



FULLNESS OF LIFE FOR ALL

Relationships and Sexuality Education F-6

Diocese of Ballarat

“Catholic primary schools in the Diocese of Ballarat are committed to providing Relationships and Sexuality Education in partnership with families that nurtures the flourishing of each student. Relationships and Sexuality Education is committed to fostering student well-being and personal dignity through essential learning in the areas of sexuality, personal development, anatomy, physiology, morality and spiritual development. Learning is both developmentally appropriate and responsive to multiple elements that embrace growth in self-knowledge and self-control. Learning is interdisciplinary, informed by the Awakenings Religious Education Curriculum and the Victorian Curriculum.”

BDSAC Relationships and Sexuality Education Policy 2018, p.2

“I have come that you may have life and have it abundantly”.

John 10:10

Acknowledgement

FULLNESS OF LIFE FOR ALL Relationships & Sexuality Education Years F - 10

was commissioned by the Catholic Education Office Ballarat.

This resource has been developed by:

Jim Waight	Education Officer: Religious Education (Primary)
Bernadette Tolan	Education Officer: Religious Education (Secondary)
Jenny Walsh	Consultant, Relationships & Sexuality Education

Their contributions are gratefully acknowledged.

Nihil Obstat: Rev Dr. Bernard Teo C.Ss.R., S.T.D.

Imprimatur: Most Rev Paul B. Bird C.Ss.R, MA DD

7 May 2019

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1. Introduction

A Catholic understanding involves the belief that all human life is sacred and that all of humanity has an inherent equality and dignity before God. All humanity is created in the image of God. The dignity of the human person is one of the cornerstones of all Catholic social teachings on justice and human sexuality. **Relationships and Sexuality Education is a key element in the education of the whole person and becoming fully human. Sexuality, which is a beautiful and sacred gift from God, is an integral part of our identity and affects all aspects of the human person.**

Therefore, all students have the right to high-quality Relationships and Sexuality Education that is relevant to their lives today, and to good educational foundations for them to negotiate the difficult terrains of current and future challenges of fostering and living good healthy human and sexual relationships. The aim of this guidance is to support schools to:

- reflect on their existing Relationships and Sexuality Education provision;
- update their provision, if and where appropriate, to ensure that it is relevant to their students' lives today whilst engaging and dialoguing with the wisdom and guidance of the Catholic Tradition regarding relationships and sexuality education.
- to support compliance with Child Safe Standard 7 – Strategies to Promote Child Empowerment and Participation.

This resource is intended to provide support and guidance so schools can maintain a developmental focus and have clarity about the knowledge and skills that students will acquire in Relationships and Sexuality Education (RSE) from Foundation to Year 10. It is essential that this document is read in conjunction with the *Ballarat Diocesan Schools Advisory Council [BDSAC] Relationships and Sexuality Education Policy 2018*, which sets out its ambition for all young people to receive high quality Relationships and Sexuality Education.

This scope and sequence document aims to give schools a whole school overview, which can help curriculum leaders to successfully implement Relationships and Sexuality Education from Foundation to Year 10. It can also be used as a tool for monitoring and evaluating progression throughout the school. At all levels there is a deep intention to engage fully in the richness of the Catholic understanding of Relationships and Sexuality Education. **Teachers in the delivery of the Church's teachings, must help students to be able to distinguish between what the Church teaches about persons and what the Church teaches about actions.**

2. Defining Relationships and Sexuality Education

The Second Vatican Council stated in the document *Gravissimum Educationis* (1965) that students needed to be given “positive and prudent sexual education” (para. 1). Pope Francis reaffirmed this message in *Amoris Lætitia* (2016, paras. 280 – 281). Education in sexuality must not be reduced to knowledge and biological facts, nor can it be just a few general instructions about behaviour. Education in sexuality should always be couched in the broader context of education for human persons and for love. When introducing Catholic Education in Sexuality, the content must always be age appropriate and take into account the maturity of individuals making any necessary adaptations to the content as needed. Teachers need to be properly prepared, use current pedagogical methods and employ “new and more appropriate language” when addressing the topic of sexuality (Pope Francis, 2016, para. 281). Teachers need to develop their own knowledge and understanding of the facts about sexuality and the relevant teachings of the Church.

Relationships and Sexuality Education responds to a developmental process relevant to every age and stage of life, with corresponding information and skills related to sexual development, bodies,

reproduction, and gender. It also gives students skills for building respectful relationships and staying safe on and offline. As children grow, there is that gradual awakening to their sexual identity. Relationships and Sexuality Education should also help students to develop their skills of discernment in order to make moral and ethical decisions. Decisions of conscience are always complex and evolving, and as conscience develops, each student must make choices as best he/she can in accordance with the truth of who he/she is as a human person, with the help of the authoritative teachings of the official Church, the accumulated wisdom of others in Catholic faith community, and from revelation from scripture as interpreted and applied in official teachings. This resource aims to help students develop these decision making skills.

The types of information and skills children need are also influenced by the customs, technologies, media, faith traditions and values of the time and place they live. Allowing for children's different stages, and for a range of family beliefs and values, are two good reasons why participatory learning strategies are so important in making the education fit the age and stage of the child.

3. Policy Context

- The BDSAC Relationships and Sexuality Education Policy 2018 requires every school in the Diocese to formulate its own policy on how it will address the delivery of Relationships and Sexuality Education.
- The BDSAC Child Protection Policy 2015 requires that school personnel are advised and supported to develop and/or implement protective behaviours curriculum [*Responsibilities: Curriculum*].
- The BDSAC Pastoral Care Policy 2016 aims for student and staff wellbeing through *“school environment[s] that [are] safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.”*
- PROTECT: A guide to support Victorian schools to meet Child Safe Standard 7 and the Catholic Education Commission of Victoria (CECV) addendum to this guide 2017 recommends that relationships and Sexuality Education should be ‘imparted within the context of Catholic moral teachings leading to a formation of a Christian conscience’ (CECV, 2017, p. 2).
- The Catholic Education Commission of Victoria (CECV) Commitment Statement to Victorian Government child safety reforms (Child Safe Standards 2016) which require all school governing authorities to ensure appropriate education about healthy & respectful relationships (including sexuality); and child abuse awareness and prevention.
- The Royal Commission into Family Violence specifically recommended the Victorian Government mandate “Resilience, Rights and Respectful Relationships” program into schools. This program is a Victorian government initiative for a whole-school approach to build healthy relationships, resilience and confidence. It includes teaching resources that promote and model respect, positive attitudes and behaviours. The Respectful Relationships program covers gender equity, and social and emotional learning. These skills and attitudes are fundamental to

healthy and equitable relationships. Catholic schools are encouraged to make use of Topics 1 – 6. Resources in Topics 7 – 8 require further discernment as “not all materials are appropriate for use in the context of Catholic teaching” (CECV, 2017, p. 2). Respectful Relationships does not cover what students need to know about their bodies and sexual development as outlined in the Victorian Curriculum F-10

The Catholic Church teaches that:

1. Sexuality is a fundamental component of our identity.

Sexuality is an integral part of our identity and affects all aspects of the human person. It concerns the capacity to love, forming loving relationships and procreating. It is a “manifestation of communicating with other, of feeling, of expressing and of living human love” (Truth and Meaning of Human Sexuality, 1995, para. 10).

2. Love and sexuality must never be separated from each other.

Each person is called to love and each person needs to develop as someone who is capable of receiving and giving love. This love is expressed through our body which becomes a visible sign of God’s love. Consequently, each person needs to learn how to love each other rightly and in a way that is always concerned for the good of the other.

3. The purpose of education is the formation of the whole person.

Sexuality is not just a physical act but rather incorporates all aspects of the human person – physical, emotional, social, intellectual and spiritual. Sexuality is a part of living human love and, therefore, an integral part of human development. Education in sexuality is part of the total formation of the human person.

4. Human sexuality is sacred.

Within popular culture, human sexuality is often trivialised, undermining its beauty and sacredness. It is often reduced to a mere physical act, a commodity for monetary exchange, removed from love and devoid of commitment. Sexuality is often presented in ways which are contrary to Christian morality. The Catholic tradition has always taught that human beings have been created, through love, in the image and likeness of God. Therefore, all human beings have an innate dignity and inestimable worth. Education in sexuality must always promote the dignity of every human life and highlight that sexuality is a wonderful and beautiful gift from God. The curriculum offered must help students to come to a deeper understanding of human sexuality and develop skills to make moral decisions. As Pope Francis stated in his Apostolic Exhortation, *Amoris Laetitia*, “The important thing is to teach them sensitivity to different expressions of love, mutual concern and care, loving respect and deeply meaningful communication. All of these prepare them for an integral and generous gift of self that will be expressed, following a public commitment, in the gift of their bodies (Pope Francis 2016, para. 283).




Implications of these teachings:

In a pluralist, de-traditionalist, secular world how Relationships and Sexuality Education takes place in a Catholic context is crucial if the wisdom of the Catholic Tradition is to speak with clarity, relevance and respect for the human person.





The preferred stance promoted by the Enhancing Catholic School Identity Project (ECSIP) is one that supports an “authentic application of the dialogue model that recontextualises the Catholic faith in a pluralising culture based on a strong Post Critical Belief” (Pollefeyt & Bouwens, 2014, p. 272).

What does this look like in Relationships and Sexuality Education? The following table outlines how the ECSIP scales/theology informs classroom practice in the area of Relationships and Sexuality Education.

PCB SCALE

<p>LITERAL BELIEF</p> <ul style="list-style-type: none"> • Education in Sexuality is an intrusion into the private life of the student. • Sexuality is such a great mystery that silence on such matters will lead to wisdom. • Knowledge about sexuality is dangerous and can lead to early activity. 	<p>EXTERNAL CRITIQUE</p> <p style="text-align: center;">OBJECTIFICATION</p> <ul style="list-style-type: none"> • Sex is just another bodily function. • The body is an instrument for pleasure. • There is no spiritual or affective connection to sex. • Sexual intercourse is a selfish act for personal pleasure. The good of the other is not considered.
<p>POST CRITICAL BELIEF</p> <ul style="list-style-type: none"> • Sexuality is a gift from God and therefore sacred. • Sexual intercourse is both life-giving and love-giving. • Sexuality is the gift of self and acceptance of another and it requires an ultimate concern for the other person. It leads to a profound experience of unity. • Sexual intercourse is an expression of committed love which is much more like prayer than a simple bodily function. 	<p>RELATIVITY</p> <ul style="list-style-type: none"> • This approach to Education in Sexuality is about developing information and skills to minimise harm. • It is about reducing the risks so that no one will get hurt. • There is no place for God in the relationship. • There is minimal commitment to the other. 

VICTORIA SCALE

<p>MONOLOGUE SCHOOL</p> <ul style="list-style-type: none"> • The traditional Catholic understanding of sexuality is taught. • Non-Catholic understandings about sexuality and sexual identity are not accepted or discussed. 	<p>DIALOGUE SCHOOL</p> <ul style="list-style-type: none"> • The secular curriculum relating to sexuality and relationships are taught within a Catholic context. • It recognises that sexuality is expressed and understood in different ways and a Dialogue schools engages in conversations with these different views. 
<p>COLOURLESS SCHOOL</p> <ul style="list-style-type: none"> • Sexuality and relationships are taught from a secular standpoint. • The dignity of the other person is not respected. • Within the curriculum, there would be no reference to the Church's teachings on sexuality and relationships. 	<p>COLOURFUL SCHOOL</p> <ul style="list-style-type: none"> • Sexuality and relationships are taught from a secular standpoint. • All religious and philosophical teachings about sexuality are equally valid. Church teachings on sexuality and relationships are presented as just one way among many of understanding sexuality. 

MELBOURNE SCALE

INSTITUTIONAL RECONFESSONALISATION

A more traditional Catholic understanding of sexuality and relationships.



INSTITUTIONAL SECULARISATION

There is no place for God in this curriculum.



Christianity

Culture

RECONTEXTUALISATION

- There is a conversation with the diversity of views regarding the different understandings of sexuality, sexual identity and relationships.
- The unique and essential elements of Catholic belief are made meaningful for the contemporary world through the teaching and learning of sexuality, sexual identity and relationships.

CHRISTIAN VALUES EDUCATION

Values that typify the 'good' relationship and a 'healthy' sexuality are emphasised. This includes such values as love, happiness, respect, and care for all.



Confessionally based institution

4. Child Safe Standards: Standard 7

STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION

In response to the Betrayal of Trust Parliamentary Enquiry, the Victorian Government has introduced Child Safe Standards to help protect children from abuse for all Victorian early childhood services and schools. The purpose of Child Safe Standard 7 is to promote child empowerment and participation. To comply, schools need to plan for and deliver “age-appropriate education on healthy and respectful relationships, including sexuality.”

Many important messages and skills that contribute to children’s safety are part of a comprehensive sexuality program. They include: teaching children about the proper names of their body parts; giving children permission to talk and ask questions about sexual body parts; explaining the qualities of respectful relationships and appropriate sexual relationships; identifying a support network of teachers and parents to whom they could turn; rehearsing help seeking; clarity about rules of sexual touching; and learning to respect boundaries, their own and others’.

Beyond these skills and knowledge, the provision of sexuality education is a trust-building exercise. Adult survivors of child sexual abuse tell us that as children, they were too scared to report their abuse. There were a range of reasons for this, including threats of harm by the perpetrators, but a consistent finding is that the children felt there was no-one they could trust to talk to, and that the abuse was their fault. When teachers and schools take the lead, we are demonstrating to children that we are available to talk about bodies, to listen to their worries, and respect their concerns (Department of Education and Training, 2017).

Research carried out for *The Royal Commission into Institutional Responses to Child Sexual Abuse* tells us that while some questions remain about the extent to which school-based education alone can prevent sexual abuse from ever occurring in a child’s life, we know that education programs can be effective at teaching the skills and knowledge to identify abuse when it happens. Preventing ongoing sexual abuse is one very good reason for sexuality education, but there are plenty of other reasons why we would want children to come to their parents and educators first as their primary sexuality educators.

Perhaps even more significantly than its impact on children’s learning, RSE contributes to safer environments by building adults’ capacities to talk about this fundamental aspect of being human.

5. The Awakenings Religious Education Curriculum

The content strand from Awakenings that offers much wisdom to Relationships and Sexuality Education is Christian Ethics: Personal and Social. Below is the enduring understanding and strand description from this strand.

Continually hearing and responding to the Word of God in the circumstances of their lives and times, Christians are called to follow Christ ever more closely and to grow in discipleship and holiness. Created in the image and likeness of God, human persons are called to Gospel-inspired relations of freedom and love with God, others and the world. Where evil and sin corrupt these relations, God’s covenantal love seeks to renew them. Catholic moral and social teaching arises from reflection on living out the Gospel command of love of God, neighbour and self, in the light of a Christian understanding of the human person, of society, and of creation. Growth in moral responsibility toward self, others and the environment flows from a strengthening of personal character, fostered by a prayerful relationship with God in the community of the church. Religious communities which are founded on the Hebrew and Christian Scriptures find in them both the imperative and the guidance to discern ways of being and acting in the world which faithfully respond to the covenantal love of God. Catholic communities also find guidance for living and acting in the traditions of social and moral teaching that have arisen over

centuries of gospel-inspired practice. At the heart of the quest for authentic human flourishing is the Christian understanding of the dignity of human persons. Created in the image of God, persons experience themselves as free agents of thought and action, in relation with other persons and with the non-human environment. This quest involves the experience of human sinfulness and moral evil, and thus calls for the ongoing conversion of persons and cultural structures to the norms of the Gospel. Christians collaborate with people of other religions and nonreligious worldviews to work for peace, justice and the common good of persons in society, as well as the promotion of stewardship for the environment. At the same time they witness before all people to the vision of God's kingdom as Jesus lived it, and to practices of moral discernment motivated by God's love for all, and guided by solidarity with others, especially those who are marginalized and most vulnerable in society. Christians wait in hope for God's redeeming love to gather all creation into the resurrection of Jesus, to participate in his glory beyond sickness, sin and death. This waiting is expressed in both prayer and action, in collaboration with the Spirit of God, leading to acts of healing, forgiveness, reconciliation and restoration.

6. Victorian Curriculum – Health and Physical Education

The Health and Physical Education Curriculum is shaped by five interrelated propositions. Four of these are integral to the development of this scope and sequence. They are:

- A focus on educative outcomes
- Taking a strengths-based approach
- Values movement
- Developing health literacy skills
- Including a critical inquiry approach.

There are strong connections between HPE and the Personal and Social Capability domain, which together develop knowledge and skills to promote safe and respectful relationships. The Health and Physical Education curriculum contains twelve focus areas. Two of these are Relationships and Sexuality as well as Safety being the second. The first achievement standard is at level Foundation. Relationships and Sexuality is described as:

Relationships and sexuality address physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills to support 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.

Safety is described as:

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum 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. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

7. Responding to Student Disclosures

When discussing topics such as human relationships or sexuality, there is a possibility that students may disclose personal information such as sexual preference, abuse or family violence. Such a conversation is best conducted in safe environment that is private so as not to stigmatise or embarrass.

Teachers need to use strategies to minimise the risk of harmful disclosure in the classroom. Strategies include:

- Making it clear to students prior to teaching sensitive topics that students should not tell personal stories or disclose their own or others experiences in class
- Engage in protective interrupting, that is interrupting the student before they disclose
- Inform the student that if they want to discuss personal issues that this can be done privately outside class.
- Discuss with students which teachers or student welfare staff available for support.
- Avoid promising the student that their disclosure will remain a secret. Offer efforts to keep the matter private rather than confidential, explaining that information may be passed to those who need to know to help address the situation.
- Remind the student that it is the teacher’s role to seek relevant assistance to ensure that students are safe and receive the help they need.

8. Mandatory reporting of child abuse

In Victoria, teachers are mandated to make a report to the Department of Health and Human Services Child Protection and/or Victoria Police if they form a reasonable belief that a student is in need of protection because they are at risk of harm or neglect, or if a teacher holds a reasonable belief that the student is being subjected to physical or sexual abuse. It is a criminal offence not to report in these circumstances.

Teachers should refer to Ballarat Diocesan Schools Advisory Council (BDSAC) Policy for Child Safe Schools 2016 and the school’s own Child Safety policy.

9. Resources used in Relationship and Sexuality Education

Material and resources used in Relationship and Sexuality Education must not be erotic or arousing in nature. The resources used must be age appropriate and suitable for the content covered. When using resources from the internet or non-Catholic sources, the content must be closely checked to ensure it is aligned with the teachings of the Church.

“It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialized and impoverished. It can only be seen within the broader framework of an education for love, for mutual self-giving.”

Pope Francis,
Amoris Lætitia, 2016, para. 280.

A guide and audit tool for selecting resources in Relationship and Sexuality Education has been developed by Catholic Education Melbourne. While it does not identify specific resources, it does provide a framework that enables a school to evaluate resources available in the area of human sexuality.

This resource is titled “Education in Human Sexuality: A guide & audit resource for Catholic schools” and it is located at the following:

<https://cevn.cecv.catholic.edu.au/ReligiousEducation.aspx?id=8589945160>

10. Research and Explanation for Scope and Sequence Content

The resource is organised into the six themes aligned to the foundational principles of the BDSAC Policy for Relationship and Sexuality Education.

10.1 My Body

From Foundation – 2 we are primarily concerned with making sure students know the anatomical terms for the sexual parts of the body as a first step in achieving communication that is clearer, more direct and consequently (in time) less embarrassing. The other important aspect of having an agreed language is that it gives students a positive and respectful way to talk about their sexuality-related issues, rather than only having colloquial descriptions which have a meaning that at best can be irreverent and funny and at worst offensive and derogatory. You will notice that this lesson refers to “girls” and “boys” when identifying body parts. When it comes to supporting young gender-diverse students a simple addition of the word ‘mostly’ will help them see themselves in lessons - *There are some body parts that mostly just girls have and some parts that mostly just boys have.*

We introduce puberty changes to students in Levels 3-4 and go into more detail in Levels 5 and 6. The most common questions students ask during sexuality education classes are often not about sex but about their changing bodies. Students appreciate knowing the range of ages when changes may occur. If they can privately place themselves somewhere on the continuum of growth and development, they feel reassured and less anxious about the stage they are currently at. This contributes to greater empathy and respect for peers. It is comforting for students to learn that almost every other human has the same feelings about these experiences.

Taking these discussions out of the realm of the forbidden and into the classroom is a lesson in itself, and teaches students how to ask questions and get good information about their bodies. It is particularly important that students feel able to talk with adults about the sexual parts of their body in a socially sanctioned way so that they can ask questions and seek help.

In the humanity of Jesus, God blessed our human embodiment. That reinforces our moral responsibility to respect ourselves and others in and through our human bodies. As St. Paul puts it, our bodies are “temples of the Holy Spirit” (1Cor 6:19-20)

10.2 Life Cycles:

Foundation – 2 focuses on and celebrates a child’s physical growth and development since babyhood as well as their growing capabilities. In some respects this is to provide a context for the junior levels to learn about sexual body parts, taking care of self and rules about touching. In Level 3 we introduce students to the amazing story of human reproduction - from one male cell and one female cell into a baby. This often leads to questions about how the sperm and egg combine. Victorian Curriculum guidelines allow for an explanation of sexual reproduction in Levels 3 and 4 although some schools wait until Levels 5 and 6. Generally speaking, students at this age are ready and able to learn about human

reproduction and sexual intercourse. It is important that all children understand how babies are conceived, as well as the role of sexual intercourse in reproduction before they reach high school.

10.3 Relationships:

Talking about our families, friends and support networks helps students to know where they fit, whom they can turn to and the importance of respect when relating to others. Identifying the people who love and care for them helps reinforce student's sense of belonging and security. As it relates more directly to a child's sexual development, reflecting on our family life and hearing about others' lives highlights who we are and how we came to be. As students approach adolescence, it pays to reinforce the ties that will strengthen them when so many other changes are occurring.

In the current Australian context an increasing number of families do not live in one household. Family units extend to aunts, uncles, same-sex parents and carers, grandparents and communities of friends. Education that excludes some kinds of families can have a corrosive effect on their efforts to raise their children. This theme also serves to promote understanding and respect for difference. This includes but is not limited to people who are lesbian, gay, bisexual, intersex or transgender. Many teachers talk about the challenge of dealing with 'that's so gay'. As well as explaining to children the damaging effects of this kind of language, we can promote inclusion and belonging when we recognise that people can feel attracted to the opposite sex, the same sex and both. Promoting the dignity of the human person is essential for all encounters regarding Relationships and Sexuality Education in the Catholic context.

We also want to enhance children's understanding of healthy relationships and relationship skills, which help to manage difference and differences of opinion. Assertiveness, respectful communication, listening and conflict resolution are skills that contribute to establishing and respecting personal boundaries and building more intimate and connected relationships.

10.4 Identity/ Media Monitor:

Media content both reflects and forms societal values about gender, sexuality, beauty, and body types so it provides a useful source of material for critiquing stereotypes and values that can have a deleterious effect on children's identities and relationships. In a 2016 study of over 1000 girls, 36% aged 7 to 10 said people make them think that the most important thing about them is how they look (Girlguiding UK, 2016). A study by Common Sense Media (2015) found that exposure to traditional media is a risk factor for developing body dissatisfaction. The same study reported that 33–35% of boys age 6–8 indicate their ideal body is thinner than their current body.

While some gender norms can be positive, such as showing loyalty to family, others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence. Sexuality education helps children to separate fact from fiction about being a boy and being a girl. A safe space and time to question strict gender rules can help broaden their options and make it easier for the children who don't fit the stereotypes.

It is also under this theme that we help Level 6 students critique messages about 'being sexual' or sexuality in general. There is a high likelihood that children by this age have seen/glimpsed explicit sexual images online. They have certainly seen the many other kinds of sexual images of women and men that imply a kind of relationship to one another and to being sexual that we not want to leave unchallenged. We can discuss advertising images and traditional media for signs of kindness, caring, love, mutuality, responsibility and joy in their depiction of sexuality.

10.5 Taking Care: Online and Off.

There are two streams to this theme. The first is around personal safety and protective behaviours especially for children up to Levels 1 and 2 with key messages including 'If someone bigger or older than me wants to touch or see my private parts or show me theirs, that is not ok'. From Levels 3-6 we talk about boundaries, bodies and feeling safe, which extends the notion that no one has the right to touch them or make them feel uncomfortable and the importance of respecting others' boundaries. This slightly broader focus allows for discussing what is acceptable among peers.

Teaching safety online acknowledges schools' and parents' concerns about easy access to sexual material and the associated turmoil when children share what they have found. Children's 'secret' curiosity about nudity, sex and puberty is to be expected, so we need to give them guidelines and specificity about safe web use and how to respond if something shocking surfaces. It is salient to keep in mind that children report feeling disturbed by violent images and videos as well as pornography (Livingstone, Kirwil, Ponte, & Staksrud, 2013). Second to children's concerns about content are worries about interactions with others. Just as in the offline world, relationship problems can be identified online; indeed, for children, the online/ offline distinction is less relevant.

10.6 Getting Help When I Need It:

Older students often want to know who they can talk to when feeling upset or worried, and who they can talk to if they don't want to talk to their parents. They often have a lot of questions about getting on with each other and their changing bodies. Knowing what to do and who to go to in response to a question or a feeling is an important life skill. It contributes to a set of skills that are essential in coping with growing up and changing.

Help-seeking skills are also elemental to protective behaviours. Studies with adult survivors of sexual abuse have found that most were too scared to report the abuse while they were children. There were a number of reasons but two of these were that they thought no-one would believe them and that there was no-one they could trust to talk to (Hunter 2011).

When teachers demonstrate that they are willing to talk about bodies and to take children's questions seriously we create trusting environments. Clear statements to the students that it is appropriate to approach a staff member if they have concerns can help to sustain this safe environment. If you are approached by a child, that child has selected you as someone they can entrust with their worries. It is important to give the child time, allowing them to express their feelings until their message becomes clear.

11. Relationships and Sexuality Education F-6 Scope And Sequence

The resource is organised into the 6 themes divided into Foundation, Levels 1-2, 3-4 and 5-6. Each theme relates to achievement standards described in the *Victorian Curriculum - Health and Physical Education*. Suggested learning intentions and sample learning activities are provided as a guide to teachers as they plan an appropriate program to deliver the requirements of the BDSAC in their classrooms.

The sample activities provide opportunities for the development of a range of Capabilities. Where appropriate, reference has been made to the relevant strands of Critical and Creative Thinking; Ethical; Intercultural; and Personal and Social Capabilities frameworks. **Relationships and Sexuality Education should not be taught in isolation but rather a collaborative approach should be used. Relationship and Sexuality Education must never be reduced to mere knowledge and biological information but rather it should always be set within the broader context of education for love.** Importantly, embedded in the document is what the Church has to offer to the dialogue regarding Relationships and Sexuality Education in a de-traditional, pluralist world.

As Pope Francis wrote in his book “On Heaven and Earth: Pope Francis on Faith, Family and the Church in the 21st Century”,

“Dialogue is born from a respectful attitude toward the other person, from a conviction that the other person has something good to say. It supposes that we can make room in our heart for their point of view, their opinion and their proposals. Dialogue entails a warm reception and not a pre-emptive condemnation”.

Jorge Mario Bergoglio, 2013, pg. XIV.

	Foundation	1-2	3-4	5-6
My Body	<ul style="list-style-type: none"> • Celebrate and explain the wonder and beauty of God’s presence in the whole of creation. • Use anatomical names for body parts, including male and female anatomy. 	<ul style="list-style-type: none"> • Understand that the human body is sacred. • Use anatomical names for body parts, including male and female anatomy. 	<ul style="list-style-type: none"> • Explore ways in which the human person is sacred. • Use anatomical names for internal and external reproductive systems. • Introduction to puberty 	<ul style="list-style-type: none"> • Participate in dialogue around and express an understanding of “created in the image and likeness of God.” • Developing knowledge about, and adjusting to pubertal change. • Naming sexual and reproductive anatomy. • Caring for self and others during puberty.
Life Cycles	<ul style="list-style-type: none"> • Growth and change are part of life and are unique to each of us. 	<ul style="list-style-type: none"> • Identify what is sacred in life and how to care for these things. • Describe physical growth and change as children grow older and discuss how family and community support this. 	<ul style="list-style-type: none"> • Understand that all life grows and changes and is sacred at all stages and ages. • A basic understanding of human reproduction. 	<ul style="list-style-type: none"> • Discern the Catholic understanding that life is a gift from God that needs to be nurtured, protected and celebrated over the lifespan. • Describe the process of human reproduction.

<p style="text-align: center;">Relationships</p>	<ul style="list-style-type: none"> • List ways and why individuals are gifted and unique. • How to be a good friend and build a caring environment. 	<ul style="list-style-type: none"> • Demonstrate ways people are unique and know that through relationships humans can experience God’s love. • Learning about our families including different kinds of family structures. • Friends and classmates – same and different. 	<ul style="list-style-type: none"> • Identify responsibilities and rights of living in community and able to dialogue with a differing point of view. • Being friends and supporting others. • Standing up for myself and others. 	<ul style="list-style-type: none"> • Explain that through Relationships there is an opportunity to continually experience reconciliation and renewal. • Describe the characteristics of healthy relationships. <p>Communication skills for positive, healthy relationships.</p> <ul style="list-style-type: none"> • Describe the advantages and disadvantages of communicating with friends using technology and social media.
<p style="text-align: center;">Media Monitor/ Identity</p>	<ul style="list-style-type: none"> • Develop an awareness of positive and negative gender norms. 	<ul style="list-style-type: none"> • Describe that all human life is sacred. • Describe differences and similarities in how girls and boys may be expected to behave based on TV shows. 	<ul style="list-style-type: none"> • Discern how the media and online sources explore the human person and ways that promote/detract dignity and human flourishing. • Exploring and critiquing online, social and popular media representations of gender and body image. 	<ul style="list-style-type: none"> • Identify what is diversity and ways of respecting diversity, understanding all of humanity reflects the Image of God. • Exploring and critiquing online, social and popular media representations of sexuality and relationships.

<p style="text-align: center;">Taking Care Online & Off</p>	<ul style="list-style-type: none"> • Recognise that they are unique. • Identifying and labelling private parts of the body and the contexts in which they should be private. 	<ul style="list-style-type: none"> • Recognise that they are unique and start to explore the Catholic understanding they are made in the image and likeness of God. • Identifying and labelling private parts of the body and the contexts in which they should be private. • Taking care online. 	<ul style="list-style-type: none"> • Reflect upon how every human has a fundamental right to fullness of life and identify ways of ensuring human decency for all. • Boundaries, bodies and feeling safe. • Boundaries online. 	<ul style="list-style-type: none"> • Enter into dialogue around deep respect and dignity of the human person. • Describe ways to use social media safely, legally and respectfully.
<p style="text-align: center;">Getting Help When I Need It</p>	<ul style="list-style-type: none"> • Identify what feeling safe means. • Identify parents and other trusted adults they can ask for help. 	<ul style="list-style-type: none"> • Describe the Catholic understanding that God’s love can be revealed in loving relationships. • Identify parents and other trusted adults they can ask for help. • How to ask for help. 	<ul style="list-style-type: none"> • Explore the concept of reconciling and renewing in regarding to relationships. • Identifying parents and other trusted adults they can talk to or ask questions about relationships, bodies and puberty. 	<ul style="list-style-type: none"> • Analyse responses and actions that would promote human dignity/damage human dignity. • Identify parents and other trusted adults if they, or someone they know is being teased or harassed (including receiving unwanted messages or requests).

11.1 Foundation

THEME 1: MY BODY	FOUNDATION
HPE Content Description: <ul style="list-style-type: none"> Name parts of the body and describe how their body is growing and changing (VCHPEP058) 	
Core concept: Use anatomical names for body parts, including male and female anatomy.	
Suggested success criteria: <ul style="list-style-type: none"> I can describe beauty wonder and awe and that God is present in creation. I know that all parts of the body have a name. I know the names of girls' body parts and boys' body parts. Its good to know so that I can ask questions or tell a trusted adult if that part was hurting. Sample learning activities: <ul style="list-style-type: none"> Complete a Y chart of what beauty wonder and awe may look sound and feel and where God is present in the world. Discuss how people often feel embarrassed talking about these parts of the body, but that it is important to learn about the whole body (not just the bits outside our clothes). Use one of the many excellent picture books available to identify body parts. 	
Suggested resources: Department of Education and Training (2012) <i>Catching On Early</i> <ul style="list-style-type: none"> 'I know my body too' pp49-52. 	

THEME 2: LIFE CYCLES	FOUNDATION
HPE Content Description: <ul style="list-style-type: none"> Name parts of the body and describe how their body is growing and changing (VCHPEP058) Personal and Social Capabilities: <ul style="list-style-type: none"> Identify their likes and dislikes, needs and wants, abilities and strengths (VCPCSE002) Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004) 	
Core concept: Growth and change are part of life and are unique to each of us.	
Suggested success criteria: <ul style="list-style-type: none"> I know that everyone has a unique story I have grown and learnt a lot since I was very young. I will keep on growing, learning and changing. Sample learning activities: <ul style="list-style-type: none"> Compare and contrast life story, make a class big book of "Who am I?" e.g. I am I was born etc. Send a letter home with questions about when the child was small (see sample letter in <i>Catching On Early</i>). Ask for a photo or memento from when the child was a baby as well. Ask the students to tell everyone something about their baby years and report on stories they learnt from their letter home eg Where did you like to sleep? Did you have a special toy or favourite game; What is different about you now compared to when you were a baby? 	
Suggested resources: Department of Education and Training (2012) <i>Catching On Early</i> <ul style="list-style-type: none"> 'When I was a baby' pp40-44 	

THEME 3: RELATIONSHIPS

FOUNDATION

HPE Content Description:

- Practise personal and social skills to interact with others ([VCHPEP060](#))
- Identify and describe emotional responses people may experience in different situations ([VCHPEP061](#))

Personal and Social Capabilities:

- Practise the skills required to include others and make friends with peers, teachers and other adults ([VCPSCSO005](#))
- Name and practise basic skills required to work collaboratively with peers ([VCPSCSO006](#))

Core concept: How to be a good friend and build a caring environment.

Suggested success criteria:

- I know that my actions can affect others.
- We will discuss how we care for others and will display turn taking.
- We will name ways in which we can help each other.

Sample learning activities:

- Write social stories illustrating how their actions may affect others see http://challengingbehavior.fmhi.usf.edu/explore/pbs_docs/social_story_tips.pdf
- Begin with a thought shower identifying ways they can help each other in the classroom and playground. Include examples of sharing; taking turns; being fair; and including someone who is left out.
- Blindfold Walk - Set up a simple obstacle course. The children form pairs and take turns at leading or being led through the obstacles. Discuss: 'How did it feel to wear the blindfold? Was it scary? How did your guide help you find your way? Focus the discussion on their responsibility to keep someone else safe and trusting another person to keep you safe.

Suggested resources:

Council for Curriculum Examinations and Assessment. Northern Ireland Curriculum, Living. Learning. Together. Foundation Stage

- Unit 4: Belonging and co-operating – Blindfold walk

THEME 4: IDENTITY - MEDIA MONITOR

FOUNDATION

HPE Content Description:

- Identify personal strengths ([VCHPEP057](#))
- Practise personal and social skills to interact with others ([VCHPEP060](#))
- Identify and describe emotional responses people may experience in different situations ([VCHPEP061](#))

Personal and Social Capabilities:

- Identify their likes and dislikes, needs and wants, abilities and strengths ([VCPSCSE002](#))

Critical and Creative Thinking:

- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities ([VCCCTQ003](#))

Core concept: Develop an awareness of positive and negative gender norms.

Suggested success criteria:

- I can explain that all humans, no matter if they are girls or boys have needs and all people need to be treated with respect.
- Sometimes toys are described as boys' toys or girls' toys. Not all girls like the same things, nor do boys. It's fine for girls and boys to like all kinds of things.

Sample learning activities:

- Create a poster of the things ALL people need to live a good life (human flourishing). Cut out pictures from magazines, google image, or sort "real" items. Discuss whether or not this

relies on being a girl or boy? Children make a mobile of ways that all humans can be treated with respect.

- A drawing about me - Ask the children to draw a picture of themselves wearing some of their favourite clothes, playing their favourite game or with their favourite toy. Use a class timer to give the students a time limit for the activity. Take turns to share something about their drawing. Ask: What have we learned about being the same and being different from each other?
- Watch 'Riley on Marketing' (<https://www.youtube.com/watch?v=-CU040Hqbas>). Watch and discuss the video of a 4 year-old girl questioning why companies market boys' and girls' toys differently. Encourage children to recognise that while some girls may enjoy the girl options, others don't. Encourage students to recognise that some boys are not interested in fighting, robots, or being strong. Students should understand that girls and boys don't always have to listen to the messages they get from media - It's fine for girls and boys to like all kinds of things.

Suggested resources:

Department of Education and Training Melbourne (2016) Resilience, Rights & Respectful Relationships - Foundation Learning Materials:

- 'A drawing about me', p32

THEME 5: TAKING CARE OFFLINE AND ON

FOUNDATION

HPE Content Description:

- Identify people and actions that help keep themselves safe and healthy (VCHPEP059)
- Identify actions that promote health, safety and wellbeing (VCHPEP062)

Core concept: Identifying and labeling private parts of the body and the contexts in which they should be private.

Suggested success criteria:

- I can identify what is precious about me and others.
- No one can touch my body including my private parts without good reason.
- If someone bigger or older than me wants to touch or see my private parts or show me theirs, that is not ok.
- If someone wants to touch or see my private parts, or show me theirs, I can try to say NO, GO to a safe place, and TELL an adult I trust.

Sample learning activities:

- Make collages of themselves and other's depicting what is precious unique and special about themselves and others.
- Use the book *Everyone's got a bottom*. It is a gentle book about children keeping safe, written in a style that is fun and positive. It tells the story of Ben and his brother and sister learning and talking about bodies.

Suggested resources:

Rowley, T (2007) *Everyone's got a bottom*, Family Planning Queensland

THEME 6: GETTING HELP WHEN I NEED IT

FOUNDATION

HPE Content Description:

- Identify people and actions that help keep themselves safe and healthy (VCHPEP059)

Core concept: Identify parents and other trusted adults they can ask for help.

Suggested success criteria:

- I can describe what my body feels like when I am safe/unsafe.
- I can ask for help when I need it.

- I now who I could go to at school for help.

Sample learning activities:

- Label the outline of a body what a safe body may feel like, what an unsafe body may feel like
- Map making – whom can we ask for help at school?
- Draw a large map of the school. Paste the map with photos or drawings of likely people that students could go to while at school if they needed help. Name the people, and show where they are located at school. Ask: What sorts of things could this person help you with?

Suggested resources:

Department of Education and Training (2012) Catching On Early

- Whom can we ask for help at school? pp58-61

11.2 Levels 1-2

THEME 1: MY BODY	LEVEL 1-2
HPE Content Description: <ul style="list-style-type: none"> Name parts of the body and describe how their body is growing and changing (VCHPEP058) 	
Core concept: Use anatomical names for body parts, including male and female anatomy.	
Suggested success criteria: <ul style="list-style-type: none"> I can explain what sacred means and that I am sacred. I know that all parts of the body have a name. I know the names of girls' body parts and boys' body parts. Its good to know so that I can ask questions or tell a trusted adult if that part was hurting. 	
Sample learning activities: <ul style="list-style-type: none"> Create a treasure box of things that are sacred in their lives and have in this box a photo of themselves. Draw two child-sized body outlines, one to represent a girl and one to represent a boy. Ask the students to name all the parts of the body they can think of that both boys and girls have. Follow with naming boys' parts and girls' parts. Some students may also know some internal organs such as the uterus and ovaries. 	
Suggested resources: Department of Education and Training (2012) Catching On Early <ul style="list-style-type: none"> I know my body too, pp49-52 	

THEME 2: LIFE CYCLES	LEVELS 1-2
HPE Content Description: <ul style="list-style-type: none"> Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072) 	
Personal and Social Capability: <ul style="list-style-type: none"> Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009) 	
Core concept: Describe physical growth and change as children grow older and discuss how family and community support this.	
Suggested success criteria: <ul style="list-style-type: none"> I can name ways of caring for things that are sacred in my life and ways of caring for the sacred gift of me. When I was a baby, I needed someone to care for me. I can tell you what I can do now that I couldn't do when I was a baby Now that I am older, there are a lot more things I can do for myself but I also need someone who cares for me. Everybody needs someone that cares for them, whatever age they are. 	
Sample learning activities: <ul style="list-style-type: none"> Make a class big book. Each child receives a two sided sheet. Each page has the sentence "We care for sacred things by.....on one side of the sheet, and on the other side is the sentence "I am a sacred gift I can care for myself by....." Display table - Create a display showing students' shoes as the students grow; family photos showing how the whole family has grown and changed; and students' clothing in different sizes and designs 	

Suggested resources:

Department of Education and Training (2012) Catching On Early

- Baby Olympics, p46
- Sunflower – ways we care for one another, p79

THEME 3: RELATIONSHIPS**LEVELS 1-2****HPE Content Description:**

- Describe ways to include others to make them feel that they belong (VCHPEP075)

Personal and Social Capability:

- Identify how families can have a range of relationships (VCPSCSO011)
- Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)

Intercultural Capability:

- Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VICICCB001)

Core concept: Learning about our families, including different kinds of family structures.

Suggested success criteria:

- I can list ways that God's love may be experienced in loving relationships.
- I can identify special people in my life.
- Our families often look different but they are usually the people who look after, care for and love each other.
- We all need someone to care for us, especially when we are babies and children.
- We will find out what we have in common as well as the differences between us.

Sample learning activity:

- Identify what a symbol is and items that remind us of something else. Find symbols from the local area. Make a shield with four sections depicting differing people who may be a symbol of God in their lives e.g. Mum reminds me of what God might be like because she....Mr Abdul reminds me of what God might be like because he...
- Family circles – the people in my family
- Create your own felt cut-outs so that students can assemble any number of children, adults and pets to describe their family. The students assemble their family on a cloth backboard. By having multiple adult figures available you will ensure the students can represent the diversity in our community including all kinds of families, single-parent families and same-sex parents.

Core concept: Friends and classmates – same and different

Suggested success criteria:

- I can identify that others are unique and sacred and that I am called to look after all humanity.
- I know some things that make me different.
- I know some things about me that I have in common with my classmates.
- Life can be more interesting because we are different.
- Sometimes I will like the same things as my friends and sometimes I will like different things (and that is OK).

Sample learning activities:

- Who am I? Children draw out of a hat a fellow class member's name. They are invited to design a
- "Who am I?" poster for this person. The poster will depict what is sacred about this person e.g. I am I have...etc. The class dialogues how everyone is different and sacred
- Voting with your body: Ask students to stand for yes, sit for no, and crouch half way if they are not sure. Work through examples like: One day I would like to... • Climb mountains • Fly

a plane • Hold a baby chicken • Eat a grasshopper sandwich. What do you notice? Does everyone always like the same things?

Suggested resources:

Department of Education and Training Melbourne (2016) Resilience, Rights & Respectful Relationships - Foundation Learning Materials:

- Voting with your body, p32

Department of Education and Training (2012) Catching On Early

- Tell me about when I was little, p44
- Family circles – the people in my family, pp56-57
- Robot Buddy - Same and different, pp68-71

THEME 4 IDENTITY – MEDIA MONITOR

LEVELS 1-2

HPE Content Description:

- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)
- Describe ways to include others to make them feel that they belong (VCHPEP075)

Personal and Social Capability:

- Identify personal strengths and describe how these strengths are useful in school or family life (VCPCSE009)
- Listen to others' ideas, and recognise that others may see things differently (VCPCSO012)

Core concept: Describe differences and similarities in how girls and boys may be expected to behave.

Suggested success criteria:

- I can explain the Catholic position that both females/males are equal and made in the Image of God.
- What I like does not have to depend on whether I am a boy or a girl
- Some of their likes and dislikes may change as they grow older
- It is OK for boys and girls to like the same things (such as games).
- Even when we disagree, we can respect the things other people like to do.

Sample learning activities:

- Read the story "Whoever you Are." (Mem Fox) Identify what is the same about every human regardless of race, sex, culture, religion. Brainstorm why every human is sacred. Discuss what the Image of god means.
- Read a storybook that challenges gender norms, such as My Princess Boy. After reading the book ask students
- What things does My Princess Boy do that surprise others?
- How does My Princess Boy react when others make fun of them?
- How could you help them if you were there?

Suggested resources:

Department of Education and Training Melbourne (2016) Resilience, Rights & Respectful Relationships - Foundation Learning Materials:

- Exploring gender: boys and girls can be the same and different, pp33-35
- Everyone can be strong and gentle, pp36-37

HPE Content Description:

- Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)
- Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)

Personal and Social Capability:

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPCSE008)

Core concept: Identifying and labeling private parts of the body and the contexts in which they should be private.

Suggested success criteria:

- I understand that all human bodies are precious and to be respected and Catholic Christians understand that the human body is a gift from God.
- I can name what human dignity means.
- No one can touch my body including my private parts without good reason.
- If someone bigger or older than me wants to touch or see my private parts or show me theirs, that is not ok.
- If someone wants to touch or see my private parts, or show me theirs, I can try to say NO, GO to a safe place, and TELL an adult I trust.

Sample learning activities:

- Paint a portrait of themselves; identify how to look after themselves and others and how they are “gifts”.
- Practise saying ‘No’ to a bossy person – children move around the room to music and find a partner when the music stops. The children must look each other in the eye and take turns saying YES, and NO. They have to say it as though they mean it but without being aggressive. Review stances and tones that were most effective at getting the message across.

Core concept: Taking care online

Suggested success criteria:

- I know what to do if I come across something or someone that takes away another’s dignity.
- Good websites for me to visit are usually fun, with things for kids to do and see. They have appropriate words and do not let kids talk to people they don’t know.
- Some websites are good for me to visit and others can be unsafe.
- If I’m unsure about a site, I should get permission from an adult I trust.

Sample learning activities:

- Each child makes a four page leaflet on each panel is written “I can help make sure people are treated with dignity by.....” Children complete this sentence and illustrate.
- Create a website traffic-light poster. On a large sheet of paper, draw an outline of a traffic light with red, yellow, and green lights. Write tips next to each light to explain how you can spot a red, yellow, or green website eg “green” website is: • A good site for kids your age to visit • Fun, with things for you to do and see • Has appropriate words • Doesn’t let you talk to people you don’t know etc. A ‘yellow’ site or if you’re unsure, get permission from an adult you trust.

Suggested resources:

- Common Sense Education, Common Sense K-12 Digital Citizenship Curriculum (Grades K-2)
- ‘Staying Safe Online, Website Traffic Light’
<https://www.sisd.k12.mo.us/cms/lib/MO01001773/Centricity/Domain/571/k-2-unit2-stayingsafeonline.pdf>
- King, K., & King, Z. (2016) I Said No! A Kid-to-kid Guide to Keeping Private Parts Private, Boulden Publishing; 3rd edition.

HPE Content Description:

- Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)
- Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)

Personal and Social Capability:

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPCSE008)

Core concept: Identify parents and other trusted adults they can ask for help.

Suggested success criteria:

- I know that through loving relationships people may experience God's love.
- I know who my trusted adults are and who I can go to if I am feeling worried, hurt or confused.
- I know adults I could go to both in and out of school.

Sample learning activities:

- Compare and contrast a loving relationship and a friendship relationship through a Venn diagram. Identify what is unique about a loving relationship. Identify how God's love may be experienced in relationships.
- Safety Network - Create an outline of each child's hand and have students fill in each digit on their hand with the names of the trusted adults people on their 'safety network'.

Core concept: How to ask for help

Suggested success criteria:

- I can identify what makes up a healthy/unhealthy relationships, and how God may be experienced in healthy/loving relationships.
- If I am unsure about what to do, and I can't solve it myself then sometimes it's a good idea to check with a friend or an adult I feel comfortable asking.
- I can identify who I would feel comfortable asking for help from?
- I can practise going up to someone and asking them for help.

Sample learning activities:

- Design a T chart depicting healthy and unhealthy relationships and illustrate how God can present in healthy relationships.
- Role play - Explain that the class is going to play a 'let's pretend' game about help-seeking. Ask everyone to think about a situation where a child needs some help but is a bit afraid to ask for it eg: I forgot to bring my lunch; I've lost my Reader; A friend keeps tickling me and I don't like it.
- Ask: What sorts of things will the child will need to say when they go for help in this situation?

Suggested resources:

Department of Education and Training (2012) Catching On Early

- Whom can we ask for help at school? pp58-59

11.3 Levels 3-4

THEME 1: MY BODY	LEVELS 3-4
<p>HPE Content Description:</p> <ul style="list-style-type: none"> • Explore strategies to manage physical, social and emotional change (VCHPEP089) • Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) <p>Personal and Social Capability:</p> <ul style="list-style-type: none"> • Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) • Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) • Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018) 	
<p>Core concept: Introduction to puberty</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> • I can explore what the sacredness of the human person means from a Catholic perspective. • I can describe and talk about similarities and differences in the way people grow. • I know that puberty is the time when my body starts to develop and change. • I know that puberty starts at different times for everyone, between the ages of 8-14. • Growing up, changing bodies and changing friendships can be both exciting and confusing. We can support each other to feel good about how we are changing. <p>Sample learning activity:</p> <ul style="list-style-type: none"> • Participate in a guided meditation around aspects of the sacredness of the human person. • Make an i-movie/documentary exploring the sacredness of the human person. • Using the body outlines, ask the students to draw how they will change as they grow older. Alternatively, they can call out main changes for you to list. Tell them that their bodies are preparing for the time when they become adults. 	
<p>Core concept: Use anatomical names for internal and external reproductive systems.</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> • I can ask questions about all parts of my body. • I know the right words to use in different situations. • I can seek information from the right places. • I know the right words to use in different situations. <p>Sample learning activities:</p> <ul style="list-style-type: none"> • Establish group rules. As a whole group develop a set of rules. Ask: so that we can feel safe and comfortable when we talk about this, and so that you can ask questions, what are some good rules for us all to follow? (Answers include: we can laugh with but not at each other; use the third person when telling stories). • Talk about the long list of slang names for sexual body parts, consider the reasons for this and decide on what kind of language to use in different places. 	
<p>Suggested resources:</p> <p>Department of Education and Training (2012) Catching On Early Inside and out, pp101-108.</p>	

THEME 2: LIFE CYCLES**LEVELS 3-4****HPE Content Description:**

- Explore strategies to manage physical, social and emotional change (VCHPEP089)

Intercultural Capability:

- Explain the role of cultural traditions in the development of personal, group and national identities (VICCCD007)
- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VICCCB005)

Core concept: A basic understanding of human reproduction**Suggested success criteria:**

- I can explain that Catholic Christian's understand that all life is a gift from God.
- I know that sexual reproduction involves a male and female cell joining together; this is called reproduction.
- I know how a baby starts to grow.
- I can tell you how a baby is born.

Sample learning activities:

- Design a photo album highlighting how all life is a gift from God.
- Make your own class book inviting parents to tell their stories about how babies are made. This could focus on cultural and traditional stories, or tales of their childhood theories about how babies are made.
- Watch a video such as *In the Womb* by National Geographic Channel.

Suggested resources:*In the Womb* (DVD) by National Geographic Channel.**THEME 3: RELATIONSHIPS/FRIENDSHIPS****LEVELS 3-4****HPE Content Description:**

- Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)
- Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095)

Personal and social capabilities:

- Identify and explore the expression of emotions in social situations and the impact on self and others (VCPCSE016)
- Identify the importance of including others in activities, groups and games (VCPCSO022)
- Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPCSO024)

Intercultural capabilities:

- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VICCCB005)
- Identify how understandings between culturally diverse groups can be encouraged and achieved (VICCCD008)

Core concept: Being friends and supporting others**Suggested success criteria:**

- I can describe rights and responsibilities that people have being part of a community.
- I can understand difference
- I am developing an awareness of and respect for everyone in my class.

- I can explain important qualities of a good friend and a caring person.
- I can make a difference by welcoming children who feel left out.
- We will suggest ways to get along with others

Sample learning activities:

- Design a “constitution” for living in community, listing everyone’s rights and responsibilities
- Explain a differing point of view through speech bubbles.
- Make two lists: (1) things people do when they leave others out, and (2) things people do when they invite others in or make them feel part of the group. Discuss the lists in class.
- How I care for others - Circle time: Think about ways we help each other as well as children who are younger than us. Can we help people who are older than us? When has someone in this class done something kind for you?

Suggested resources:

Department of Education and Training (2016), Resilience, Rights, & Respectful Relationships, Level 3 – 4 Learning Materials.

- Topic 8: Positive Gender Relations, pp80-81

THEME 4: MEDIA MONITOR/IDENTITY

LEVELS 3-4

HPE Content Description:

- Examine how success, challenge and failure strengthen personal identities (VCHPEP088)
- Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)

Personal and Social Capability:

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPCSCO020)
- Describe the ways in which similarities and differences can affect relationships (VCPCSCO021)
- Identify personal strengths and select personal qualities that could be further developed (VCPCSCSE017)

Intercultural Capability:

- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VCICCB005)

Core concept: Exploring and critiquing online, social and popular media representations of gender and body image.

Suggested success criteria:

- I can identify that the media is not always the most reliable source to assist decision-making. There is wisdom found in many places that helps to discern what is appropriate.
- I know that many media images are unrealistic and represent only some people, not most people.
- We potentially see 100s of images of people every week – sometimes these images create ideas about how to be attractive, a cool guy, a likeable girl.
- We will recognise some of the limitations of gender stereotypes.
- I won’t let being a boy or being a girl stop me from doing the things that I love.
- I won’t stop other students doing things they love because they are breaking ‘boy rules’ or ‘girl rules’

Sample learning activities:

- Sort reliable/unreliable sources of information. Have three buckets labelled most of the time, sometimes, rarely. As a class, allocate different sources into the different buckets. E.g. Mum might go into most of the time. Discuss why people are allocated into the different place.

- Conduct an audit of freely available advertising material (eg shop catalogues like Kmart or Target). Students can create two large posters, one with images of boys and men, the other of girls and women.
- **Ask:** What do you see in ads most often? Notice the bodies, colours of clothes, types of activities or poses. Do these images represent the people you know? What if you are different to how these boys and girls are represented? Is that ok, or do people get teased for being different? Is it ok for a boy to like (eg nail polish; dancing?) Is it ok for a girl to like (eg short hair; playing football.)

Suggested resources:

Department of Education and Training (2012) *Catching On Early*

- What makes a boy? What makes a girl? pp132-134.

THEME 5: TAKING CARE OFFLINE AND ON

LEVELS 3-4

HPE Content Description:

- Identify and practise strategies to promote health, safety and wellbeing(VCHPEP091)
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)

Personal and Social Capability:

- Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)
- Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)

Ethical Capability:

- Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005)
- Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)

Core concept: Boundaries, bodies and feeling safe.

Suggested success criteria:

- I know what it feels like to be treated in a decent way and how to treat other's decently.
- I can describe human flourishing.
- I know that a boundary is putting a limit on something.
- I can put limits on who and how I can be touched.
- I need to respect other people's boundaries too.

Sample learning activities:

- Students create a kit (like a first aid kit) with tips in it on how to treat people decently and what it feels like to be treated decently.
- Debate the topic "It is easy to flourish as a human being"
- Practise saying 'No' to a bossy person – children move around the room to music and find a partner when the music stops. They must look each other in the eye and takes turns saying YES and NO. They have to say it as though they mean it without being aggressive. Review stances and tones that were most effective.

Core concept: Boundaries online

Suggested success criteria:

- I know that to be good digital citizen are responsible and respectful in the digital world.
- I will reflect upon my offline and online responsibilities.
- I am beginning to predict and understand the consequences of some of my choices.
- I can explain why there are rules about the sites I visit and the material I share with others.

Sample learning activities:

- Rings of Responsibility - Make individual charts listing students' responsibilities to Self (eg keeping themselves safe and healthy); Friends & Family (eg household jobs); Community (eg following rules at school). Now add responsibilities online to Self (eg not posting private information); Family & Friends (eg seeking permission to post photos); Community (eg not sharing mean posts)

Suggested resources:

Common Sense Education, Common Sense K-12 Digital Citizenship Curriculum, Grades 3-5

- Rings of Responsibility - What kinds of responsibilities does a good digital citizen have? from www.CommonSenseMedia.org/educators/lesson/rings-responsibility

Project Rokit: How to challenge online hate

- <https://www.projectrokit.com.au/project-rokit-tv/>

THEME 6: GETTING HELP WHEN I NEED IT**LEVELS 3-4****HPE Content Description:**

- Examine how success, challenge and failure strengthen personal identities (VCHPEP088)
- Discuss and interpret health information and messages in the media (VCHPEP094)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095)

Personal and Social Capability:

- Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPCSE018)
- Identify personal strengths and select personal qualities that could be further developed (VCPCSE017)

Core concept: Identifying parents and other trusted adults they can talk to or ask questions about relationships, bodies and puberty.

Suggested success criteria:

- I can explain that Catholic Christian's understand all of humanity has a responsibility for each other's wellbeing.
- I can identify a range of situations where I might need help and I know where to get help.
- I know who I can talk to if I am upset/worried/anxious.
- I can identify people who can help with difficult problems.
- I can help someone who is unhappy or needs support.

Sample learning activities:

- Identify ways that "I", "we", "our school", "the community", "Australia" and the "world" can ensure everybody's well being needs are taken into account.
- How big is the problem?
Read out a collection of problems for the children to consider. Ask: How big is the problem? If the problem seems small they must bob down low, if it seems medium, they will stand, and if it seems serious they will stretch their hands up high.
- Ask students to identify 5 people that they could go to who could be their 'helping people'. They need one person from each of the following categories:
 - Someone I live with
 - Someone I go to school with
 - A friend
 - Someone in my neighbourhood
 - Someone who cares for me.

Suggested resources:

Department of Education and Training (2016), Resilience, Rights, & Respectful Relationships, Level 3 – 4 Learning Materials.

- Topic 6: Help-seeking, pp42-55
- <http://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccdc8bd/RRRR%203%20and%204.pdf>

11.4 Levels 5-6

THEME 1: MY BODY	LEVELS 5-6
<p>HPE Content Description:</p> <ul style="list-style-type: none"> Investigate resources to manage changes & transitions associated with puberty (VCHPEP106) <p>Personal and Social Capability:</p> <ul style="list-style-type: none"> Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPCSE027) Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPCSO029) <p>Intercultural Capability:</p> <ul style="list-style-type: none"> Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009) 	
<p>Core concept: Developing knowledge about, and adjusting to pubertal change.</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> I can understand what created in the Image of God means for Christians. I know the physical, social and emotional changes of puberty. I know that I might experience mood swings during puberty. I understand that my body may change at a different rate to my friends. I understand what menstruation is. I know what sperm production and wet dreams are. I am learning how to manage puberty and support others to do the same. I understand that puberty prepares the body for the potential to reproduce. <p>Sample learning activity:</p> <ul style="list-style-type: none"> Make a set of <i>Puberty Changes</i> cards (such as <i>Grow taller; Pimples; Breast development</i>). As a large group, children sort the cards into one of 3 groups – <i>Mostly Girls; Mostly Boys; and Everybody</i>. Make sure that children understand that this is part of transition to adulthood and happens at different rates for everyone. Introduce <i>The Question Box</i> as a way for children to ask embarrassing questions anonymously. Create a list of the questions on the board and allocate pairs of students to find the answers. Use pre-defined resources: websites, school library books, and pamphlets. This could also be linked to a lesson on using good keywords and how to identify a trustworthy website. 	
<p>Core concept: Naming sexual and reproductive anatomy</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> I can identify internal and external reproductive body parts and describe their functions. We have discussed appropriate terminology for different contexts. <p>Sample learning activity: Children can label diagrams of reproductive organs, followed by making models using modeling clay or straws/tubes etc.</p>	
<p>Core concept: Caring for self and others during puberty.</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> I can learn how to manage puberty and support others to do the same. Girls and boys experience many things that are the same during puberty and some that are different. We can be respectful of each other's feelings. I understand that puberty brings physical changes such as wet dreams, periods, body odour and oilier hair, and I know how to take care of myself. 	

<ul style="list-style-type: none"> • I know where pads and tampons are kept at the school if I needed them. <p>Sample learning activity:</p> <ul style="list-style-type: none"> • Working in small groups, ask students to list: <i>The great things about growing up</i>; and <i>The difficult things about growing up</i>. Compare the groups' results, swap lists and come up with 'first step solutions' to help manage the difficult things. Discuss similarities and differences in puberty, including emotions and relationship changes, between boys and girls.
<p>Suggested resources:</p> <p>Department of Education and Training (2012) <i>Catching On Early</i></p> <ul style="list-style-type: none"> • When will it happen? pp136-156. • The Ups and Downs of Growing Up, pp136-156. • Coping with body changes – a memory game' pp158-162.

THEME 2: LIFE CYCLES	LEVELS 5-6
<p>HPE Content Description:</p> <ul style="list-style-type: none"> • Investigate resources to manage changes & transitions associated with puberty (VCHPEP106) <p>Intercultural Capability:</p> <ul style="list-style-type: none"> • Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009) 	
<p>Core concept: Describe the process of human reproduction.</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> • I can explain that Catholic Christian's understand that all life is a gift from God that is to be nurtured, protected, and celebrated over a lifespan. • I understand how pregnancy occurs. • I understand menstruation and sperm production and how these relate to reproduction. • I can tell you the age of consent. <p>Sample learning activity:</p> <ul style="list-style-type: none"> • Create a research project that explains how all life is to be nurtured protected and celebrated over a lifespan. • Complete a sequencing activity using a set of cards with the steps of conception e.g. sperm is made in testicles; egg enters fallopian tube. Use a Y-shape to allow for steps in both bodies. 	
<p>Suggested resources:</p> <p>Department of Education and Training (2012) <i>Catching On Early</i></p> <ul style="list-style-type: none"> • The amazing story of conception, p125. 	

THEME 3: RELATIONSHIPS/FRIENDSHIPS	LEVELS 5-6
<p>HPE Content Description:</p> <ul style="list-style-type: none"> • Practise skills to establish & manage relationships (VCHPEP109) <p>Personal and Social Capability:</p> <ul style="list-style-type: none"> • Explore the links between their emotions and their behaviour (VCPCSE025) • Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031) • Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033). 	
<p>Core concept: Describe the characteristics of healthy relationships.</p>	
<p>Suggested success criteria:</p> <ul style="list-style-type: none"> • I can explain that all relationships have times of reconciliation and renewal. • I know there are different kinds of relationships, and why friendship is important. 	

- I know what I value in a close friend.
- I know that everyone should treat one another both online and offline: kindly, as equals, by taking turns and playing fairly.
- I know that puberty also means changing emotions and attitudes and my relationships may grow and change.

Sample learning activities:

- In pairs design a poster illustrating how relationships can experience reconciliation and renewal.
- Conduct a class auction to identify the most important qualities in a friend (such as: trustworthy, good listener, fun, helpful, kind.) Small groups then have ten tokens each to bid for preferred qualities.

Core concept: Communication skills for positive, healthy relationships.

Suggested success criteria:

- I know that speaking up in certain situations can be worthwhile if I can do it constructively.
- I recognise the things that cause friendships to break down and how it makes people feel.
- *How* we say something can be as important as what we are trying to say.
- I can tell someone I have had a disagreement with how I feel about what they have done without making the situation worse.
- If someone else is being treated unkindly or unfairly I can support them (if its safe to do so).

Sample learning activities:

- *What should I do?* Make a set of cards with real-life scenarios relevant to your class (such as: talking behind another’s back; sharing an embarrassing photo without permission.) In small groups, students can work out ways to address situations. Children might have a range of choices, such as using humour to deflect conflict, walking away, or seeking an adult’s help.

Core concept: Describe the advantages and disadvantages of communicating and keeping in touch with friends using technology and social media.

Suggested success criteria:

- I know how friends should treat one another: as equals, by taking turns and playing fairly and by forgiving and starting again when things don’t always work out.
- I know it can be difficult to understand someone’s intention online.
- If I feel upset its best to take time out until I calm down before I react and to check their meaning by talking face to face.

Sample learning activities:

- Place a piece of string across the classroom. Ask students to stand on one side of the line. Ask them to imagine that they are online and somebody has sent them a message. They must step over the string if they feel a message is not OK: *You are an idiot; I’m having a party and you’re not invited; Why is it taking you so long to finish your homework?; You are such a freak.*
- Messages are sometimes hard to interpret. Follow up with strategies for responding such as: *Step away and calm down first; Tell a trusted adult who can help*

Suggested resources:

Department of Education and Training (2016), *Resilience, Rights, & Respectful Relationships*

- Topic 6: Peer support: setting boundaries, communicating standards, pp100-107.

Department of Education and Training (2012) *Catching On Early*

- ‘Friendship wall, pp. 177-179

Common Sense Education (2015), *Digital Literacy And Citizenship In A Connected Culture*

- Grades 3-5: Unit 1 ‘The Power of Words’ <https://www.CommonSensemedia.org/educators/lesson/power-words-4-5>

Project Rockit: How to challenge online hate:

- <https://www.projectrockit.com.au/project-rockit-tv/>

HPE Content Description:

- Explore how identities are influenced by people & places (VCHPEP105)
- Recognise how media & important people in the community influence personal attitudes, beliefs, decisions & behaviours (VCHPEP111)

Personal and Social Capability:

- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)
- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030)

Ethical Capability:

- Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)

Core concept: Exploring and critiquing online, social and popular media representations of sexuality and relationships.

Suggested success criteria:

- Most of us are influenced by a range of sources. This can affect our actions and relationships (positively and negatively).
- I know that sexual development is a natural and positive part of being human.
- I know the Catholic Church understands that being sexual with another person should always be when people are in a loving relationship, are old enough, care about each other's feelings, and is wanted by both people. I understand the Catholic Church celebrates this love, through the Sacrament of Marriage.

Sample learning activities:

- *Sexuality in the media.* Students will collect images of males and females from their media. Half the class will make collages of how women and girls are represented. The other half, of boys and men. Each group presents their completed poster. Does 'love', 'caring' or 'kindness' have anything to do with sexuality? Do emotions have anything to do with sexuality?
- Identify what is unique about marriage.

Core concept: Respecting diversity

Suggested success criteria:

- I can explain that all of humanity is to be treated with dignity and respect as humanity reflects the image of God
- I understand there are differences between people and these differences can enrich our lives.
- I can explore the connection between stereotyping and prejudice.
- I know that name-calling is wrong and it can be hurtful.
- When its safe to do so, I can help people who are being bullied, including standing up for them or getting help from a trusted adult.

Sample learning activities:

- Participate in a liturgy/prayer that celebrates diversity with the teme 'In the Image and Likeness of God'
- Each student designs a crest that describes their identity, based on culture, religion, skills interests and hopes. Create a display wall of all the crests, celebrating the diversity of your students.
- Through fiction or non-fiction examine prejudice and discrimination eg *The Boy in the Striped Pyjamas* (Boyne 2007) or *Wonder* (Palacio 2012).

Suggested resources:

Family Planning Victoria, *Safe Landing: Sample Unit of Work*, AUSVELS Levels 5-6.

- Sexuality collage, Activity 5-6.1.1, page 19.

THEME 5: TAKING CARE OFFLINE AND ON**LEVELS 5-6****HPE Content Description:**

- Practise skills to establish & manage relationships (VCHPEP109)

Personal and Social Capability:

- Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Ethical Capability:

- Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)

Core concept: Describe ways to use social media safely, legally and respectfully (sharing and viewing online sexual content between peers).

Notes: *This session focuses on providing clarity for children about viewing and sharing sexual content. Statistically, children are more likely to become embroiled in peer-to-peer sharing of material and can easily find themselves in bigger trouble than they bargained for. Children need to know that sending or receiving unwanted sexual comments is not OK; sending adult sexual material is never OK; and that being the subject of harassment and bullying is not their fault. It is important children know that it is never OK for an older child or adult to send them sexual content.*

Suggested success criteria:

- I know that some sexual media content is rated for adult viewing. I must not send it on to friends or younger children.
- If I am worried about messages I am receiving, I know a trusted adult I can talk to.
- I know that harassment and bullying is done on purpose to hurt someone, either with words, threats or actions, and is always wrong. This includes sending people unwanted or hurtful sexual comments.

Sample learning activities:

- Have a class debate: *Children should be able to watch or play whatever they want.*
- Ask students why they think different media content has government ratings. Discuss the presence of explicit material (children are likely to name violent material and people having sex, naked bodies and sexual parts) on the Internet. (Answer: So that children will not be exposed^[1] to harm or fear; so people can make informed choices).
- Use circle time to ask: What are some occasions when it is not all right for someone (eg adult, relative, sibling, peer, unknown person) to show a student sexual images? Why not? (Answers could be: it could be sexual abuse and against the law; against the school or family rules; or disrespectful of the other person's boundaries.)

Suggested resources:

Common Sense Education (2015), *Digital Literacy And Citizenship In A Connected Culture* Grades 3-5: Unit 1 'The Power of Words'

- <https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words>

HPE Content Description:

- Investigate community resources & strategies to seek help about health, safety & wellbeing (VCHPEP107)

Critical and Creative Thinking:

- Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities (VCCCTQ021)

Core concept: Identify parents and other trusted adults if they, or someone they know is being teased or harassed (including received unwanted messages or requests).

Suggested success criteria:

- I can identify adults that I trust and who can ask for help.
- I can be a support to my friends.
- I can assess good sources of information about my body, sexuality and growing up.

Sample learning activities:

- Ask the students to write three important questions they might like to ask under each of four headings: puberty; pressure; friendship; family. Now ask the groups to brainstorm as many potential sources of information for each of the above categories.

Core concept: Overcoming barriers to seeking help.

Suggested success criteria:

- Some things are difficult to talk about but it is important that I get the help that I need.

Sample learning activities:

- Make a set of cards with statements such as: *I love you; I am frightened of...; I got in trouble at school today; I'm worried about a private part of my body*. They must sort the cards between two categories – *Easy to talk about*, and *Difficult to talk about*. As a large group, discuss ways for making these discussions easier.

Suggested resources:

Department of Education and Training (2012) *Catching On Early*

- Finding reliable information, pp 180-182

Appendix

THIRTEEN REASONS WHY RELATIONSHIPS AND SEXUALITY EDUCATION IS IMPORTANT IN PRIMARY SCHOOL

1. Sexuality education provides preparation for puberty and beyond

Good sexuality education plays an important part in helping children manage the physical and emotional changes that puberty brings. Children most frequently ask, 'Am I normal?' and, 'When will it happen?' A chance to hear what to expect and that physical changes and processes affect everyone can be self-affirming. Learning how to manage these changes is also part of helping children to become independent and confident.

2. Many children want to know

Many younger children are curious about their bodies and how babies grow. Children should know before they start secondary school how a baby is conceived. While some children have no interest in the subject of sex, most have some and talk with their friends about sex and body functions. Sexuality education provides the opportunity to learn the anatomically correct vocabulary, which gives them a better chance to frame questions and express themselves. We can avoid unnecessary mystery, embarrassment and shame by providing age-appropriate information using the right pedagogies.

3. Some children enter puberty earlier

The process of puberty can start as young as eight among some children. The median ages are 8-12 for girls and 9-14 for boys. The average age for menstruation is 12 years however lots of visible changes start in the preceding two years. Early developers can go through growth spurts, breast development, increased body and facial hair, and body odour (for girls and boys). Children need an introduction to puberty changes prior to Levels 5 and 6. All children need to know about puberty before it happens and important lessons about respecting others' feelings and making comments about others' bodies can be taught right from the start.

4. Sexuality education is an essential component of the Victorian Curriculum

In Victoria, it is compulsory for government schools to provide sexuality education within the Health and Physical Education domain, including assessment and reporting.

5. Parents want sexuality education in schools

Australian research since 1984 and recent international surveys challenge the convention that parents are reluctant to have sexual health issues taught in schools. Surveys in Canada, United Kingdom, United States, Russia and Greece all found that more than 85 per cent of parents either strongly agreed or agreed with the provision of sexuality education in schools (Langille, Langille, Beazley & Doncaster 1996; McKay 1996; McKay, Pietrusiak & Holowaty 1998; Weaver, Byers, Sears, Cohen & Randall 2002). The exposure of children to adult sexual themes through popular media has increased the concern expressed by families about the sexualisation of children. Providing sexuality education gives communities the opportunity to communicate their values in contrast to more commercially oriented messages.

6. Sexuality education helps young people make healthy choices

Children whose parents discuss values and attitudes towards sexuality and who receive good sexuality education at school are more likely to start sex later and less likely to have an unplanned pregnancy or a sexually transmissible infection. Reducing these negative outcomes is not the only purpose of sexuality education but it is an important one (Society of Obstetricians and Gynaecologists of Canada 2008).

7. Children are saturated with sexual and body image messages

Sexuality develops naturally in children (Richardson & Schuster, 2003). It is assembled over the years from different components which include the brain and body's own natural development, and the way individual children perceive the world. And the lessons we teach them.

We know the impact the media has had on body image and self-esteem is an issue that affects increasingly younger children. Almost daily children hear 100s messages and see images about bodies, sexuality, relationships, beauty, masculinity and femininity, just to name a few. These messages influence our capacity to manage our health and relationships as we grow older. In the absence of formal sexuality education this process continues unguided and unsupported (Collyer, 1995). Primary schools have a critical role in helping children to question the messages they get from media and other sources.

8. Boys need sexuality education too

Boys can miss out on sexuality education within the family. Mothers tend to provide more discussion on this topic and may know less about boys' development. Boys are often left to learn about sex and sexuality on their own (Ray & Jolly 2002).

9. Safety in the digital world

A Senate Inquiry conducted in 2016 reported on the harm online explicit sexual material inflicts on children and young people. Submissions to the Inquiry found that material is generally available with little or no control over who is accessing the material; there is an increase in overall rates of exposure among children and exposure at younger ages (Flood 2016). In separate research, younger children were more likely to talk about troubling content such as violent news images, and older children were more concerned about what others do and say online as well as being contacted in ways that made them uncomfortable (Green, Brady, Holloway, Staksrud, & Olafsson, 2013). Through RSE we can teach children skills and messages about behaving responsibly and safely in the digital world.

10. Gender stereotypes begin to affect children's choices and options

By the age of eight, children will display a sense of the rules about gender. For example, 'girls can't play soccer' or 'boys don't cry'. While some gender norms can be positive, such as showing loyalty to family, others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence. Sexuality education helps children to separate fact from fiction about being a boy and being a girl. A safe space and time to question strict gender rules can help broaden their options and make it easier for the children who don't fit the stereotypes.

11. Sexuality education can be protective against sexual abuse

Many important messages and skills that contribute to children's safety are part of a comprehensive sexuality program. They include: teaching children about the proper names of their body parts; giving children permission to talk and ask questions about sexual body parts; explaining the qualities of respectful relationships and appropriate sexual relationships; identifying a support network of teachers and parents to whom they could turn; understanding personal safety, that is, safety for our bodies; learning to respect boundaries, their own and others' serves to help children see what constitutes appropriate and inappropriate touch as well as laying the foundations for explaining sexual consent in the future.

12. Sexuality education brings diverse families to the classroom

Sexuality education goes to the heart of what family means and provides a good framework for talking about the common role of family and the networks we need to sustain ourselves. Children are increasingly in diverse family structures, including those with same-sex parents or carers. No child should feel excluded due to their family or home circumstances. By welcoming and acknowledging diverse family structures we can encourage children to be confident and respectful of themselves and others.

13. Breaking the ice/Setting the stage

Talking about sexuality when children are young is a lot easier than when children become adolescents, when they are deep in the territory of whirling emotions, hormones and physical change. Giving children, educators and parents practice and comfort in talking about sexual matters lays the foundation for open discussions between young people and adults about this important aspect of ourselves.

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