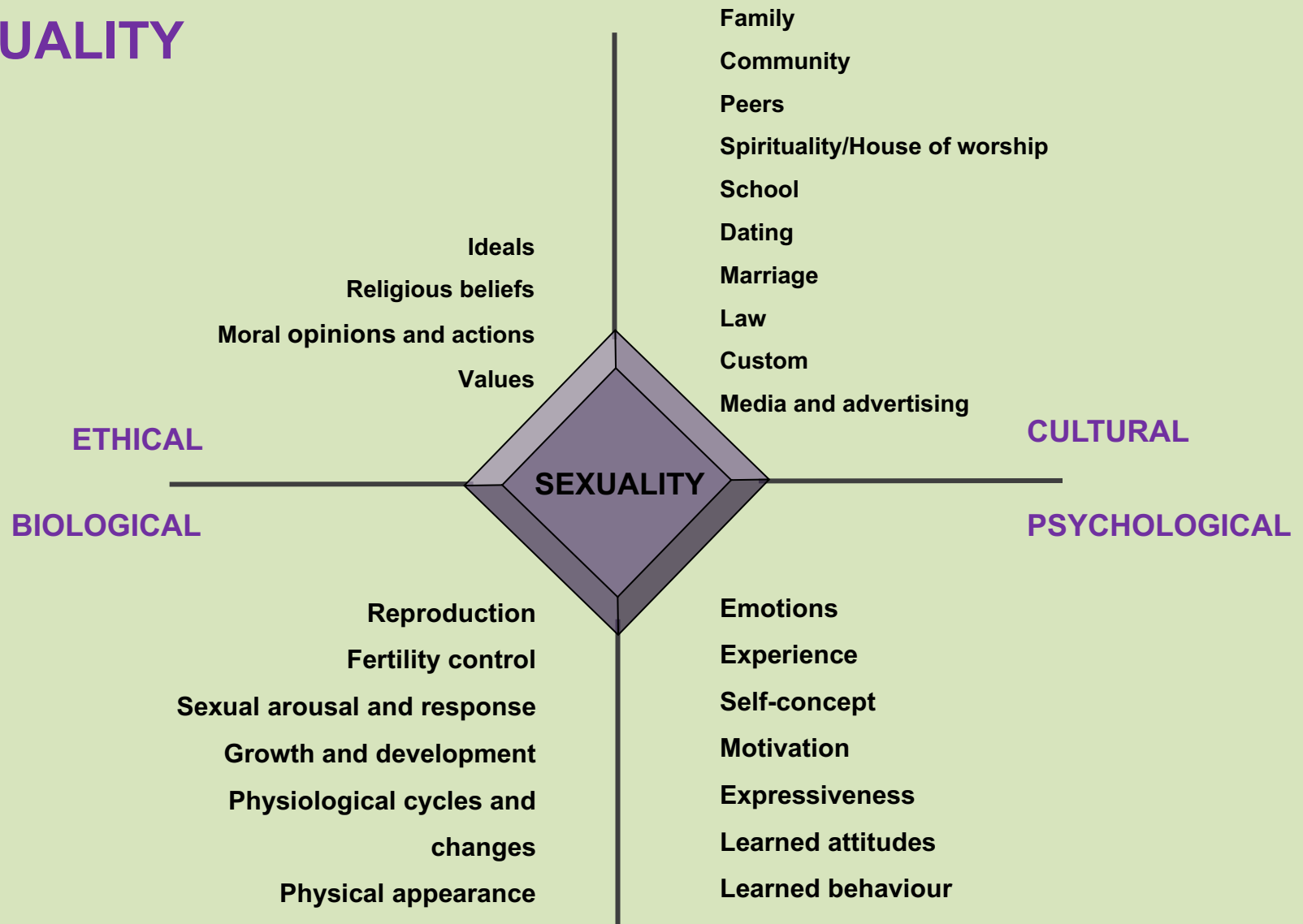
WA's SCSA has made some amendments to national curriculum:

- Split bands into year levels
- Some content marked as 'additional activities'\*\*\*\*
- From 2017: Assessment and reporting of HPE is more formalised





# DIMENSIONS OF HUMAN SEXUALITY



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

- Contains:
  - Background information AND
  - Learning activities (K-10)
- Learning activities align with WA Curriculum (and Australian)
- Impact evaluation is underway
- Content will be informed by a reference group
- Looking for writers!





# Whole-school approach

- A whole-school approach 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:
  - educational practice: curriculum, teaching, learning
  - environment: policies, physical environment, school culture
  - partnerships: students, families, staff, community, professionals



# Whole-school approach

## Examples of how to use the HPS framework as a CHN

<p><b>Education</b> <i>curriculum, teaching, learning, professional development</i></p>	<ul style="list-style-type: none"><li>• Facilitate access to health related resources and information to assist teachers in delivery of teaching and learning.</li><li>• Collaborate with school staff and others to provide evidence-based growth and development education to students.</li><li>• Provide professional health-related development sessions for staff.</li></ul>
<p><b>Environment</b> <i>physical, cultural, policies, procedures</i></p>	<ul style="list-style-type: none"><li>• Advocate for the development of health promoting policies within the school community.</li><li>• Advocate for health promoting changes to the physical and social environment of the school.</li><li>• Strive for respectful and supportive relationships with school staff and students.</li><li>• Encourage participation and engagement of students and staff in health promotion action.</li></ul>
<p><b>Partnerships</b> <i>students, families, staff, professionals and agencies, community</i></p>	<ul style="list-style-type: none"><li>• Assist the school to engage and involve parents in the life of the school community.</li><li>• Assist the school to build partnerships with external stakeholders.</li><li>• Promote a coordinated and holistic approach to health related issues.</li></ul>



# Whole-school approach

## The School Health Nurse

- Delivery of school based health promotion activities and programs
- Identified by the school level agreement (SLA)
- Whilst CHNs are not solely responsible for health promotion in schools, it is acknowledged that school staff frequently turns to the CHN for guidance and advice on effective school health promotion approaches
- Piloting the Relate program (SHQ)
- Achieving Gold status as the first CHAT metro school (SDERA)



# Some basics...

## Group guidelines

- Establish at the start and display prominently
- Reinforce every lesson
- Examples of common group guidelines:
  - **No put downs** Everyone has the right to their beliefs, values and opinions
  - **No personal questions**
  - **Everyone has the right to pass** not to answer questions
  - **All questions are good questions**
  - **Listen when other people are speaking**
  - **Respect the opinions of others**
  - **Use correct terminology**
  - **Use inclusive language**
  - **Maintain confidentiality** What is said in the room stays in the room (\*\*mandatory reporting)
  - **No identifying information / third person**
  - **Have fun!**





# Some basics...

## Group guidelines

- How could you establish group guidelines?



# Some basics...

## Dealing with disclosures

- Disclosures by students is a possibility at any time – especially if you have set up an environment that makes them feel safe and secure.
- Teachers, police, doctors, nurses and midwives are legally required to report a belief formed on reasonable grounds of child sexual abuse to the *Mandatory Reporting Service* of the *Department for Child Protection and Family Support*.
- Penalties that apply for failing to report sexual abuse.
- Protective interrupting and referring back to your group guidelines can minimise the risk of a student disclosing to the class.



# Some basics...

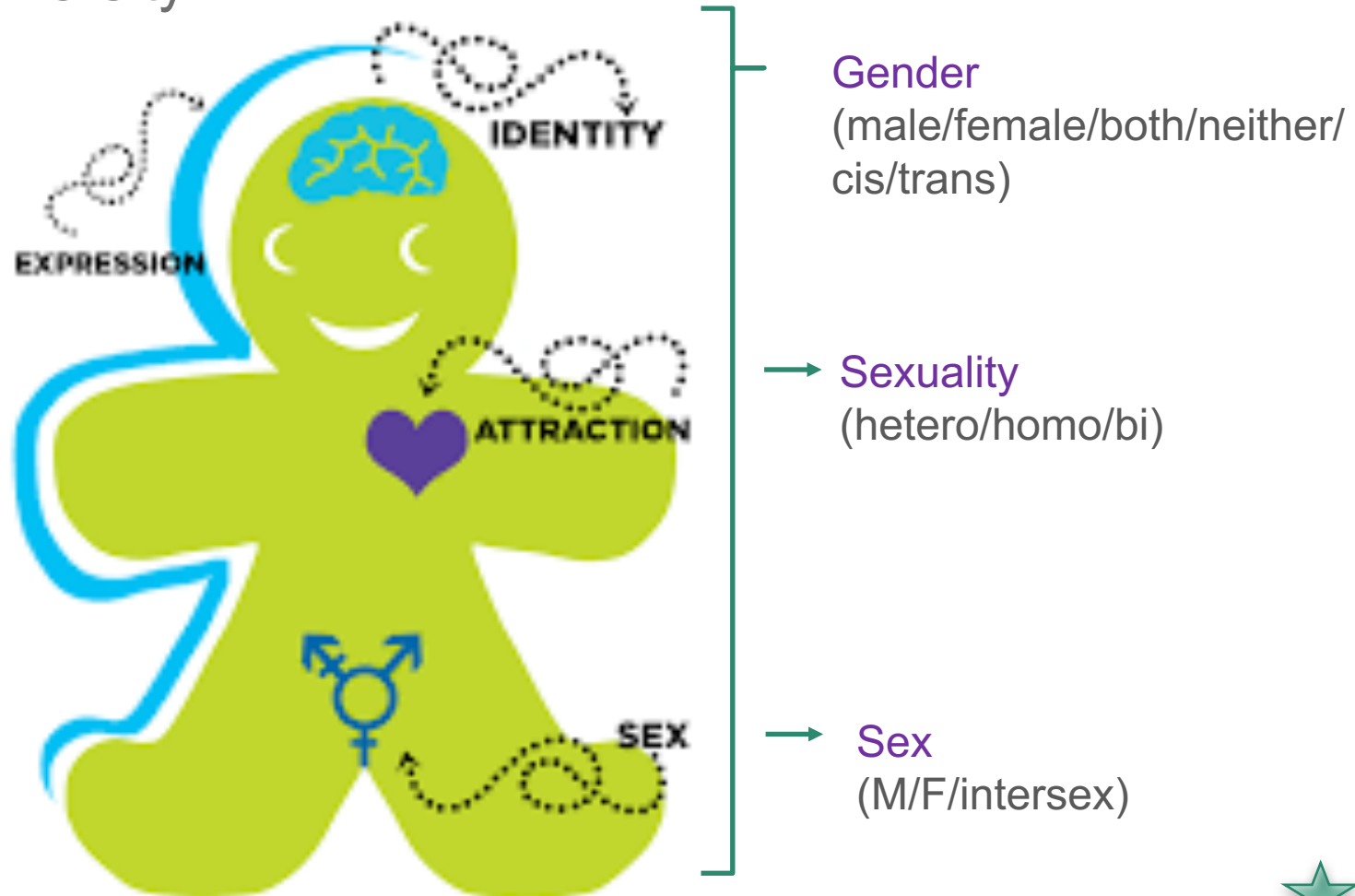
## Dealing with disclosures – Protective interrupting

- Always remind students at beginning of every class group manners
- Make a point of revisiting the confidentiality group manners and reminding students who they can talk to after the lesson
- Be aware of group dynamics
- Be aware of any at risk students (if possible)
- Ensure your knowledge is current with disclosures/mandatory reporting
- Be prepared and don't panic!



# Some basics...

Affirming diversity





# What is gender and sexual diversity?



## **LGBTI**

Lesbian, Gay, Bisexual,  
Transgender, Intersex

## **SSAIGD**

Same sex attracted,  
intersex, gender diverse



**What are some of the ways heteronormativity could be evident in schools?**

Curriculum content examples

Separation of classes

Assumptions about partners

Text/stories/examples in class

Gendered greetings (Boys and Girls)

Discussions about families

Subject choices (home economics v. design tech)

Parent communication

Uniforms

School formals (same sex couples)

Single sex schools

Friendship groups

Forms and paperwork (Male or Female)

Sports and athletic days

School leadership roles

Teacher titles (Miss, Mrs, Mr, Sir)

Facilities (Bathrooms, Change rooms)

Pronouns

School camps/excursions

Sex education

# Some basics...

## Affirming diversity

- Challenge homophobic and transphobic language and behaviour
  - Consistency is critical!
- Provide positive examples in class
  - Texts, videos, case studies
- Be available to support SSAIGD students
- Make sexual and gender diversity visible
- Support student led activity to create change





Any questions?







Anatomy grab bag: male, female intersex

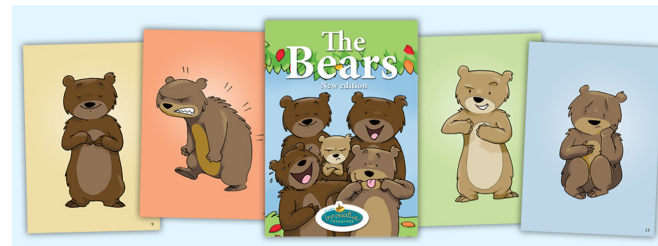
Contraceptive kit and Magno-mate reproductive kit

Stepping out

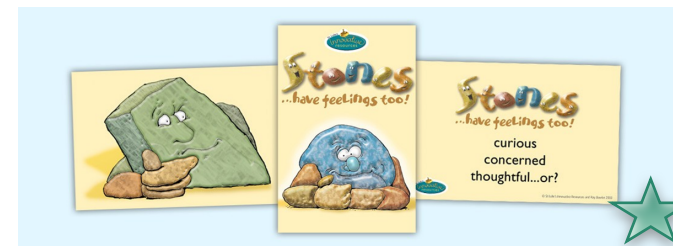
The Decision Making Tree

# St Luke's Innovative Resources

- Card sets, stickers, books and picture books that can be used to elicit conversations about *feelings, hopes, strengths, relationships, values, stories, thoughts, reflections and .....*



<http://innovativeresources.org/>



# Reflection

One thing you learnt today

How do you feel?

What are you going to do when you go back?

We do not learn from  
experience... we learn  
from reflecting on  
experience.

- John Dewey

