



Government of **Western Australia**
Department of **Health**



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better health • better care • better value



Department of Health



What's
new?

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Sexuality and relationships education training to primary and secondary school teachers: an evaluation of provision in Western Australia

Article by Sharyn Burns and Jacqueline Hendriks published in the *Sex Education: Sexuality, Society and Learning Journal*.

[READ MORE](#)



Read this first



Find a resource



Learning Activities



Events



Ask a Question



Search the site

GDHR: Providing curriculum support for teachers in sexual health and relationships education

Australian Research Centre
in Sex, Health and Society

National Survey of Australian Secondary Students and Sexual Health 2013

Anne Mitchell, Kent Patrick,
Wendy Heywood, Pamela Blackman
and Marian Pitts

April 2014

Results of the
5th National Survey
of Australian
Secondary Students
and Sexual Health

The image features a black background with four large, overlapping circles arranged in a cross pattern. The top-left circle is purple, the top-right is yellow, the bottom-left is light green, and the bottom-right is red. In the center, a white rectangular box with a black border contains the text "4 corners" in a bold, black, sans-serif font.

4 corners

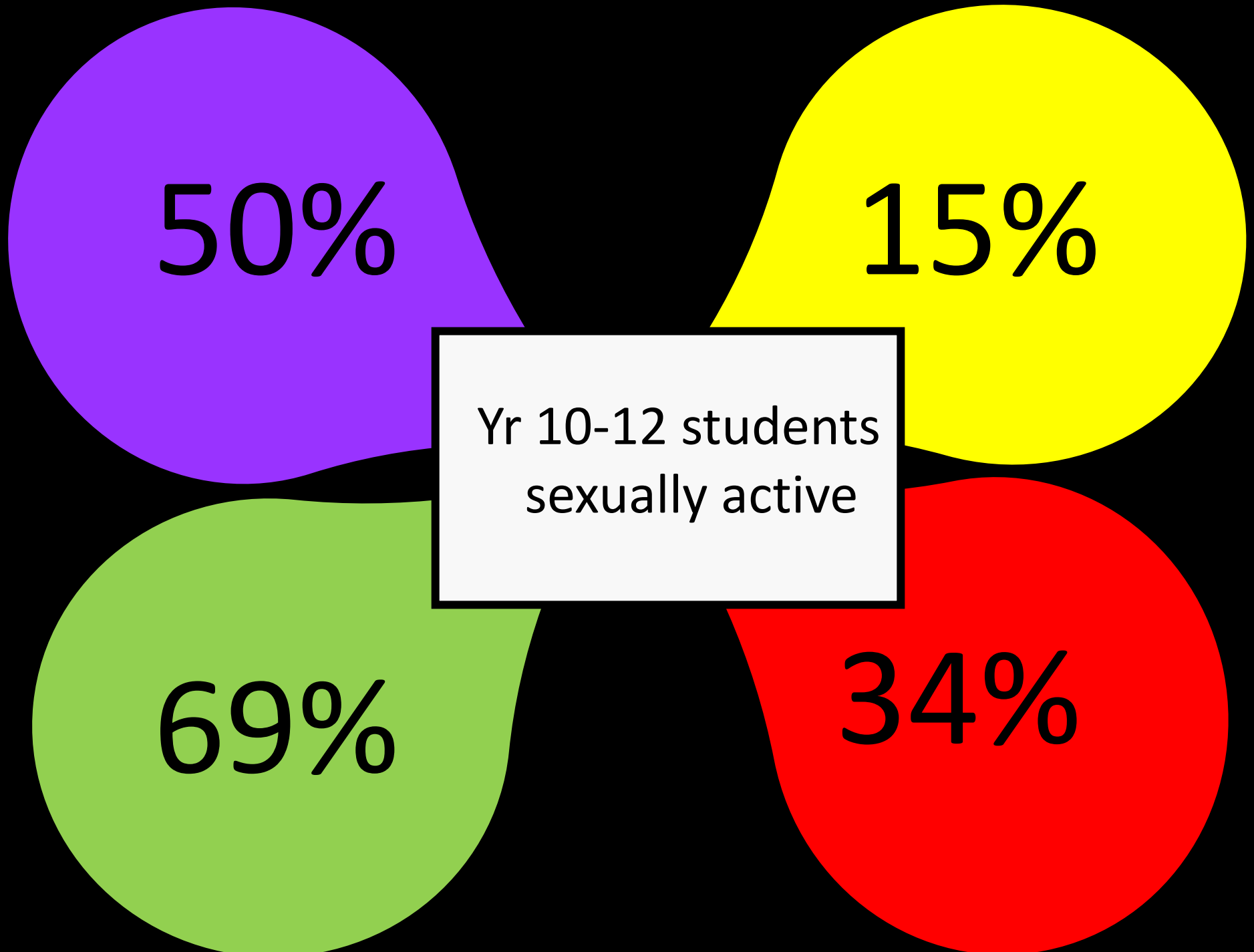
50%

15%

Yr 10-12 students
sexually active

69%

34%



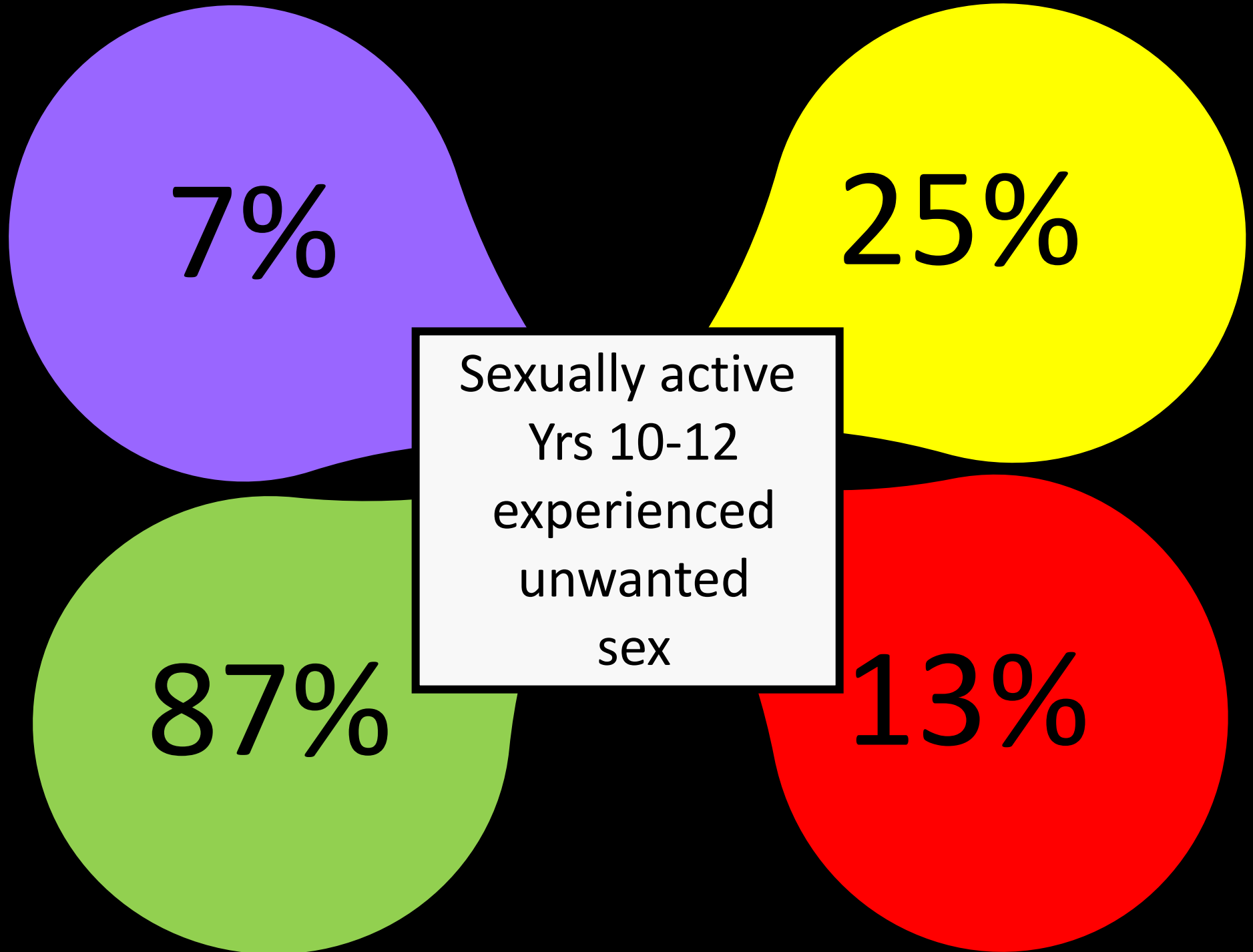
7%

25%

Sexually active
Yrs 10-12
experienced
unwanted
sex

87%

13%



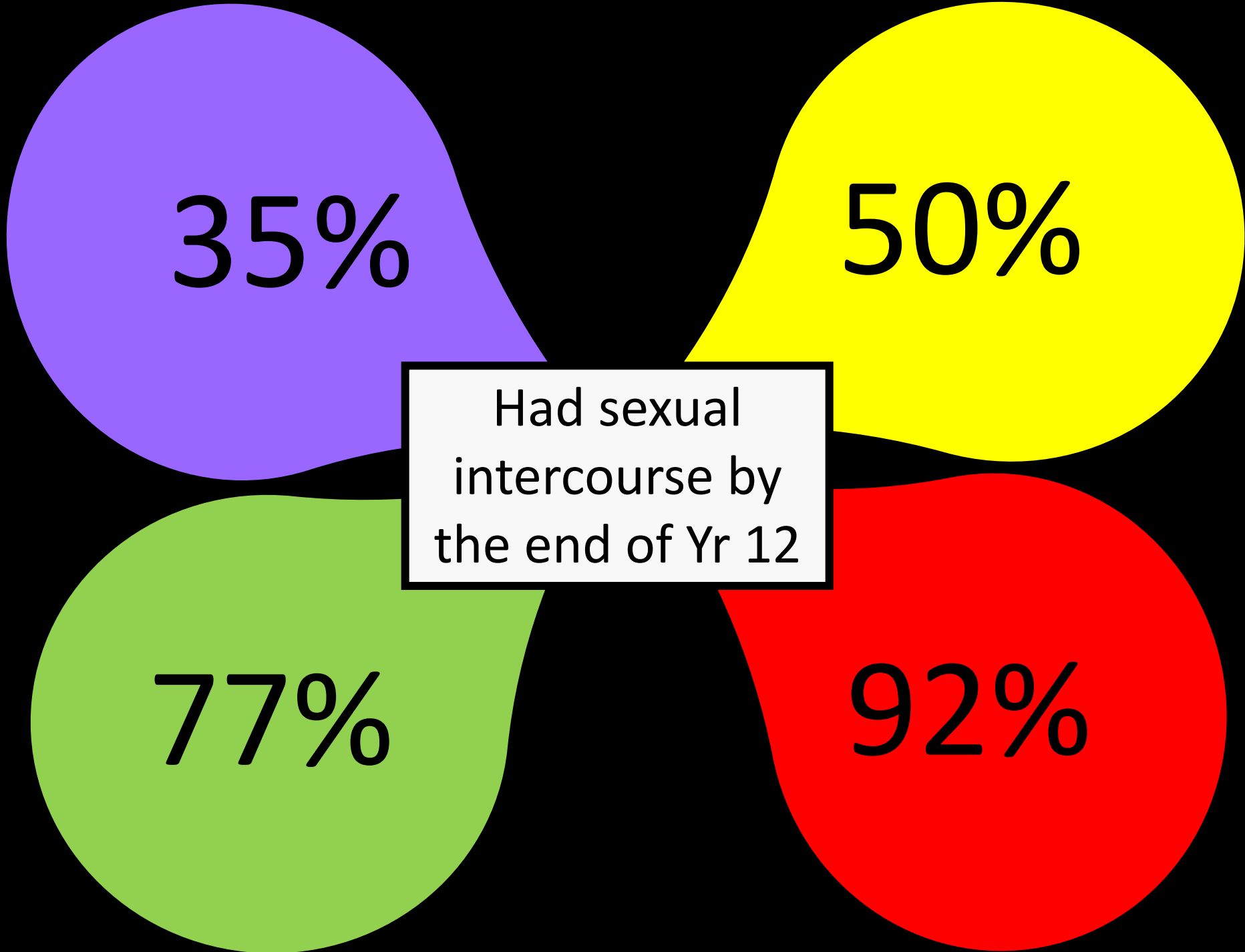
35%

50%

Had sexual
intercourse by
the end of Yr 12

77%

92%



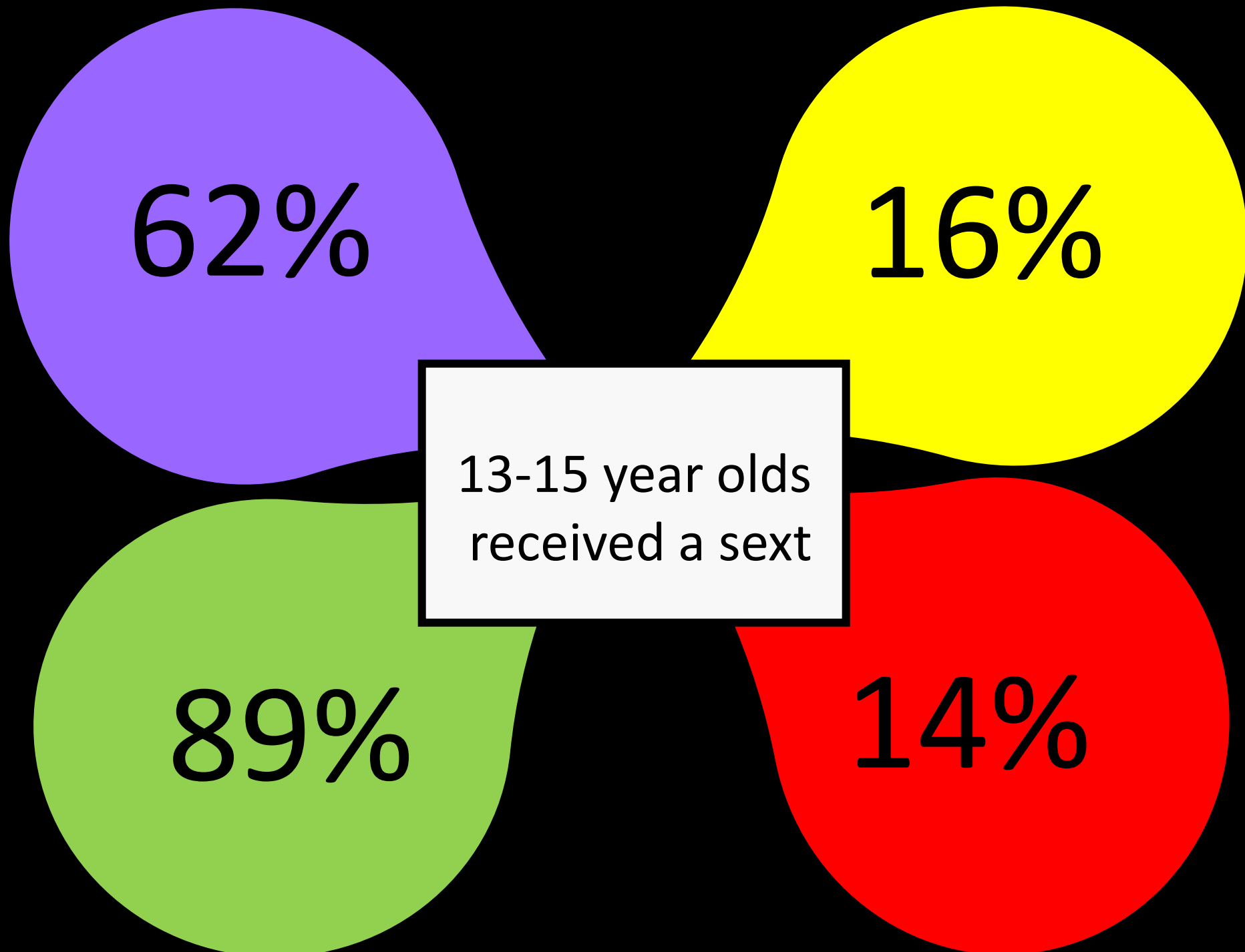
62%

16%

13-15 year olds
received a sext

89%

14%



13

16

Age most young
people have
seen
pornography

14

10

1 in 4

1 in 2

How many
pregnancies are
unplanned?

1 in 20

1 in 12

1 in 10

1 in 2

What are the
termination
rates?

(of teen pregnancies)

1 in 5

1 in 20

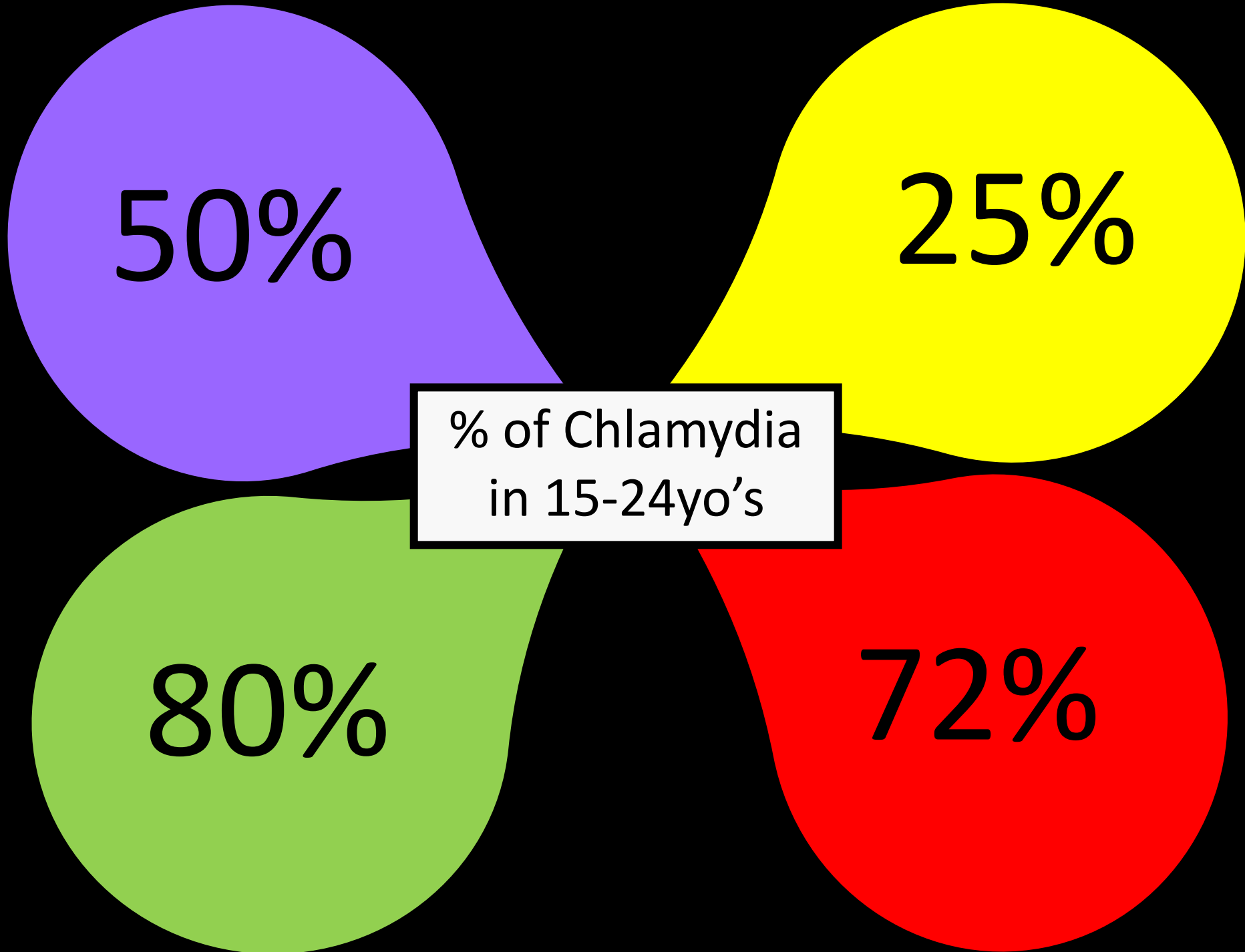
50%

25%

% of Chlamydia
in 15-24yo's

80%

72%



Revised edition

International technical guidance on sexuality education

An evidence-informed approach



Public and Aboriginal Health Sexual Health and Blood-borne Virus Program

National and State strategies 2019 - 2023
consultations



PREVENTION
& EDUCATION



TESTING &
DIAGNOSIS



DISEASE MANAGEMENT
& CLINICAL CARE



WORKFORCE
DEVELOPMENT



ENABLING
ENVIRONMENT



RESEARCH, EVALUATION
& SURVEILLANCE

Protective Behaviours

Respectful Relationships



	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A & V	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
Personal, social and community health							
Keeping healthy, safe and active	Personal strengths of individuals	Personal strengths and how these change over time	Personal strengths and achievements and how they contribute to personal identities	Factors that strengthen personal identities, such as the influence of: <ul style="list-style-type: none">• family• friends• school	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: <ul style="list-style-type: none">• using self-talk• seeking help• thinking optimistically	Ways that individuals and groups adapt to different contexts and situations	Ways that personal identities change over time
	<p>The different parts of the body and where they are located</p> <p><i>E: Identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private</i></p> <p>Protective behaviours to keep safe and healthy:<ul style="list-style-type: none">• saying ‘no’• moving away• telling an adult• asking for help• body integrity<p><i>E: identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported</i></p><p>Trusted people in the community who can help individuals feel safe</p></p>	<p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:<ul style="list-style-type: none">• dialling 000 in an emergency• reading basic safety signs• accessing a safety house or a trusted network• asking a trusted adult</p> <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:<ul style="list-style-type: none">• procedure and practice for dialling 000 in an emergency• locating safety houses and trusted networks in the local community</p> <p>Strategies and behaviours that promote health and wellbeing:<ul style="list-style-type: none">• personal hygiene practices• healthy eating• sufficient sleep• staying hydrated• regular physical activity• body integrity</p>	<p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:<ul style="list-style-type: none">• the body• friendships• feelings</p> <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:<ul style="list-style-type: none">• keeping calm• using appropriate non-verbal communication skills• seeking help</p> <p>Actions in daily routines that promote health, safety and wellbeing:<ul style="list-style-type: none">• healthy eating• appropriate levels of physical activity</p>	<p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:<ul style="list-style-type: none">• positive self-talk• assertiveness• seeking help• sharing responsibilities</p> <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:<ul style="list-style-type: none">• being alert and aware of unsafe situations• using assertive behaviour and language</p>	<p>Changes associated with puberty which vary with individuals:<ul style="list-style-type: none">• physical• mental• emotional</p> <p>Reliable sources of information that inform health, safety and wellbeing, such as:<ul style="list-style-type: none">• internet-based information• community health organisations• publications and other media</p> <p>Strategies that promote a safe, healthy lifestyle, such as:<ul style="list-style-type: none">• comparing food labels on products• increased physical activity• practising sun safety</p>	<p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:<ul style="list-style-type: none">• minimising and managing conflict• recognising and building self-esteem• selecting and managing relationships</p> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:<ul style="list-style-type: none">• refusing medicines, tobacco, alcohol or other drugs• improving the nutritional value in meals</p>



What's missing?

	Year 5	Year 6
	<p>Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:</p> <ul style="list-style-type: none">• bicycle safety• sun safety	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none">• creating social connections for better mental health• meeting physical activity recommendations

Panel of reviewers/writers

Sexual risk taking decision-making plan
Student Activity Sheet

Problem
What is the problem and how do I feel?

Choices?

Positive things that might happen

Negative things that might happen

I would _____

gdhr
giving & getting healthy advice

Year 10 Learning Activity: Sexual risk taking
© Government of Western Australia Department of Health <www.gdhr.wa.gov.au>

Assessment task	
Year level	
Learning area	
Subject	
Title of task	
Description of task	
Type of assessment	
Purpose of assessment	
Assessment strategy	
Evidence to be collected	
Suggested time	
Content from the Western Australian Curriculum	
Task preparation	
Prior learning	
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their tasks. Where appropriate, teachers may either scaffold or extend the scope of the assessment
Assessment task	
Assessment conditions	
Resources	

Advisory Group



Department of
Education



School Curriculum
and Standards
Authority



Association of Independent Schools
of Western Australia

Australian
Research Centre
in Sex, Health
& Society



UNSW
SYDNEY



SEXUAL
HEALTH
QUARTERS



Curtin University

Boys & Puberty

Almost everything boys will ever need to know
about body changes and other stuff!



Government of Western Australia
Department of Health
Public and Aboriginal Health Division

Relationships, sex & other stuff

A few things teenagers will need to know
about relationships, sex and other stuff!

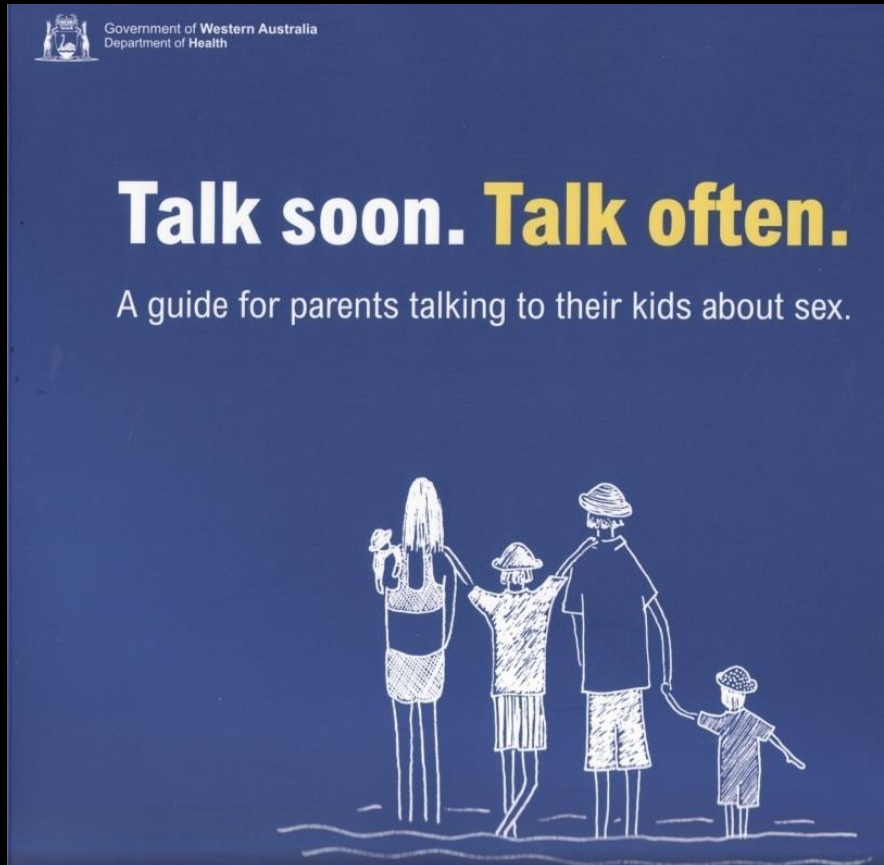


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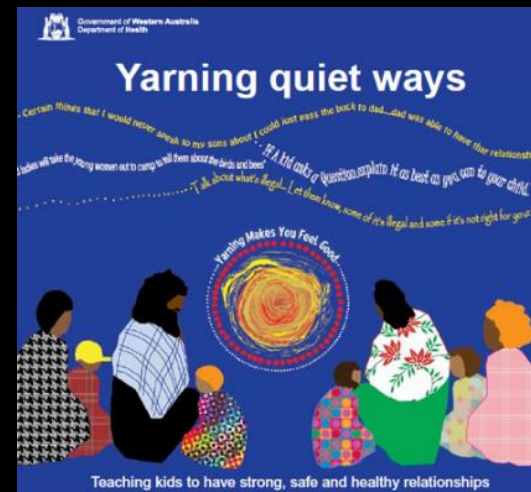
Girls & Puberty

Almost everything girls will ever need to know
about body changes and other stuff!

Review



parent consultations
survey
new hardcopy
online version





Department of Health



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GDHR Topics

[Diversity](#) [Emotional Wellbeing](#)
[Growing Bodies](#) [Health Literacy](#)
[Respectful Relationships](#)
[Staying Safe](#)

Year Level

[Kindergarten](#) [Pre-primary](#)
[Year 1](#) [Year 2](#) [Year 3](#)
[Year 4](#) [Year 5](#) [Year 6](#)
[Year 7](#) [Year 8](#) [Year 9](#)
[Year 10](#)

Activities

Pregnancy and birth

[Year 8](#) [Emotional Wellbeing](#)
[Growing Bodies](#)

Through research, students develop an understanding of the stages of pregnancy and how to keep an unborn child healthy. Students create a poster or movie to promote healthy behaviours to keep the unborn child safe.

Dealing with challenging times

[Year 8](#) [Emotional Wellbeing](#)
[Health Literacy](#)

Students investigate a range of health information from a variety of sources and decide on which would be most appropriate in dealing with challenging situations.

HPV vaccine

[Year 8](#) [Health Literacy](#)
[Staying Safe](#)

Videos and short activities to show students who will be receiving their HPV vaccine at school.

What's OK and what's not OK

[Year 8](#) [Respectful Relationships](#)

Students develop their understanding

Choices and consequences

[Year 8](#) [Staying Safe](#)

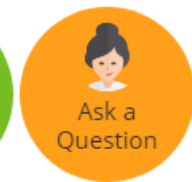
Students watch Kaiyai Girl, an



Curtin University



2 Day PD – free + teacher relief
Developing online unit
After school workshops
Case studies



Our Bodies



Relationships



STIs



Sex



Keeping Safe



Condoms & Contraception



FAQ



Blood Safe



Fun Stuff



Laugh and Learn

Check out our new videos and laugh while you learn about growing up



Puberty



Condoms



Blood-borne virus
safety



Keeping safe