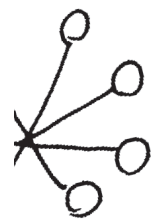
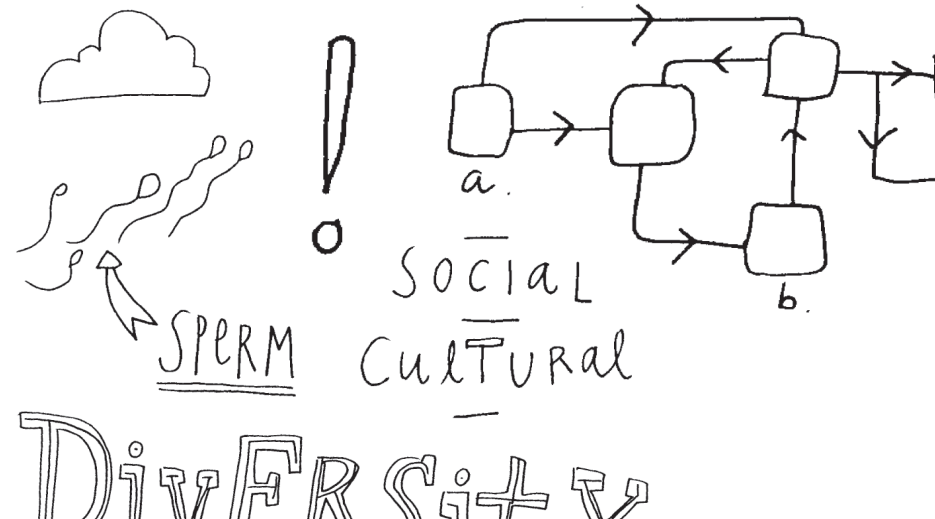
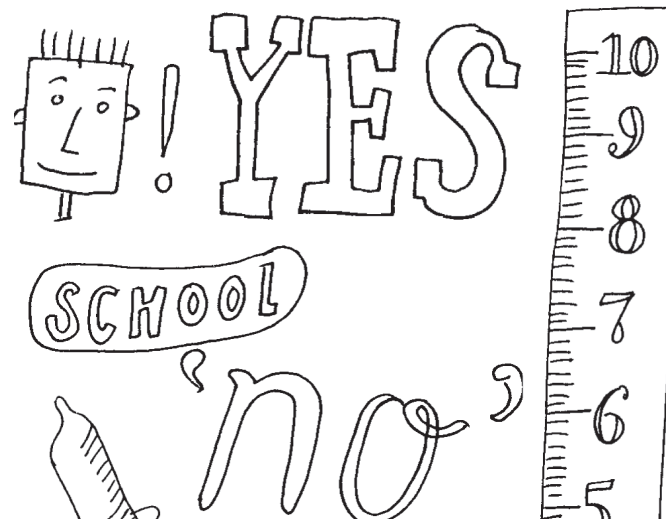




SUPPORT



TEACH IT LIKE IT IS **PRIMARY**
CURRICULUM OUTLINE YEARS 5-7



SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 5

Year 5 lessons	Key concepts	Content	Activity	Required resources
1	Group norms What are we doing and why? What do you know? What do you want to know about?	<ul style="list-style-type: none"> recognise that a safe and supportive environment has been established contribute to the development of the program appreciate the need for learning in this area 	Group norms, Energiser, General discussion p31	TI2
2	Communication skills <ul style="list-style-type: none"> What is effective communication? Listening Speaking clearly Confidence Expressing emotions, ideas 	<ul style="list-style-type: none"> describe the importance of good communication apply skills to communicate effectively 	Talking to each other p32	TI2
3	Feelings Look at a range of feelings, what may cause them and how we may recognise feelings that others are experiencing	<ul style="list-style-type: none"> understand a range of feelings we experience explore the cause of feelings realise we may show our feelings through our body language 	Feelings p34	Set of Feelings photos
4	Relationships <ul style="list-style-type: none"> What is a relationship? Qualities within relationships Why do we need them? What sorts of things do people do with others in a relationship? Rights and responsibilities in relationships 	<ul style="list-style-type: none"> understand importance of relationships describe qualities of healthy relationships recognise different types of relationships explain feelings associated with spending time with others 	Relationships tree p37	
5	Learning the correct language for the sexual parts of the body	<ul style="list-style-type: none"> identify appropriate and inappropriate names for parts of the body 	Every part deserves a name p41	TI2 <i>Body Talk Charts</i>
6	Pubertal changes and reproductive system of males and females Impact of pubertal changes for an adolescent on body image Health, hygiene	<ul style="list-style-type: none"> identify pubertal changes explore impact on body image identify health implications for self 	Puberty and health changes p43	TI2 Book: <i>Hair in Funny Places</i> DVD: <i>Scope: Puberty</i>
7	Conception, pregnancy, foetal development and birth	<ul style="list-style-type: none"> develop an understanding of how babies are made and birth dispel myths around pregnancy and where babies come from 	From little things big things grow p44	Books: <i>500+ questions kids have about sex</i> <i>Mummy Laid an Egg!</i> <i>So That's Where I Came From</i>

SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 5

Year 5 lessons	Key concepts	Content	Activity	Required resources
8	The meaning of the word love Difference between loving something or someone and being in love	<ul style="list-style-type: none"> • explore the concept of love • discuss what people may do in intimate relationships • dispel some stereotypes regarding behaviour in intimate relationships 	What is love? p46	T12
9	Where do we learn about how to behave for respectful relationships	<ul style="list-style-type: none"> • explore what is OK and not OK in relationships • understand that there are no rules • respect is vital 	Is it OK? p47	DVD: <i>Being Me</i>
10	Gender stereotypes	<ul style="list-style-type: none"> • discuss meaning of stereotypes • explore societal shaping of what we learn about being masculine and feminine • consider possible benefits and harms of stereotypes 	Gender stereotypes p54	
11	Seeking reliable information	<ul style="list-style-type: none"> • understand that talking about sexual health may be embarrassing • acknowledge that it is important that we know where to go for reliable information 	Reliable information about girls' and boys' bodies p59	
12	Concepts of public and private	<ul style="list-style-type: none"> • explore what we consider is public and what is private • describe why understanding these concepts is important to our safety • discuss differences in what we consider public and private • consider how to deal with someone not respecting our privacy 	Public – private p62	
13	Hygiene <ul style="list-style-type: none"> • pubertal changes require greater attention to personal hygiene • hygiene products 	<ul style="list-style-type: none"> • describe how puberty may impact on health and hygiene • report strategies to remain clean and healthy • consider commonly available hygiene products 	Hygiene products p65	
14	Building self-esteem	<ul style="list-style-type: none"> • describe how we are all unique yet we are all very much the same • explore the impact of unreal images in the media on how we feel about ourselves 	What makes a person? p66	T12
15	Using a decision-making model	<ul style="list-style-type: none"> • practise using a decision-making model • clarify a problem • determine realistic options • consider the outcomes for each option including how it impacts on feelings • choose an option that seems the best 	POOCH p66	T12

SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 6

Year 6 lessons	Key concepts	Content	Activity	Required resources
1	Getting started	<ul style="list-style-type: none"> • recognise that a safe and supportive environment has been established • contribute to the development of the program • appreciate the need for learning in this area 	Group norms, Energiser, Student survey p70	T12
2	Going through puberty	<ul style="list-style-type: none"> • explore the good and less good things about growing up • consider strategies to manage the less good things • identify people and places to go for support 	The ups and downs of growing up p71	
3	Impact of feelings on our behaviour	<ul style="list-style-type: none"> • identify what triggers our feelings • consider how we reflect how we are feeling by our body language • explore how our feelings can impact on others • develop strategies to deal with feelings in ways that do not negatively impact on others 	Dealing with my feelings p72	Set of Feelings photos
4	Relationships	<ul style="list-style-type: none"> • develop an understanding of relationships, the types of relationships, why relationships are important and how they change • explore different sorts of relationships • understand diversity within families 	Relationships p76	
5	Qualities within relationships	<ul style="list-style-type: none"> • explore the qualities that make a strong relationship • consider what the qualities within relationships look like on a day-to-day basis • consider the impact on a relationship if negative qualities exist 	Friendship wall p81	
6	Appropriate and correct language	<ul style="list-style-type: none"> • Identify appropriate and inappropriate language of sexual health 	There's another name for it p83	T12
7	Talking about going through puberty	<ul style="list-style-type: none"> • developing confidence that it is OK to talk about the changes that I am going through • understanding that others are going through similar experiences 	Am I normal? Exploring personal concerns about puberty p84	Book: <i>100+ answers... about puberty</i> T12

SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 6

Year 6 lessons	Key concepts	Content	Activity	Required resources
8	Reproductive system	<ul style="list-style-type: none"> learning the names and function of the parts of the reproductive system 	Reproductive system p88	T12 <i>BodyTalk Charts</i>
9	Dealing with homophobia and understanding the diversity of sexual attraction	<ul style="list-style-type: none"> learning what homophobia is understanding the impact of homophobic harassment/bullying developing strategies for other things to say instead of 'That's so gay' 	Say what you mean p92	DVD: <i>That's So Gay</i> from <i>What's Your Story?</i>
10	Gender stereotypes	<ul style="list-style-type: none"> consider what it would be like to live as someone of the opposite gender identify assumptions people may make that can limit both boys and girls build confidence to challenge stereotypes that can be hurtful 	Just suppose ... Gender visualisation p95	
11	What is power?	<ul style="list-style-type: none"> explore the meaning of power consider how power is used positively and negatively in relationships develop strategies to deal with relationships where negative power is being used 	Understanding power in relationships p98	T12
12	Dealing with harassment	<ul style="list-style-type: none"> develop skills and confidence to respond to harassment appreciate the importance of bystanders having power to name and stop harassment 	Harassment strategies p102	T12
13	Reducing the risk of getting an infection	<ul style="list-style-type: none"> explore how infections exit the body, how they are transmitted and how they enter the body identify ways to reduce the risk of infection 	Safe and unsafe practices p102	T12
14	Exploring appropriate touch in relationships	<ul style="list-style-type: none"> consider how we interact differently in different relationships consider the different sorts of touch in different relationships explore what influences what touch we feel comfortable with in our relationships 	Relationships and touch p103	
15	Safety, touch and relationships	<ul style="list-style-type: none"> learning that our body is our own no-one has the right to touch our body without our consent recognising early warning signs of feeling unsafe clarifying the meaning of consent and the law learning to recognise inappropriate touch and abuse 	Rules about touch p107	Book: <i>Everyone has a bottom</i> CD: <i>Feel Safe</i>

SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 7

Year 7 lessons	Key concepts	Content	Activity	Required resources
1	Getting started	<ul style="list-style-type: none"> • recognise that a safe and supportive environment has been established • contribute to the development of the program • appreciate the need for learning in this area 	Group norms, Energiser, Question Box p112	T12
2	Learning about sexual health	<ul style="list-style-type: none"> • gain an understanding of the range of topics to be covered in the relationships and sexual health program • opportunity to ask questions • build confidence to talk to parents and other trusted adults about this topic 	What is sexual health? p113	
3	What is a respectful relationship? Feelings associated with respectful and disrespectful relationships	<ul style="list-style-type: none"> • explore what respectful and disrespectful relationships look and feel like • identify behaviours that can be an indication of disrespectful relationships • develop skills to form respectful relationships • develop skills to challenge disrespectful relationships 	Respectful relationships continuum p115	T12
4	Knowing the correct names for body parts and body functions	<ul style="list-style-type: none"> • realise that there are many words that mean the same thing • identify the correct names of body parts and body functions 	So many words p119	<i>BodyTalk Charts</i>
5	Physical, social and emotional changes of puberty	<ul style="list-style-type: none"> • develop an understanding of social and emotional changes associated with puberty • develop an understanding of how these changes may impact on self-esteem and body image • explore changing roles and responsibilities at home • explore a range of strategies for managing changes 	Let's talk puberty p120	DVD: <i>His and Hers: Gender and Sexuality</i> T12
6	Male, female reproductive system	<ul style="list-style-type: none"> • describe where the sperm and egg are produced • describe the process of conception 	Conception – it's amazing! p121	<i>BodyTalk Charts</i> T12
7	Contraception	<ul style="list-style-type: none"> • develop an understanding of the basic concept of contraception • identify the common forms of contraception that young people would use • explain how these methods work 	Contraception p128	<i>Contraceptive Kit</i> Class set of <i>Choices in Contraception</i> fold-out card T12

SHINE SA RELATIONSHIPS AND SEXUAL HEALTH CURRICULUM YEAR 7

Year 7 lessons	Key concepts	Content	Activity	Required resources
8	Gender identity Gendered power	<ul style="list-style-type: none"> • discuss the concept of gender and how a person's upbringing is shaped by the society's views of what it is to be masculine and feminine • analyse media images of gender and its possible impact • describe stereotypes and how they can be harmful • how can we minimise the negative impact and be freer to be who we want to be 	Gender analysis p132	TI2
9	Sexualised images in popular media and technology	<ul style="list-style-type: none"> • analyse how young people are represented in popular media • consider the impact of sexualised imagery on young people • consider safety and privacy issues when using social media and mobile phones 	Sexualisation and sexting p133	
10	Diversity of sexual attraction	<ul style="list-style-type: none"> • explore the similarities between boy/boy, girl/girl and boy/girl relationships • consider how some people treat same-sex relationships differently and the harm this can cause • develop strategies for seeking help with relationship difficulties 	D is for Dating and Diversity p136	Book: <i>Totally Joe</i>
11	Decision making around sexual activity	<ul style="list-style-type: none"> • recognise sexual attraction as a normal feeling • recognise feelings of attraction can and do occur throughout a person's life • recognise that feelings of sexual attraction do not mean a person needs to be sexually active • consider how a person knows they are ready to be sexually active • indicate understanding of the potential risks associated with sexual activity 	How do I know if I'm ready? p139	Book: <i>400+ questions kids have about relationships</i>
12	Sexually transmitted infections	<ul style="list-style-type: none"> • develop an understanding of what STIs are • develop an understanding of how they are transmitted • develop an understanding of how a person can reduce the risk of getting an STI 	STIs p142	Pack of playing cards
13	Communication skills	<ul style="list-style-type: none"> • consider and rehearse skills necessary to negotiate within relationships and be assertive 	Communication styles p146	TI2
14	Understanding risk	<ul style="list-style-type: none"> • develop an understanding of risk, and the difference between real risk and taking a calculated risk • practise using a problem solving model to deal with risky situations 	Keeping myself safe p149	
15	Finding help	<ul style="list-style-type: none"> • explore the range of places and people that can offer help • practise seeking help 	Where to go for help p155	