

THE PRACTICAL GUIDE TO LOVE, SEX AND RELATIONSHIPS

A teaching resource for Years 7 to 10

Welcome to The Practical Guide To Love, Sex And Relationships for Years 7 to 10 from the Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University, funded by the Australian Government Department of Health. Developed in line with the Australian Curriculum, the activities link to the Health and Physical Education curriculum.

Teaching relationships and sexuality education in the classroom can be a challenge, particularly for those of you new to the material. But if you've taught it before, you'll know how much your students appreciate it and how incredibly rewarding it can be. So whether you are just starting out or an old hand this resource aims to provide you with evidence based information and clear, easy to use activities.

*Taking care of me, taking care of you,
having an equal say and learning as we go.*



National research carried out by ARCSHS has found that about 25% of Year 10 students and 50% of Year 12 students have had sexual intercourse. The numbers of students who have had some kind of sexual interaction with another person are much higher. In the most part their experiences were positive. However, a significant number of sexually active students have had unwanted sex, largely to being drunk, pressure from a partner, or fear. Wherever young people are at in 'being with someone', there is no question that they are learning about sexuality and relationships NOW. Australian research has found young people want opportunities to discuss the emotional and practical aspects of relationships - what to expect and how to cope, and not simply the biological and reproductive information.

The Practical Guide To Love, Sex And Relationships is inspired by [Professor Moira Carmody's](#) groundbreaking skills development approach to ethical sexual decision-making. At its heart is the concept of care of self, being aware of the impact of our actions on others, having an equal say, and acknowledging the importance of reflection and learning from experience. This resource brings together sexual health education with relationships education, to challenge the acceptability of 'pressured' sex and replace it with a new norm – one of ethical sex and ethical encounters, so that young women and men are more able to enjoy sex when they feel ready for it, that it is safe, and that it is a mutually pleasurable and consensual experience.

Limiting our relationships and sexuality programs to STI information and safe sex is not addressing the complexity of growing up, fitting in, and sexual exploration and negotiation. Learning about sexual ethics - how to take care of ourselves as well as our responsibility to the person we are with - is a conversation that we are well overdue in having with school-aged young women and men.

WHAT'S IN THE BOX?

The following are available for immediate download for your convenience. The activities come as a pdf with links to other excellent resources. You may choose to convert some pages to a slide format.

We have also made short animations as discussion starters. The teaching activities work independently of the videos as we appreciate the videos will not be considered acceptable in all school environments. Some of them contain swearing (eg 'slut') and sketches of genitals. Please review them before you show your class.

We have also developed a world-first (as far as we know) animation on pornography designed to explain real-life sexual relationships vs porn sex. Depending on your groups' life experience this may not be relevant until they are older, however research evidence suggests that teachers would like more resources to address this issue.

Years 7/8

- 10 topics, 20 learning activities
- Handouts, Slides
- 4 x 4-6 minute videos:
 - o *Standing Up for Yourself*
 - o *How to get to know someone*
 - o *Freedom fighters*
 - o *Porn, What you should know*

Years 9/10

- 10 topics - 30 learning activities
- 4 x 4 minute videos to use as discussion starters about love, sex and relationships:
 - o *The good ship 'Relationship'*
 - o *The Truth About Desire*
 - o *When's the Right Time?*
 - o *Love, Sex and Relationships*
- Handouts, Slides
- Pre and post assessment tools with marking guides

Extra support

- 16 demonstration [videos](#) to help teachers get an idea of how it's taught.

TEACHING RELATIONSHIPS AND SEXUALITY: WHAT DOES THE RESEARCH SAY?

Results of the [Fifth National Survey of Australia Secondary Students and Sexual Health](#) provide a picture of teenagers demonstrating similar sexual behaviours to those in previous surveys, with individuals generally acting responsibly and being mostly happy about the choices they make.

The survey has been carried out by Australian Research Centre in Sex, Health and Society every 4-5 years since 1992, looks at the sexual behaviour, attitudes and health of young people at secondary school and is the most comprehensive of its kind. The most recent survey involved more than 2,000 students in Years 10, 11 and 12 at government, Catholic and independent schools in all states and territories.

From The Survey:

<p>Of those who have had sex most had positive feelings after sex. About 25% of Year 10 students and 50% of Year 12 students have had sexual intercourse.</p>	<p>These are similar numbers to those found in previous surveys.</p>
<p>Those who had not had sex, had positive feelings about not having sex. Young people who weren't having sex were happy with their choice and said it was because they weren't ready for sex.</p>	<p>While a young person's family has the greatest influence in the choices young people make, the survey respondents attribute their choices, not to external influences such as parents, but to their own capacity to make personal decisions.</p>
<p>Condom use remained stable at about 60%; and went up to about 80% if the young person had a condom with them at the critical time.</p>	<p>Chlamydia rates have quadrupled in the last decade, mainly among young people. Condom use remains an important part of relationships and sexuality education programs.</p>
<p>The majority of sexually active students had sent or received sexual images or messages online.</p> <p>Over half of all students had received one.</p>	<p>Very few reported receiving sexual messages/images as an upsetting or negative experience. Most sexually explicit messages or images were sent between people who were in a relationship, rather than a stranger or a friend.</p>

<p>Eight per cent of young men and 4% of young women reported sexual attraction only to people of the same sex. Five per cent of young men and 15% of young women were attracted to people of both sexes. Around 4% of young men and 5% of young women were unsure about their sexual attraction.</p>	<p>One of the concerns expressed by teachers is raising the topic of sexual diversity, for fear of dealing with some students' homophobia. This resource includes activities to explore feelings of difference, uncertainty and marginality associated with being attracted to someone of the same sex. Importantly some of the activities exploring relationships include examples of young people in same-sex relationships.</p>
<p>In addition to 'male' and 'female', for the first time students were given the option of 'other' when reporting their gender. Twenty-three students chose the option of 'other'. These students were not included in the sample for the report due to low numbers.</p>	<p>An Australian study of the school experiences of transgender and gender diverse students found that 25% of the survey participants avoided their schools because they could not conform to gender expectations (Jones et al, 2015).</p>
<p>A small proportion (5%) of sexually active students reported that they had sex that resulted in pregnancy.</p>	<p>Some young people are more likely to become pregnant in their teens than others: young women with disabilities, indigenous young women, young women living in disadvantaged areas and remote areas, and young women who identify as same-sex attracted (ABS, 2014; Hillier et al, 2005). Victims of sexual abuse are more likely to have early and unprotected sexual activity and to become pregnant. Our classroom programs make a difference by increasing knowledge of and access to contraception and health services.</p>

<p>A low proportion of sexually active students reported having ever had an STI. Two per cent of young men and 3% of young women report that they have ever been diagnosed with an STI.</p>	<p>There were over 70,000 reported cases of STIs in Australia in 2012 (Kirby Institute, 2013). Three quarters of known cases occurred among people aged between 15 and 29 years.</p>
<p>25% of young people who had had sex, had experienced unwanted sex. More young women (28%) than young men (20%), but the numbers of young men are still notable.</p> <p>Among our respondents, the reasons for unwanted sex were:</p> <ul style="list-style-type: none"> o Pressure from a partner (53%) o Being drunk (49%) o “I was frightened” (28%) 	<p>‘Unwanted sex’ is a very broad term. It could include child sexual assault to sex-I-wish-I-hadn’t-had. There is a strong likelihood that some of these young people would not understand that being frightened into sex constitutes sexual coercion and assume that rape is more physically violent.</p>
<p>Young people place a high value on the sexuality education they receive at school. Fifty per cent of students found their sexuality education in schools relevant and useful. But 50% did not. The experiences of gay, lesbian and trans students are overrepresented here.</p>	<p>Here’s what would like to see done differently – they say it’s too limited to preventing pregnancy and sexually transmitted infections. They’d like more time spent on negotiating the complexities of romantic and sexual relationships. Interestingly other research conducted with teachers has identified the same needs – that is, more support and resources to teach better quality education that is more reflective of issues like consent and relationships.</p>

TEACHING AND LEARNING ACTIVITIES FOR YEARS 7-8

Topic 1 — Great Expectations

Activity 1: Creating a Safe Space

Activity 2: Great Expectations (of Puberty)

Activity 3: Puberty Overview

We begin the Years 7 and 8 program by establishing a Group Agreement so that students will know what's expected and feel safer to join in. Fundamental to the Practical Guide to Love, Sex and Relationships are the concepts of ethical and respectful treatment of one another, so developing these rules is a good place to start.

The Puberty Overview highlights that change is not limited to physical development. We are laying the groundwork for understanding that growing older implies new experiences and social expectations, as well as changes to emotions, relationships and sexual feelings. We acknowledge that families vary in their expectations of children as they grow older. If you have students from a range of cultural or religious backgrounds this is a great way to learn about differences as well as commonalities.

Topic 2 — Friendship

Activity 1: What Makes a Good Friend?

Activity 2: Working Things Out

What makes a good friend? Knowing what it takes to be a good friend, and to distinguish a good friendship from a negative one, are important skills for all of us. Distinguishing between the two is not as easy as it seems and these activities will highlight the differences.

Working Things Out – When relationships get 'crunchy' or someone oversteps your boundaries one option is to try and speak up. For many of us, it's something we'd rather not do but is an important skill to develop. How you say something, or your style of communication, makes a difference to how successful you are at getting heard.

Topic 3 — Freedom Fighters (Gender)

Activity 1: Freedom Fighters

Is it ok for a girl to ask a boy out? Which students are allowed to use public transport by themselves? Is there a gender split? Would a girl be called a slut if she had a lot of boyfriends? What happens to a boy who is 'different'? In this session we will consider how social expectations change as we get older, and how some of these expectations relate to common ideas about what is ok for a girl to do, and what's ok for a boy.

Topic 4 — What To Do When You Think You Like Someone

Activity 1: What To Do When You Think You Like Someone

Activity 2: How to Listen

This lesson reflects on what a respectful and ethical romance looks like. How to begin a relationship is something many young people struggle with, but identifying some specific social skills can make a difference. These skills could as readily apply to friendships as well as potential romantic relationships. Through this activity we also talk about gendered expectations in romantic relationships. The activity starts off in a fun way by imagining conversation starters between two potential love interests.

How To Listen - Not all of us feel comfortable to begin conversations, nor do we necessarily want to be centre stage. But everybody needs connections. An essential connection-making skill is listening, which is great news for the shy students in your class.

Topic 5 — Why Do People Kiss?

Activity 1: Why Do People Kiss?

Activity 2: Respecting Boundaries

We continue the theme of romance to explore the notion of why people kiss (in a passionate kind of way). Not sex, just kissing. We are working towards explaining sexual consent for all kinds of sexual activities involving two or more people, but we start with kissing because sex has lots of cultural baggage. We establish the conditions in which it is 'right' to kiss – namely that it is mutually wanted, reciprocal, with a reasonable expectation of pleasure, and no-one is forced or pressured to do it.

Respecting boundaries – do you really want to share your social networking passwords with another person? What about access to seeing everything on your Facebook page? What if your girlfriend wants to send you 20 texts a day, or your boyfriend wants to meet you every day after school? Setting boundaries means we take the time to think about how we feel and what we want, which might be very different to what a friend or partner wants, and are able to communicate it.

Topic 6 — What's Ok and Not Ok? (sexual harassment)

Activity 1: What's Ok and Not Ok?

Sexual harassment is a significant issue in the Australian community. Despite there being laws against it for the past 25 years, it continues to occur in workplaces and schools. Sometimes the boundaries between what's acceptable and unacceptable behaviours are confusing. A useful, general rule of thumb is that sexual comments should be WANTED, reciprocal, and make a person feel good. Addressing sexual harassment is important to help young people understand and enjoy ethical and respectful relationships.

Topic 7 — Sexual and Reproductive Health

Activity 1: What Do You Know?

Activity 2: Sexual and Reproductive Health Quiz

This session is an opportunity for you and students to check their existing knowledge around STIs, BBVs, contraception, conception and sexual safety. It also includes questions that challenge some of the misunderstandings and myths around male and female sexuality.

Some of the material is sensitive, so make a considered choice about whether your students are ready for this discussion (generally it is a Year 8 activity). It also aims to validate those who are not sexually active.

Topic 8 — Authenticating Online Information

Activity 1: Authenticating Online Information

This session is designed to help teach students how to find, access and evaluate legitimate information on sexuality, sexual health and relationships on the Internet. In the lesson students learn advanced search skills that will increase their chances of finding relevant information and reducing the number of unwanted and inappropriate hits.

Topic — Porn, What You Should Know

Activity 1: Porn, What You Should Know

The purpose of this video and the accompanying lesson plan is to help your students become critical thinkers about pornography and other sexual imagery (which may not be classified as porn). You will need to make a judgment about whether this session is relevant to your group. While it is clear that sexually explicit media is readily available, it is important to keep in mind that not everyone in your class has seen or wants to see it. Our main concern is that sexually inexperienced young people have the chance to hear an alternative set of standards – that sex can be a mutually enjoyable and consensual experience.

TEACHING AND LEARNING ACTIVITIES FOR YEARS 9-10

PRE- ASSESSMENT

Developed in consultation with Australian Council for Educational Research, we have developed a pre-test to gauge the students' current understanding and knowledge of key aspects that appear in The Practical Guide to Love, Sex and Relationships resource. **Complete it prior to lessons beginning with this resource.** It is made up of 20 questions. Some are multiple choice, with some short, written response formats as well. The assessment is designed to be a 'snapshot of understanding' that requires minimal time and preparation from both teachers and students. The results of the pre-test can be used to inform the teacher on areas that will need particular attention when using the resource.

Topic 1 - Introducing Love, Sex and Relationships

Activity 1: Creating a Safe Space

Activity 2: Introducing the Love, Sex and Relationships Ethical Framework.

Activity 3: The Sexuality Timeline

Is there a schoolyard 'rule-book' for love, sex and relationships? Are there penalties for breaking the rules? Are the rules fair? Students are encouraged to identify and critique existing social expectations against a new kind framework. The LSR Ethical Framework is an alternative guideline for reflecting on relationships and sex that aims for fairness, safety and respect (and fun) in making sexual decisions.

The Sexuality Timeline asks 'what is the average age of: first sexual feelings/falling in love/becoming gay, straight, bisexual/knowing you're a boy or a girl/drinking alcohol/learning about sex at school, seeing porn etc.' Students' predictions of norms around sexual development, events and behaviours are checked and challenged. We consider the implications of our beliefs about 'what's normal' as well as the diversity of beliefs in the classroom.

Topic 2 - Love etc.

Activity 1: Perfect Match

Activity 2: Relationship Check-up

Perfect Match is a values clarification activity that encourages students to be critical of the messages they receive about love and relationships and to consider their own beliefs.

Relationship Check-up helps students consider important elements of healthy relationships

Topic 3 — Sexual diversity

Activity 1: Names

Activity 2: Stepping Out

During Names we brainstorm words used for same-sex attracted boys/men; for same-sex attracted girls/women; for opposite-sex attracted men and women. This activity explores discrimination based on sexual identity, and the meaning of homophobia.

Stepping Out promotes empathy building by exploring 'being different' and living with uncertainty.

Topic 4 — The truth about desire

Activity 1: Name that Myth (about Desire) Quiz

Activity 2: The Truth about Desire

Activity 3: Words

This topic begins the discussion about 'being sexual', starting from a reflection on assumptions about sexual desire. Rather than a focus on the dangers and risks of pregnancy and disease, we start from a position that being sexual is a potentially good part of our lives.

These activities also challenge gender stereotypes about sexual feelings, using a short animation to provoke discussion on the effect of gender stereotypes and double standards on relationships.

Topic 5 — When is the right time?

Activity 1: Check The Facts

This activity is a highly structured introduction to some factors that contribute to positive sexual experiences. The aim of this lesson is not to promote 'sex within relationships' (as not all relationships are healthy or safe) - but to make a comparison and connection between the elements of ethical relationships and ethical sex.

Topic 6 — Comfort zones

Activity 1: Comfort Zones

Chris and Sam have a different set of ideals about what a sexual experience could be. What are their options? Can they talk? What are the pressures they might be feeling?

Topic 7 — Communication

Activity 1: Non-verbal communication

Activity 2: Checking-in relay

Many people feel awkward about talking during sex, but you still have to check that the other person is consenting. Paying attention to body language and other non-verbal signals is important for expressing what you want, and understanding what the other person wants.

Supported by a new video raising issues of non-verbal communication and looking for cues.

Topic 8 - Consent and the law

Activity 1: Is it legal?

Real-life scenarios for problem solving and decision-making. The focus of this topic is to help students understand the legal definition of consent, the process of consent, what their responsibilities and rights are in giving and obtaining consent.

This session has the potential to be upsetting for some students as they reflect on their own experiences. It is important that they are made aware before they come that sexual assault is the topic so that they can opt out if necessary.

Topic 9 — STIs — getting tested.

Activity 1: What do you know?

Activity 2: How to put on a condom, Laci Green

Activity 3: Getting tested

We have an overview of STIs and investigate some of the social issues and attitudes towards relationships and STIs that effect people's capacity to manage their sexual health. Some significant barriers to managing sexual health are beliefs about what testing and treatment might be like, and concerns about the reception and possible censure a person might receive on visiting a health service. This session could be preparatory to a visit from a local health provider or a visit to a local health service if appropriate.

Topic 10 — Can you get pregnant from...

Activity 1: Jessica and Ashley

Activity 2: Contraception – an overview of facts and stats

Jessica and Ashley face a few hurdles to using contraception. Students will identify the most common barriers to contraceptive use or failure, as well as proposing plans and solutions.

POST -ASSESSMENT

The main function of the post-test assessment is to gauge the students' understanding and knowledge after completing the lessons in the resource. **The post-test should be completed after all resource lessons have been completed.** The post-test is made up of a new set of 20 questions that mirror the content from the pre-test as well as the resource itself. The post-test questions are designed to be more reflective and encourage application of learnt material to find solutions. Like the pre-test, the assessment is designed to be a 'snapshot of understanding' that requires minimal time and preparation from both teachers and students.

WHAT ABOUT PORN, RESPECTFUL RELATIONSHIPS, SEXUAL ASSAULT, MEDIA LITERACY, BODY IMAGE...?

Relationships and sexuality education is a wide field and we know that teachers' time is limited. We have endeavoured to keep this program to one term of lessons. Educating young people about what healthy relationships look like and how they operate is very important. This resource specifically focuses on sexual health and sexual negotiation in the context of respectful relationships.

There are some excellent Australian teaching programs available that cover other aspects of young people's healthy development far more comprehensively than this resource intends, if you feel your students need it.

Please check out the following:

Gender diversity, sexual diversity and intersex topics: All Of Us
All Of Us is a collection of short videos and teaching activities designed by Minus18 and Safe Schools Coalition Australia to help students understand gender diversity, sexual diversity and intersex topics. The *All Of Us* resource supports the Health and Physical Education learning area of the Australian Curriculum. It is available online for free download.
www.safeschoolscoalition.org.au

Sexual imagery: In The Picture

In The Picture is a new resource that supports secondary schools to address the influence of explicit sexual imagery. *In The Picture* does not provide a 'program' to be delivered. Rather, it provides guidelines, suggested strategies and a wide range of practical resources from which schools can create a whole school approach to explicit sexual imagery that is tailored to suit their unique community and context.

www.itstimewetalked.com.au/resources/in-the-picture/

Gender-based violence: Building Respectful Relationships:

Stepping Out Against Gender-Based Violence

This package of resources includes a set of teaching and learning activities for delivery to students in Years 8 and 9. It aims to educate young people about the impact of gender-based violence and focuses on the key themes of gender, respect, violence and power.

www.education.vic.gov.au/school/teachers/health/pages/respectrel.aspx

Safe sex: Ansell Education Kit with Film and Teacher's Pack

Promoting Sexual Wellness in Young People

Ansell Sex Ed. is the product of a partnership between Ansell and The Australian Research Centre In Sex, Health and Society (ARCSHS) at La Trobe University, Melbourne. This online resource is sponsored by Ansell and moderated by an experienced teacher and teacher trainer at ARCSHS. Ansell Sex Ed. offers a free school's sex education kit.

Get more information from www.ansellsex-ed.com.au

LINKS TO THE AUSTRALIAN CURRICULUM HEALTH AND PHYSICAL EDUCATION

The Practical Guide to Love, Sex and Relationships has been developed in line with the Australian Curriculum. The activities within the resource link explicitly to the Health and Physical Education curriculum for Years 7 to 10 and also incorporate explicit teaching of some of the General Capabilities. The links to the elements of the Australian Curriculum are listed below.

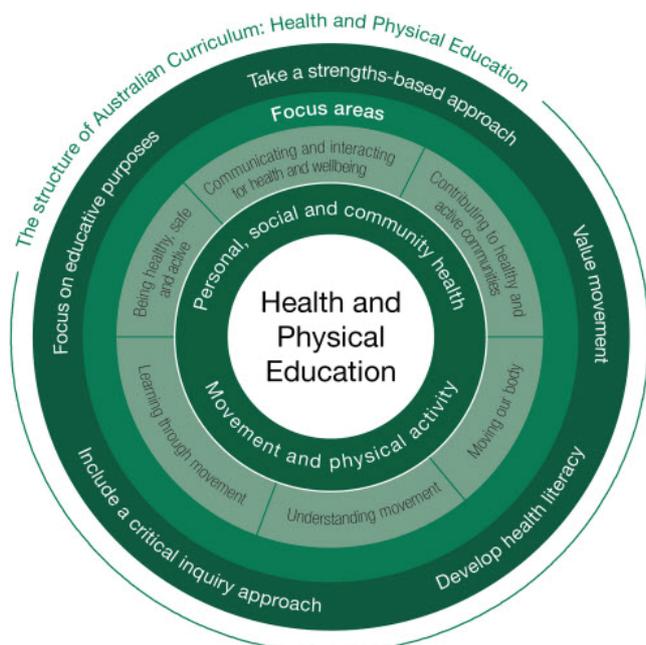


Figure 1: The structure of the Australian Curriculum: Health and Physical Education

HPE FOCUS AREA: RELATIONSHIPS AND SEXUALITY

Relationships and Sexuality is one of 12 focus areas that must be addressed across the Health and Physical Education curriculum. It addresses:

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

It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will learn about the following:

- people who are important to them
- strategies for relating to and interacting with others
- assertive behaviour and standing up for themselves
- establishing and managing changing relationships (offline and online)
- bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality)
- strategies for dealing with relationships when there is an imbalance of power (including seeking help or leaving the relationship)
- puberty and how the body changes over time
- managing the physical, social and emotional changes that occur during puberty
- reproduction and sexual health
- practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmitted infections and blood-borne viruses)
- changing identities and the factors that influence them (including personal, cultural, gender and sexual identities)
- celebrating and respecting difference and diversity in individuals and communities.

YEARS 7 AND 8

Achievement Standard

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.



Content Descriptions Covered By This Unit

- Investigate the impact of transition and change on identities (ACPPS070)
- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
- Practise and apply strategies to seek help for themselves or others (Being) (ACPPS072)
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
- Investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing

YEARS 9 AND 10

Achievement Standard

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Content Descriptions Covered By This Unit

The following curriculum content is covered in this resource:

- Evaluate factors that shape identities and analyse how individuals impact the identities of others (ACPPS089)
- Examine the impact of changes and transitions on relationships (ACPPS090)
- Propose, practice and evaluate responses to situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
- Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS094)
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

General Capabilities

The following General Capabilities are integrated through out this resource.

Ethical understanding

- Understanding ethical concepts and issues
- Recognise ethical concepts - critique generalised statements about ethical concepts
- Explore ethical concepts in context - distinguish between the ethical and non-ethical dimensions of complex issues

Reasoning in decision making and actions

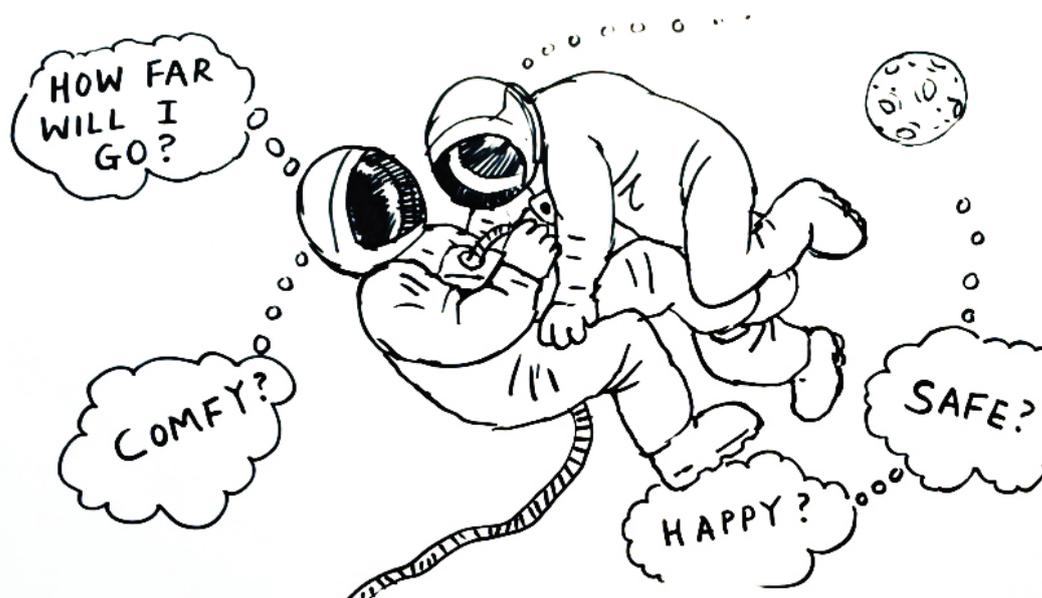
- Reason and make ethical decisions - investigate reasons for clashes of beliefs in issues of personal, social and global importance
- Consider consequences - analyse the objectivity or subjectivity behind decision making where there are many possible consequences

Self management:

- Express emotions appropriately - consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

Social awareness:

- Appreciate diverse perspectives - articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
- Contribute to civil society - plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
- Understand relationships - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships



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