



Relationships and Sexuality (Puberty) Education – Version 2

March, 2026

Ballarat Community Health
Primary school toolkit



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The 'Comprehensive Relationships and Sexuality (Puberty) Education – Primary School Toolkit' was developed by the Health Promoting Schools Team at BCH.

The authors would like to acknowledge the following:

- [Ballarat Community Health and headspace Ballarat Sexual Health Services](#)
- [The Achievement Program](#)
 - Whole-of-School Approach
 - Sexual Health and Wellbeing Benchmark, Toolkit and Policy Template
- [Sexual Health Victoria](#)
 - Resources, activities, and support material for educators across all year levels
 - [Doing It Podcast](#) for educators and parents
- Department of Education (Victorian)
 - [Resilience, Rights and Respectful Relationships curriculum](#) (foundation – year 12)
 - [Consent Education Guidance](#)
- [Catholic Education Office](#) and the [Catholic Diocese of Ballarat](#)
 - Relationships and Sexuality curriculum

- [Centre of Excellence in Rural Sexual Health \(CERSH\)](#)
 - [Relationships and Sexuality Teaching Material Cheat Sheet](#)
A guide is intended to support Victorian teachers in quickly identifying appropriate third-party relationships and sexuality (RSE) teaching resources, be they stand alone activities or complete lesson plans. Some of these resources have been developed to align directly with the Victorian Curriculum, while others have been identified as appropriate matches by CERSH.
- [eSafety Commissioner](#)
 - Education, resources and activities for children, young people, their families and educators about online safety risks
 - Removal of harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent
- [Body Safety Australia](#)
 - Consent and Body Safety Poster Resources
- [Government of Western Australia](#)
 - Growing and Developing Healthy Relationships (GDHR)
- [Love Libra](#)
 - For Educators - The Complete School Resource Kit
- [SBS Learn](#)
 - [Creating Consent Culture](#) - a collaborative effort between eSafety, SBS Learn and Body Safety Australia, that compliments the SBS documentary "Asking for it" (2023)
 - [Cyber Safety](#) - endorsed by the eSafety Commissioner, that compliments the SBS mini-series "The Hunting" (2019)
- [Minus18](#)
 - Champions for Youth LGBTIQ+ specialising in leading change, building social inclusion, and advocating for an Australia where all young people are safe, empowered, and surrounded by people that support them.
- [Amaze.org](#)
 - Comprehensive Relationships and Sexuality Education resources and videos that are age- and stage-appropriate for all year levels

Purpose

The 'Comprehensive Relationships and Sexuality (Puberty) Education for Primary Schools Toolkit' has been developed to assist schools in navigating the complexity of teaching relationships and sexuality (including puberty) education, that is correct, age- and stage-appropriate, and delivered in a safe and non- judgmental manner.

This Toolkit focuses on specific information for schools, principals, teachers, parents and carers. Other key information included is a checklist to support and implement comprehensive relationships and sexuality (including puberty) education in your school, as well as referral pathways into local support services, as part of the BCH Health Promoting Schools Framework.

Introduction

Sexuality education means different things to different people, but there is one thing all the experts agree on, it's not just about biology and sex. Therefore, it is referred to as relationships, consent and sexuality education.

Relationships, consent and sexuality education includes feelings a person may have about their body, growing up, identity, sexual feelings and expression, gender, making babies, love and closeness, personal values and relationships. Essentially, it's about caring for (and enjoying) yourself, your body and others.

The primary goals of relationships, consent and sexuality education are to equip young people with knowledge, skills, attitudes, and values that will empower them to:

- Promote their own health, wellbeing, safety and dignity
- Respecting the rights and safety of others
- Develop respectful social and sexual relationships
- Consider how their choices affect their own wellbeing and that of others
- Understand and ensure the protection of their rights throughout their lives

Sexual Health Victoria and Department of Education.

For relationships, consent and sexuality education to be comprehensive and most effective it requires a whole-of-school approach – from Foundation to Year 12, and includes school staff, parents and carers. The approach promotes and models positive relationships, by embedding a culture of respect and gender equality across the school community. The provision of age- and stage-appropriate classroom learning is further supported by policy(s), procedures and practices; pastoral care; and partnerships with the community and local services. *Department of Education.*

Embracing a whole-of-school approach to comprehensive relationships, consent and sexuality education ensures:

- recognition by all stakeholders of the value and importance of relationships, consent and sexuality education
- commitment from the school community to a shared vision, which is reflected in school policies, practices, procedures, the physical environment and the school culture
- effective responses to critical incidents
- an understanding of the partnership between the student, the home, the school, and the community – it takes a village to raise a young person
- strengthening family engagement
- strengthening community partnerships and referral pathways into local services, such as Ballarat Community Health.

It will also include information about how people's bodies, identity, sexuality and relationships with others are different and diverse. This is so **EVERYBODY** in the room can, and is, included. It is a school's responsibility to ensure that all types of diversity are supported within the school and classroom setting.

Consent is fundamental to safe, healthy and pleasurable sexual activity and relationships, including romantic, family and friendships. To promote a shared community understanding of consent across initiatives and programs, it is important to use consistent messaging, supported by an evidence-base.

Consent is something that happens in every part of our lives, not just relating to sex. However, we focus mostly on sexual consent.

Consent is about more than just 'yes' and 'no'. It's about both people really wanting it.

An enthusiastic 'yes' is a 'yes' that you really mean. But more than that, for something to be truly consensual it needs to be Freely given, Reversible, Informed, Enthusiastic and Specific. You can remember this using the acronym F.R.I.E.S.

F is for Freely given - This means that consent is a choice that you can make only when there is no pressure or manipulation, and no threat or fear of negative consequences for saying no.

R is for Reversible - This means that anyone involved is allowed to change their mind about what they feel like doing at any point, whether or not you are clothed or naked, and even if you have done the same activity before.

I is for Informed - This means that consent can only occur when all information is available to each person. For example, you might agree to have sex, but not to unprotected sex. If someone were to take off a condom halfway through sex with you without asking getting your permission first, they would be breaking consent. Removing a condom without informed consent is also known as 'stealthing' and is illegal in Victoria.

E is for Enthusiastic - This is about only doing the stuff you actually want to do, not something that you think you 'have to do'. This is not about the way you say "yes", nor about being introverted or extraverted. It's about actually being into, and actively wanting to do, the things you are consenting to.

S is for Specific - This means just because you have said yes to one thing (like kissing, or touching), doesn't mean that you're saying yes to anything else (like having sex). *The Gist - The Burnet Institute and University of Melbourne and Australian Government*

Health Promoting Schools Framework

Imagine a school where the students learn better and are more engaged and active during school hours. Healthy people perform better, regardless of their age.

The Health Promoting Schools Framework can help create a positive learning and working environment where both staff and students have better outcomes.

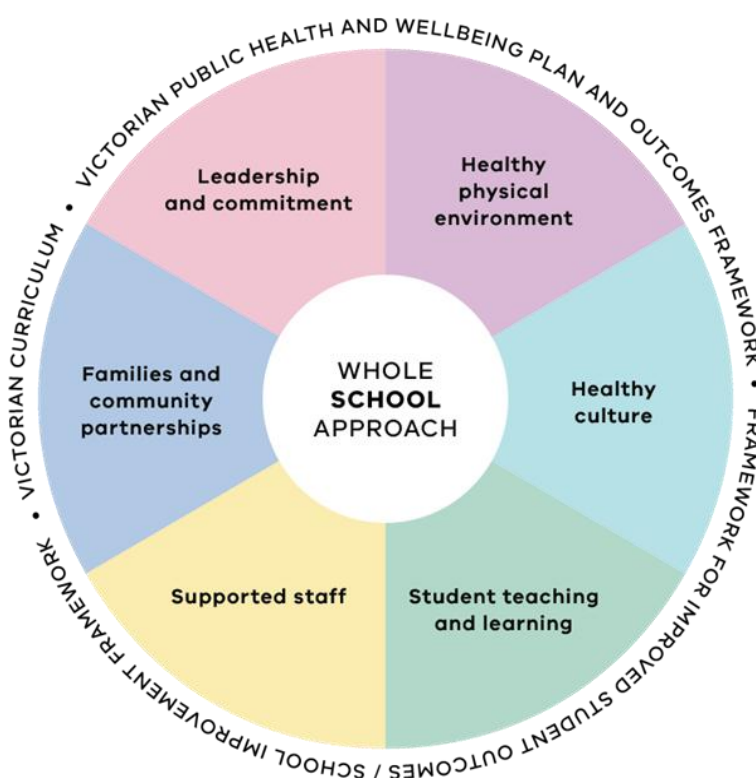
The Framework is based on the World Health Organization's Health Promoting Schools Model and reflects the Victorian Government's ongoing commitment to improving the health and wellbeing of children and young people.

The Framework provides a whole-of-school approach to health and wellbeing, supporting short- and long-term health outcomes by making healthy changes to the school's physical environment, policies and practices. This approach to health and wellbeing is recommended by the Department of Education as best practice.

The whole-of-school approach strengthens the relationship between health and education by linking the Victorian Public Health and Wellbeing Plan with FISO 2.0 (Framework for Student Outcomes 2.0) and the Victorian curriculum.

The Framework aligns with a school's strategic planning and annual implementation plans and further strengthens family engagement and community partnerships with local services, including Ballarat Community Health.

Figure 1 – Health Promoting Schools Framework



The Framework is centered around eight key health areas, which include:



Wellbeing



Safety



Food Environment



Vaping, Alcohol & Other Drugs



Movement



Relationships



Sun Protection



Climate & Health

Each health area has a set of targets to achieve, resulting in healthy changes to a school's physical environment, policies and practices, health promoting activities and referral pathways.

Through participation in the Health Promoting Schools Framework, a school will become recognised as a 'Healthy School' with health and wellbeing successfully embedded into everyday school life.

For more information please see the [BCH Health Promoting Schools](#) or to express your interest please contact the [BCH Health Promoting Schools Team!](#)

Leadership and Commitment – For school principals

The Commonwealth Consent Policy Framework

The Australian Government has developed a framework to support any organisation working to prevent sexual violence, to promote healthy sexual relationships and sexual consent to young people. Consent is a particularly important concept for young people in their early and formative experiences of dating and relationships because they are at increased risk of experiencing or perpetrating sexual violence.

The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people (the framework) aims to:

- promote a clear and consistent community definition of sexual consent across programs that focus on young people
- provide practical advice on how to communicate effectively with young people about
- sexual ethics, healthy sexual activity, relationships and consent suggest ways to address the underlying gendered drivers of sexual violence.²

The framework is designed for governments, education providers, communities, workplaces, sports clubs, media, health and disability providers, caring facilities, religious organisations, public services and the justice system.

Consent and healthy sexual relationships programs developed for young people and that promote healthy sexual relationships, sexual consent or aim to reduce sexual violence, includes:

- respectful relationships and sexuality education
- community prevention programs
- communication and social marketing campaigns
- peer education programs
- workplace training
- parenting interventions and programs
- bystander programs
- media literacy initiatives
- social activism.

The framework proposes:

- [a shared community definition of sexual consent](#)
- [5 core concepts that underpin the definition](#)
- [10 key principles on how to promote consent and healthy sexual relationships](#)
- a [Consent and healthy sexual relationships program checklist](#) to guide and self-assess your activity, program or product.

For more information, please see the Australian Government [Consent can't wait](#) website.

Affirmative Consent Model and Legislation in Victoria

The whole-of-school approach to relationships, consent and sexuality education in schools supports the Affirmative Consent Model, introduced mid-2022, and through legislative amendments to the Crimes Act 1958 (Vic), which came into effect July, 2023.

The Justice Legislation Amendment (Sexual Offences and Other Matters) Bill 2022 includes amendments to adopt an affirmative consent model and provide better protection for victim-survivors of sexual offences, shifting the scrutiny from victim-survivors onto their perpetrators.

This can include, but isn't limited to verbally asking and getting a "yes", a physical gesture like a nod or reciprocating a move such as removing clothes.

Even if a person meets this minimum requirement to take steps, their belief in consent must still be reasonable in all circumstances, for example taking into consideration if the steps went far enough, or if there were cues such as pushing away the accused's hand or facial reactions.

The model will make it clear that everyone has a responsibility to get consent before engaging in sexual activity. For their belief in consent to be reasonable, a person must have taken steps by saying or doing something to find out if the other person consents. It must be a clear and enthusiastic go-ahead.

These changes further clarify the laws around non-consensual non-use, removal or tampering of a condom, colloquially known as 'stealthing', without the other person's consent is a crime.

The Bill also includes stronger laws to target image-based sexual abuse, which includes taking intimate videos of someone without their consent and distributing, or threatening to distribute, intimate images, including deepfake porn.

It also responds to the recommendations of the Victorian Law Reform Commission's Improving the Response of the Justice System to Sexual Offences report including raising community awareness and understanding of consent and sexual violence.

For more information, please see the [Victorian Government's statement - Affirmative Consent Model Now Law In Victoria](#).

For further clarification and free teaching and learning module on consent covers laws to do with consent and sexual assault, where to get help, and prevention, please visit [Victoria Legal Aid – Learning the Law](#).

Child Safe Standards

The 11 [Child Safe Standards](#) include requirements to keep children, young people and students safe, including:

- involvement of families and students in child safety
- schools' focus on safety for Aboriginal students
- better management of child abuse risks in online environments
- governance, systems and processes for keeping students safe.

Schools can continue to build on their existing child safety strategies, policies and practices to strengthen their culture of child safety and protect children and young people from abuse.

Comprehensive relationships, consent and sexuality education fits well under all of the Child Safe Standards; however, it is most relevant under Child Safe Standards 3 and 5, respectively.

[Standard 3: Child and student empowerment](#) – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

- Healthy and respectful friendships and relationships (including sexuality)
- Resilience
- Child abuse awareness and prevention – including consent and protective behaviours
- This is most often covered in the 4 R's Resilience, Rights and Respectful Relationships curriculum.

[Standard 5: Diversity and equity](#) – Equity is upheld, and diverse needs are respected in policy and practice. Respect diversity and the inclusivity of:

- students with disability
- students from cultural and linguistically diverse backgrounds
- students who are unable to live at home
- international students
- lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
- Aboriginal students and provide and promotes a culturally safe environment for them.

Department of Education.

For more information, please visit [Department of Education – School Operations – Child Safe Standards](#).

School Policies and Procedures

Victorian Department of Education

- [Diversity and Inclusion](#)
- [Student Wellbeing and Engagement](#)
- [Child Safety](#)
- [Child Safe Standards Code of Conduct](#)
- [Child Safety responding and Reporting Obligations Policy and Procedures](#)
- [Statement of School Values and Philosophy](#)
- [Bullying Prevention](#)
- [Respect for School Staff](#)
- [Student Dress Code](#)
- [LGBTQIA+ Student Support](#)
- [Sexuality and Consent Education](#)
- [Personal Hygiene](#)
- [Complaints](#)
- [Student Sexual Offending and Problem Sexual Behaviour](#)
- [Teaching and Learning Resources – Selecting Appropriate Materials](#)

Diocese of Ballarat Catholic Education Limited (DOBCEL)

- [Child Safe Governance Policy](#)
- [PROTECT Identifying & Responding To Abuse Reporting Obligations Procedure](#)
- [PROTECT Reportable Conduct Scheme Policy](#)
- [Safeguarding Children Young People Code Of Conduct](#)
- Relationships and Sexuality Policy
- Uniform List & Expectations
- Roles and Responsibilities Policy
- Students from Culturally and Linguistically Diverse Backgrounds
- Safety and Wellbeing
- LGBTQIA+ Inclusion Policy
- Code of Conduct
- Reporting and Responding Obligations
- Family and Community Involvement Policy
- Students with Disability
- Student Participation and Empowerment

If you would like to create your own policy to suit your own school needs and requirements, BCH can support schools to create a Healthy Relationships Policy/s to align with best practice, the Department of Education/DOBCEL and the relevant legislation. Contact the [BCH Health Promoting Schools Team](#) for more information.

Healthy Physical Environment

A Healthy School Physical Environment is inclusive and reflects the diversity of the whole school community.

This includes the school buildings, grounds and facilities.

An inclusive physical environment can include visual displays, signage and materials displayed around the school, including in reception and school entrance areas, wellbeing area, classrooms and bathrooms to promote a strong, consistent message to the school community in support of comprehensive positive relationships and consent education.

This may include, but not limited to:

- School values
- [Ballarat Community Sexual Health Services](#) – contact the [BCH Health Promoting Schools Team](#) for a flyer for the back of toilet doors, student wellbeing, staffroom, newsletters
- [Body Safety Australia](#) – posters to for common areas, school website, newsletters
 - [Our body safety rules](#)
 - [The consent continuum](#)
 - [Safe adults](#)
- [Educate 2 Empower](#) – posters to for common areas, school website, newsletters
 - [Key Body Safety Phrases](#)
 - [My Body Safety Rules](#)
 - [My Early Warning Signs](#)
- [eSafety](#) - posters to for common areas, school website, newsletters
 - [Online safety classroom](#)
 - [Online safety posters and conversation starters](#)
- [Amaze.org](#) – poster for common areas, school website, newsletters
 - [Do I have to hug them?](#)
- [Safe Schools](#)
 - [Our school stands up for inclusion and diversity](#)
 - [Together we do better - version one](#)
 - [Together we do better - version two](#)

Healthy Culture

For Relationships and Sexuality (including Puberty) Education to be comprehensive and to be most effective requires taking a whole-of-school approach – from Foundation to Year 12, and school staff and parents/carers, that reinforces teaching through a healthy school culture. *Sexual Health Victoria and Department of Education.*

A Healthy School Culture is enriched by consistently using inclusive language. This is particularly evident during comprehensive positive relationships and consent education and so important for educators in schools, because when talking about people, bodies, relationships and/or families we need to ensure that every person in the room can be part of the conversation.

Some examples of this may include:

- When discussing bodies, people often separate them into two categories - male and female. People who are intersex, transgender or non-binary may not fit exactly into either of these categories. Because of this, where possible, the word 'typically' is used when referring to specific sexes or genders.
- "Common for most people and most bodies"
- Instead of saying "you have a vagina you look like a girl, here is the worksheet/ activity for girls" You could say "Choose a body that looks most like yours for your worksheet/activity" and let the child/young person choose.
- "Someone with a penis could grow up to become a man. That's their body parts, but maybe how they feel about their bodies could change, or it could not".
- "We're going to talk about what is typical for girls and women. Not every woman has a period, and some transgender men live with regular periods. Intersex bodies are different, too. So this information might not be relevant for all. If a person is born with a uterus, it's most likely they will start their cycle of bleeding around once a month. And this is a sign that their body can grow a baby."

We're not asking the child or young person to question how they feel about their body. What we are teaching is this is your body, what's its function, why is it private, who are the people you can go to for help. *Sexual Health Victoria.*

Other examples of inclusive language when discussing body changes and growing up, can include:

- young person/people
- a person/someone who has a penis
- a person/someone who has a vagina/vulva
- partner
- crushes and/or 'special feeling of attraction towards another person'
- conception and pregnancy, to also include In Vitro Fertilisation (IVF), donors, surrogates, adoption, and foster care.

Relationships, consent and sexuality education can also be underpinned by schools' values – for example Respect, Responsibility, Relationships, Resilience, Safety, Integrity, Teamwork, etc. and can be reinforced through Department of Education [School-wide Positive Behaviour](#).

A safe education environment is one of the most important protective factors for Australian young people, particularly LGBTIQ+.

The Department of Education's [Safe Schools](#) program can help schools foster a safe environment that is supportive and inclusive of LGBTIQ+ students. It recognises that creating a safe and inclusive environment is key to tackling bullying and harassment and preventing suicide and self-harm. Additional support can be provided through [Transcend Australia](#), fact sheets, tip sheets and guides designed to assist with supporting trans, gender diverse and non-binary young people at school, and [Student Support Gender Affirmation Plan](#) to guide conversation to support a student affirming their gender at school.

Although it is the school's responsibility to teach a comprehensive curriculum, it is a shared responsibility between the student, their parents and carers, the school and community organisations, such as Ballarat Community Health.

Families and carers should also be encouraged to continue Relationships and Sexuality (including Puberty) Education at home, to include family values, morals, traditions, and customs.

- a person living in a foster or adoptive home might feel excluded if we always refer to the adults at home as their birth parents (ie mum or dad).
- an intersex person might feel excluded if we only talk about bodies as being only male or female.
- a same-sex attracted person might feel excluded if we only talk about relationships as heterosexual, or that the only type of sex is the type that makes a baby.

It is imperative that educators are careful about their language, and consistently use intentional and inclusive language to make sure that everyone is part of the conversation.

For more information about Inclusive Language you can listen to Episode #22 of the ['Doing It'](#) podcast from Sexual Health Victoria titled ['Inclusive Language'](#).

Other Helpful Resources for Inclusive Language include:

- [Tasmanian Education Department Guidelines for Inclusive Language](#)
- [Australian Institute of Family Studies glossary of terms](#)

Student Teaching and Learning

Evidence-based relationships, consent and sexuality (puberty) education

In Victoria, the teaching of positive relationships and consent in all government and Catholic schools in an age-and stage-appropriate way, is mandated from Foundation to Year 12.

Sexuality and consent education are part of the Victorian Curriculum, within The Personal and Social Capabilities and the Health and Physical Education curriculum.

Learning activities that are age- and stage-appropriate equips children and young people to develop social skills and apply them in a positive way in their learning and relationships.

Age- and stage-appropriate relationships, consent and sexuality education topics, include:

- **Early and mid-primary school:** body autonomy, appropriate and inappropriate forms of touch, expressing permission or consent in communications with others, and help-seeking in relation to abuse and harassment by peers or adults.
- **Later primary school:** sexual harassment, sexual assault and abuse, strategies for help-seeking, peer support and positive bystander responses, and the concept of consent in relationships.
- **Secondary schools:** sexual consent, sexual harassment, sexual assault and abuse, respect within intimate relationships, positive bystander responses, and provides strategies for help-seeking, peer support and positive bystander responses. *Department of Education.*

Topics include: **Protective Behaviours; Body Safety; Consent; Sexual and Reproductive Anatomy; Public and Private; Emotions; Friendships; Relationships; Reproduction; Puberty; Diversity; Sexual content online; eSafety; and Accessing Health Services.**

BCH recommends introducing a **Question Box** at the beginning of the year or at least a few weeks before commencing explicitly teaching relationships and sexuality education. The question box will allow:

- students to ask questions anonymously, throughout the day, not only during puberty classes, as well as throughout the year.
- educators to tailor their lesson plans around what is current and relevant for students at the time.
- educators to check the **Question Box** at the end of the day/week (without students present) to allow for some time to think about how best to answer the question, or if you're not sure do some research into the topic and/or reach out to the **[BCH Health Promoting Schools Team!](#)** We are more than happy to assist with tricky questions.

Comprehensive Relationships (including Consent) and Sexuality (including Puberty) Education

You do not need to complete every activity under each of the topics. Some topics you may feel more comfortable to have a class discussion, reading books, watching videos, or use any other resource you have available that you feel would be most appropriate for your class and most importantly, you feel confident teaching. Just ensure what you are using is evidence-based and up to date.

- Parents' and carers' information letter - the purpose of this parent/carer letter is to outline the school's guidelines and approach to Relationships and Sexuality (including Puberty) Education, summarise the content to be taught and inform parents and carers of when the program will be delivered. This tool/letter can be edited to suit your needs. This is NOT a 'permission form', it is an opportunity to communicate content of the sessions. Some families may choose to opt out of the program, and that is okay.
- [Consent Education Guidance](#) - this guidance from the Department of Education explains consent and outlines how to use existing teaching resources to teach consent in an age-appropriate way, including Respectful Relationships and Catching On teaching and learning materials.

For further support, or to answer questions, queries or concerns we actively encourage any school staff and/or parents and carers to reach out and get in touch with our [BCH Health Promoting Schools Team!](#)

Please note

This guide is intended to support Victorian teachers in quickly identifying appropriate relationships, consent and sexuality teaching resources and activities.

Some resources are readily available using the Catching On, the Resilience, Rights and Respectful Relationships, Building Respectful Relationships, learning materials, or other resource published by Victorian Department of Education. Some resources and activities are from reputable Australian and International sources and have been organised under the Victorian Curriculum 2.0 Content Descriptions with which they are aligned.

Some of these resources have been developed to align directly with the Victorian Curriculum, while others have been identified as appropriate matches by [University of Melbourne's Centre of Excellence in Rural Sexual Health \(CERSH\) Team](#) and the [BCH Health Promoting Schools Team](#).

The purpose of this guide is to provide educators with streamlined support to tailor programs and lesson plans to the diverse needs of students and classrooms.

Some content descriptions and elaborations do not have teaching resources linked, as this is not an exhaustive list and is a live working document. If you know of any great activities or resources please email the [BCH Health Promoting Schools Team](#) and it can be included and shared with other educators.

The below content descriptions under the 2 Strands of Personal, Social and Community Health – Health Education and Physical Activity – Physical Activity, and sub-headings with elaborations featuring the RS tag.

Foundation

The Foundation level teaches students to identify and practice respectful relationships, understand body autonomy and to identify strategies that they can use to report inappropriate touch, to seek help from others, and to take actions that help to keep them safe and healthy. *Department of Education.*

Personal, Social and Community Health – Health Education

Identities and change	
Investigate who they are and the people in their world VC2HPFP01	
Making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives	<p>Catching On Early When I was a baby – p40</p> <p>Sexual Health Victoria Family Circles</p>
Understanding similarities and differences in Aboriginal and Torres Strait Islander family structures and family structures in other cultures	<p>RRRR's Topic 2 Personal and cultural strengths Activity 6: Families are different – p45</p>
Identifying ways they use their strengths when participating in different types of play, games and activities across a variety of settings to help themselves and others to be successful, such as in cooperative play, partner and group physical activities and classroom games	<p>RRRR's Topic 2 Personal and cultural strengths Activity 1: Building strengths through cooperative games - p35</p>
Name parts of the body and describe how their body is growing and changing VC2HPFP02	
Recognising how bodies grow and change over time	<p>Sexual Health Victoria Baby Olympics Robot Buddy</p> <p>GDHR Western Australia Bodies - similarities and differences</p>
Recording and mapping growth on individual and group growth charts	
Identifying private parts of the body and understanding the contexts in which body parts should be kept private	<p>RRRR's – Topic 8 Positive gender relations Activity 4: What are clothes for? – p95 Activity 5: Keeping my body safe – p98</p> <p>Sexual Health Victoria What are the parts of the body called? Public and Private body parts, behaviour and places (Resource 2 from Sexual Health Victoria's Disability Resource and Teaching Activities)</p> <p>GDHR Western Australia My body inside and out Bodies - similarities and differences Public vs private body parts</p>

Interacting with others	
Practise personal and social skills to interact respectfully with others – VC2HPFP03	
Explaining their actions in response to challenging situations in shared play experiences	RRRR's Topic 8 Positive gender relations Activity 1: Fair and friendly play – p87 Activity 2: What is fair? What is violence? – p89 Activity 3: Witnessing school-related gender-based violence – p93
Practising personal skills, such as expressing needs, wants and feelings, active listening and showing self-regulation, to be an effective group member at home and at school	Sexual Health Victoria A bag of problems
Identifying behaviours that are respectful, inclusive and safe during play	RRRR's Topic 2 Personal and cultural strengths Activity 2 Building strengths through cooperative games RRRR's Topic 8 Positive gender relations Activity 1: Fair and friendly play – p87 Activity 2: What is fair? What is violence? – p89 Activity 3: Witnessing school-related gender-based violence – p93
Discussing how it feels to be included in activities	RRRR's Topic 1 Emotional literacy Activity 6: It feels good when people like us just the way we are – p31 RRRR's Topic 4 Problem solving Activity 2: Can everyone play? – p61 Activity 3: Friendly or unfriendly decisions? – p62
Exploring personal and social skills through texts and digital media to identify different ways of interacting respectfully	GDHR Western Australia Being a good friend eSafety Commissioner Role-play respect online
Identify emotions they experience VC2HPFP04	
Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused	RRRR's Topic 3 Positive Coping Activity 1: The Fast Emotions Game – p50 Activity 2: We can notice emotions – p51 Activity 3: How are you today? – p53 Activity 4: Calm time – p56 Activity 5: Managing emotions – p57
Learning and using appropriate language and actions to communicate their feelings in different situations	
Reading and viewing stories about adventures, and talking about how characters feel and react when taking risks or responding to emergencies	
Talking about connections between feelings, body reactions and body language	GDHR Western Australia Identifying feelings
Expressing a variety of emotions and thoughts in a range of situations	

Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy VC2HPFP05	
Recognising that all people have the right to body autonomy: the right to make choices about what others ask them to do with and to their bodies	Educate 2 Empower Body ownership
Identifying and negotiating roles and demonstrating awareness of rights (including body autonomy, sharing possessions and personal space) through guided play experiences	RRRR's Topic 2 Personal and Cultural Strengths Activity 7: Learning about permission and consent? – p47 RRRR's – Topic 8 Positive gender relations Activity 5: Keeping my body safe – p98 Little Big Chats – Jayneen Sanders - book series Suitable for children aged 2-6 years The Body Safety titles should ideally be read in the following order: Consent, My Safety Network, My Early Warning Signs, Private Parts are Private, and Secrets and Surprises. The remaining titles can be read in any order. Little Big Chats Lesson Plans – Educate 2 Empower
Practising behaviours that show respect for different perspectives and ideas through imaginative and shared play experiences	RRRR's Topic 6 Help-seeking Activity 1: The Don't Drop the Ball Game - p70
Exploring the importance of asking for permission and giving permission when sharing or negotiating in play, and respecting someone's right to say no	RRRR's – Topic 8 Positive gender relations Activity 5: Keeping my body safe – p98 Activity 6: Is this a safe secret? – p103 Activity 7: Let's revisit our strengths – p106
Contributing to healthy and active communities	
Identify protective behaviours and rehearse help-seeking strategies that help keep them safe VC2HPFP06	
Exploring protective behaviours and help-seeking strategies they can use, such as identifying early warning signs and knowing who they can ask for help when they or others feel unsafe or uncomfortable	Sexual Health Victoria Body feelings (Early Warning Signals) RRRR's – Topic 8 Positive gender relations Activity 5: Keeping my body safe – p98 Activity 6: Is this a safe secret? – p103 eSafety Commissioner Investigating the truth GDHR Western Australia Trusted adults
Identifying and naming a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared, and practising different ways of asking for help in a range of different scenarios	RRRR's Topic 6 Help-seeking Activity 2: Who are your helpers at school? – p71 Activity 3: My helpful people – p72 Activity 4: How to ask for help – p73 RRRR's – Topic 8 Positive gender relations Activity 6: Is this a safe secret? – p103

	Sexual Health Victoria Who can we go to when we need help at school
Identifying situations and spaces that are safe for them and recognising the importance of seeking help from a trusted adult if they feel unsafe, such as while online and when using digital tools or when playing at a park	eSafety Commissioner ask for help
Identifying characters in different texts who help the main character to stay safe and healthy	

Movement and Physical Activity – Physical Education

Learning through movement	
Cooperate with others when participating in physical activities - VC2HPFM05	
Using words and body language to communicate intentions clearly and respectfully during active play, small-group activities and minor games	RRRR's – Topic 8 Positive gender relations Activity 7: Let's revisit our strengths
Achieving agreed outcomes when participating in physical activities by listening to and cooperating with others	

Other Resources

- [Little Big Chats – Jayneen Sanders](#) - book series
 - Suitable for children aged 2-6 years
 - The Body Safety titles should ideally be read in the following order: Consent, My Safety Network, My Early Warning Signs, Private Parts are Private, and Secrets and Surprises. The remaining titles can be read in any order.
 - [Little Big Chats Lesson Plans – Educate 2 Empower](#)
- [First Conversations – Megan Madison & Jessica Ralli](#) - book series
 - Suitable for children aged 2-5 years and children/young people with cognitive disability
 - [Being You \(Gender\)](#) – Book available in BCH Puberty Library
 - [Yes! No! \(Consent\)](#) – Book available in BCH Puberty Library
 - [Together \(Love\)](#) – Book available in BCH Puberty Library
 - [Everybody \(Bodies\)](#)
 - [We Care \(Justice\)](#)
 - [Our Skin \(Race\)](#)
 - [Goodbye \(Grief\)](#)

Educate 2 Empower

- [My Body Safety Rules Video](#) – 5 things every child should know

Years 1 and 2

Personal, Social and Community Health – Health Education

Identities and change	
Describe their personal characteristics and those of others, and explain how they contribute to developing identities VC2HP2P01	
Describing how people who identify as Aboriginal and/or Torres Strait Islander have a unique cultural identity and how the contributions from family influence this	
Exploring examples of cultural practices, including those of Australians of Asian heritage, that recognise the contributions of family and friends to identities	
Identifying the benefits of having people with diverse skills and abilities in a team or classroom	
Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these VC2HP2P02	
Describing changes in their physical appearance now compared to when they were younger	Sexual Health Victoria Theres a name for that GDHR Western Australia My milestones - birth to now We are all different
Identifying and describing significant relationships in their lives and how these have evolved or changed over time	Sexual Health Victoria Family Circles GDHR Western Australia Families may change Managing family change
Identifying friendships and how they are similar or different to when they were younger, such as when they were in kindergarten	Sexual Health Victoria Teaching social rules
Discussing ways families and cultural groups acknowledge and celebrate major stages of development	
Discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger	GDHR Western Australia My strengths can change over time Our own firsts: Personal achievements
Interacting with others	
Identify and explore personal and social skills and strategies to develop respectful relationships VC2HP2P03	
Identifying characters in texts (fictional and non-fictional) who demonstrate respect and cooperation to develop respectful relationships	
Identifying characters in texts who demonstrate respect for different types of families and carers, including those of different cultures, abilities or compositions	

Discussing strategies we can use to show respect to people of different cultures, including Aboriginal and Torres Strait Islander Peoples, and to acknowledge difference using appropriate language	
Describing behaviours that keep themselves and others safe and help them feel respected, including the use of appropriate verbal and body language and physical behaviours	<p>Sexual Health Victoria Teaching social rules</p> <p>GDHR Western Australia Appreciating friendships</p> <p>eSafety Commissioner Role-play respect online</p>
Exploring strategies to understand and manage bullying behaviours	
Exploring how people feel when they are included in and when they are excluded from groups and activities	<p>Sexual Health Victoria Fingerprints</p>
Identify how different situations influence emotional responses VC2HP2P04	
Recognising their own emotions and demonstrating ways to manage how they express their emotions in different situations	
Exploring self-regulation strategies to manage emotional responses, such as balloon breathing, counting down from 10 and mindfulness	
Identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact these responses can have on others	<p>GDHR Western Australia Reading emotions in others</p>
Identifying how someone might feel, think and act during an emergency through role-play and imaginative play	
Predicting how a person or character in a story might be feeling based on the words they use, their facial expressions and body language	<p>Sexual Health Victoria Body feelings (Early warning signals - EWS)</p> <p>GDHR Western Australia Reading emotions in others</p>
Recognising positive emotions in themselves and others and exploring different ways people express these emotions	
Practise strategies they can use when they need to seek, give or deny permission respectfully VC2HP2P05	
Practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures	
Practising ways to interact with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality	<p>RRRR's – Topic 2 Personal and Cultural Strengths Activity 5: Knowing and showing respect – p43 Activity 6: Respecting and valuing difference – p44</p>

<p>Exploring situations where they need to seek, give or deny permission and practising strategies to assert themselves; for example, saying no to inappropriate touching</p>	<p>Sexual Health Victoria Body feelings (Early warning signals - EWS)</p> <p>GDHR Western Australia Feelings, body signals and positive coping strategies</p> <p>Consent for touch (hugs)</p> <p>eSafety Commissioner Online boundaries and consent</p>
<p>Contributing to healthy and active communities</p>	
<p>Identify protective behaviours and rehearse help-seeking strategies that help keep them safe VC2HPFP06</p>	
<p>Recognising photos and locations of safe places and a network of people who can help, and identifying a list of those in their network</p>	<p>RRRR's – Topic 6 Help Seeking Activity 1: The Life Raft Game for a focus on help-seeking – p76 Activity 2: I can help my friends – p77 Activity 3: How do I ask for help? – p80 Activity 4: Who can I ask for help? – p83</p> <p>Sexual Health Victoria Who can we go to when we need help at school?</p> <p>eSafety Commissioner ask for help</p>

Movement and Physical Activity – Physical Education

<p>Learning through movement</p>	
<p>Co-construct and apply rules to promote fair play and inclusion in a range of physical activities VC2HP2M04</p>	
<p>Discussing what is fair and unfair when developing rules and co-constructing a set of rules that are fair and inclusive for all</p>	
<p>explaining how rules contribute to fair play and applying them in group activities</p>	
<p>creating or adapting a game with others and co-constructing rules that make the game fun, safe, fair and inclusive</p>	
<p>Apply strategies to work cooperatively when participating in physical activities VC2HP2M05</p>	
<p>Suggesting and trialling how a game can be changed so that everyone can be involved</p>	

Other Resources

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 - Suitable for children aged 2-6 years
 - The Body Safety titles should ideally be read in the following order: Consent, My Safety Network, My Early Warning Signs, Private Parts are Private, and Secrets and Surprises. The remaining titles can be read in any order.
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Educate 2 Empower

- [My Body Safety Rules Video](#) – 5 things every child should know

Years 3 and 4

Personal, Social and Community Health – Health Education

Identities and change	
Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts VC2HP4P01	
Discussing how overcoming challenge or adversity together can unite a group of people	GDHR Western Australia Resilience Responding to challenging situations
Recognising how success, challenge, failure and enjoyment of games and physical activities in different settings (classroom, playground, outdoor environments) influence identities	GDHR Western Australia My life from birth to now Managing emotions
Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes VC2HP4P02	
Discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes affect the way they think and feel about themselves and different situations	Sexual Health Victoria Where Willy Went! Timeline of human growth and development They tell me this is puberty Sexual and reproductive body parts Pregnancy and birth timeline Menstrual (Period) Cycle GDHR Western Australia Strategies to manage change Teaching Sexual Health Canada Lesson 1: Puberty Changes Lesson 2: Coping With Puberty
Identifying people or sources of information they can access if they have questions about the changes that occur during puberty	
Understanding the nature of family support networks in communities, including for Aboriginal and Torres Strait Islander Peoples, and discussing how a wide range of family and community members support young people when they are going through changes and transitions	
Practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, problem-solving, mindfulness, and seeking help from families, peers and teachers	
Identifying scenarios in texts where characters experience and react to change and transition, exploring the effectiveness of these responses and identifying other possible options that may be helpful	

Describe how choices and actions can be influenced by stereotypes VC2HP4P03	
Exploring different gender stereotypes in texts and media, and discussing the messages they portray and how they can influence choices and actions	RRRR's - Topic 7 Gender norms and stereotypes Activity 1: My individuality – The many facets of me – p96 Activity 2: Exploring gender stereotypes through stories – p101 Activity 3: We can challenge gender pressures – p105 Activity 4: Rights and responsibilities – p108
Recognising that unfair or unequal treatment of people based on their gender, abilities or other differences is wrong and against their human rights	RRRR's - Topic 7 Gender norms and stereotypes Activity 2: Exploring gender stereotypes through stories – p101 Activity 3: We can challenge gender pressures – p105 Activity 4: Rights and responsibilities – p108
Describing ways to make roles and responsibilities at home, at school and in communities fair, equitable and inclusive	RRRR's - Topic 7 Gender norms and stereotypes Activity 2: Exploring gender stereotypes through stories – p101 Activity 3: We can challenge gender pressures – p105 Activity 4: Rights and responsibilities – p108
Practising ways in which they can contribute to people of different genders and abilities being treated in fair, equitable and inclusive ways	RRRR's - Topic 7 Gender norms and stereotypes Activity 2: Exploring gender stereotypes through stories – p101 Activity 3: We can challenge gender pressures – p105 Activity 4: Rights and responsibilities – p108
Interacting with others	
Select, use and refine personal and social skills to establish, manage and strengthen relationships VC2HP4P04	
Predicting and reflecting on how other students might feel in a range of challenging situations, such as when being excluded from a game or when experiencing name-calling, and discussing what they can do to support them	
Describing characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and exploring the strategies they used to do this	
Discussing how demonstrating respect and empathy towards people of different cultural backgrounds, including Aboriginal and Torres Strait Islander Peoples, can build positive relationships	
Recognising that bullying behaviour can take many forms, including online, and proposing strategies to address bullying in and out of school	eSafety Commissioner Being safe online - Easy Read GDHR Western Australia Dealing with disagreements Self-protecting against bullying How to help someone being bullied Understanding discrimination

Describing behaviours that show empathy and respect for the rights of others at home, at school and in the community	GDHR Western Australia Building respectful relationships
Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities VC2HP4P05	
Planning ways to celebrate the cultural diversity of students in their class, such as sharing recipes, stories and games from their cultural heritage	
Researching and participating in games from their own and others' cultural heritage, and learning why games are important to build cultural awareness and appreciation	
Identifying behaviours that are respectful, inclusive and safe during play	
Describing and practising safe upstander actions when they notice unfair or disrespectful behaviour towards others	
Recognising and understanding the important role of narratives in describing the diversity of Aboriginal and Torres Strait Islander Peoples' cultures and the cultures of Asia, and sharing beliefs and practices across all cultures	
Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline) VC2HP4P07	
Practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared	GDHR Western Australia Consent - sharing photos
Exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent, including in online environments	GDHR Western Australia Online vs face-to-face communication eSafety Commissioner Online boundaries and consent
Exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations such as when someone posts an embarrassing picture online without their permission, touches private parts of their body, or uses violence against them	RRRR's - Topic 8 Positive gender relations Activity 1: What is violence? – p115 Activity 2: What is gender-based violence? – p118 Activity 3: Understanding consent in action – p123 Activity 4: Using the No, Go, Tell model in response to gender-based violence – p130 Activity 5: Practising asking for help in response to gender-based violence – p133 Activity 6: Seeking help in tricky situations – p137 Sexual Health Victoria Welcome with a kiss Early Warning Signs
Exploring a variety of relevant situations where permission or consent may be required and developing an understanding of why permission may be required	

Contributing to healthy and active communities	
Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community VC2HP4P08	
Identifying trusted adults they can talk to if they feel unsafe and practising how to talk to people if they feel unsafe	RRRR's - Topic 6 Help Seeking Activity 1: Communication and help-seeker scenarios – p79 Activity 2: How big is the problem? – p84 Activity 3: Help-seeking sources – p87 Activity 4: Help-seeking role-plays – p89 Activity 5: Help-seeking stories – p92
Interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behaviours VC2HP4P09	
Accessing different sources of health information and identifying the accuracy of these sources, including brochures, websites, TV shows and advertisements, online promotions and food labels	
Examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages	GDHR Western Australia Messages about body image
Investigating the level of influence health messages from different people and sources may have on their health decisions and the validity of these sources of information	
Researching health messages or campaigns in their community and creating their own campaigns to promote positive health messages, such as creating positive mindset cards for classrooms at school, providing active play equipment at lunchtime, and assembly presentations	

Movement and Physical Activity – Physical Education

Making active choices	
Participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation VC2HP4M06	
Exploring ways in which people can connect with other members of their community through participating in recreation and formal and informal physical activities	
Learning through movement	
Apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activities VC2HP4M09	
Collaborating to decide rules for a new game to promote fair play and inclusion of all learners	
Interpreting and applying rules fairly in physical activities where they are in an officiating role	

Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities VC2HP4M10	
Using cooperative skills and offering encouragement to successfully complete a movement task, such as a group initiative game, partner passing strategy or team strategy	
Cooperating with team members and opponents when self-umpiring small-sided games, making decisions and accepting the decisions of others	
Working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates	
Modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space	

Amaze Videos

Relationships

- [Finding An Adult That You Can Trust](#)

Understanding Gender

- [Gender Identity: Gender Roles and Stereotypes](#)

The Human Body and Development

- [Period Hygiene: Tampons, Pads and Menstrual Cups](#)
- [How the Boner Grows](#)
- [What is a Wet Dream?](#)
- [Anatomy: Assigned Sex At Birth \(Female\)](#)
- [Anatomy: Assigned Sex At Birth \(Male\)](#)
- [Top Signs Girls are in Puberty](#)
- [Top Signs Boys are in Puberty](#)
- [Pregnancy and Reproduction Explained](#)
- [Where Do Babies Come From?](#)
- [What Are The Stages Of Pregnancy?](#)
- [All About Getting Your Period](#)
- [Boobs and More](#)
- [Taking Care of Your Body During Puberty](#)
- [Does Penis Size Really Matter?](#)
- [Does Breast Size Really Matter?](#)
- [Why Don't I Like The Way I Look?](#)
- [Bodies: Different Shapes and Sizes. All Beautiful!](#)

Books

- [The Amazing Story of How Babies Are Made - Fiona Katauskas](#)
 - Book available in Ballarat Community Health Puberty Library
- [Hair in Funny Places – Babette Cole](#)
 - Book available in Ballarat Community Health Puberty Library Other

Resources

- [Love Libra - The Complete School Resource Kit](#)
 - *Make teaching puberty and menstruation easier with all the teaching resources, supporting resources for parents.*
- [Libra Girl - Order your School Resource Kit](#)
 - *Libra Girl is offering a FREE School Resource Kit to support the delivery of the program and the education of your students! Teachers and Educators in Australia and NZ may order one free kit per year email at products@lovelibra.com*

When discussing menstruation and periods, it is a great opportunity to show students the different types of products and explain how they are used to manage and absorb bleeding. These products include pads, tampons, a menstrual cup or period underwear. Each come in different shapes and sizes, but ALL need to be changed every 4-6 hours to stop leakage and in some cases prevent infection.

Schools can encourage students to have conversations at home with families/carers about periods and to create a 'period pack' that includes menstrual products to help the child/young person feel prepared and help to relieve some worries about getting their first period.

Additionally, free period products are available in all Victorian government schools and are provided by [Essity Australasia](#).

Years 5 and 6

Personal, Social and Community Health – Health Education

Identities and change	
Explain how identities can be influenced by people and places, and how we can create positive self-identities VC2HP6P01	
Explaining how influential people may impact the way individuals see themselves and influence their developing identities, for example parents, friends, coaches, sporting role models and influencers	<p>Sexual Health Victoria To Share, or Not To Share</p> <p>GDHR Western Australia Understanding influences on behaviour</p>
Exploring how connection to people and places can influence personal and cultural identities over time, for example how relationships and experiences influence self-esteem	<p>GDHR Western Australia Changes in relationships Understanding influences on behaviour Peer influence</p>
Investigate resources and strategies to manage changes and transitions, including changes associated with puberty VC2HP6P02	
Understanding that experiences of puberty differ, and that the resources and strategies chosen to manage these changes are personal	<p>Sexual Health Victoria Puberty Changes Anatomy snap Explanation of menstruation Puberty Homework Handouts Puberty statements Reproductive bingo Reproductive body parts</p> <p>GDHR Western Australia Reproductive systems Body changes during puberty Taking care of your body during puberty Puberty - Managing change and transition Reproductive systems revision</p>
Examining the strategies and range of products and resources available to manage the physical changes associated with puberty, including products for managing personal hygiene and menstruation	<p>Sexual Health Victoria Puberty Homework Handouts</p> <p>GDHR Western Australia Puberty kits</p> <p>Love Libra Stage 3 – Understanding my body</p>
Understanding that physical changes experienced during puberty are linked to rites of passage ceremonies in many Aboriginal and Torres Strait Islander communities	
Analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities	<p>Sexual Health Victoria Puberty Homework Handouts</p>

<p>Examining how the developmental changes that occur through puberty prepare a person's body for reproduction</p>	<p>Sexual Health Victoria Puberty Taboo Words Puberty Homework Handouts Mummy Laid An Egg! Please note: there is extra information about sex that is not in the book:</p> <ul style="list-style-type: none"> • Sex is only for adults. • Sex does not always make a baby. • There always has to be permission / consent for sex to happen. • Sex happens in a private place. • Sex is not for people in the same family. • Sex is supposed to make a person feel good about themselves and their partner. <p>Book available in Ballarat Community Health Puberty Library Purchase Book – by Babette Cole</p> <p>GDHR Western Australia Reproductive systems</p>
<p>Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes VC2HP6P03</p>	
<p>Identifying characters in texts who are not constrained by traditional gender stereotypes and how this influences their choices, actions and wellbeing</p>	<p>RRRR's Topic 7 - Gender Norms and Stereotypes Activity 1: Talking about gender – from inclusive language to inclusive actions – p98</p>
<p>Questioning the fairness of gender roles and proposing ways to challenge those practices that infringe on an individual's human rights</p>	<p>RRRR's Topic 7 - Gender Norms and Stereotypes Activity 2: Born or made? The intergenerational gender machine – p103</p>
<p>Investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community</p>	<p>RRRR's Topic 7 - Gender Norms and Stereotypes Activity 4: Media messages, gender policing and peer pressure – p115</p>
<p>Identifying those gender norms that can have limiting and harmful effects, and proposing strategies to advance gender equality and respect for human rights</p>	<p>RRRR's Topic 7 - Gender Norms and Stereotypes Activity 3: Facts about gender and equality of opportunity – p108</p>
<p style="text-align: center;">Interacting with others</p>	
<p>Describe and demonstrate how respect and empathy can be expressed to positively influence relationships VC2HP6P04</p>	
<p>Exploring strategies for managing the changing nature of relationships such as starting a new school, changing priorities or interests, family break-up/separation or joining a new sports team</p>	<p>Sexual Health Victoria Forgive or forget</p> <p>GDHR Western Australia Changes in relationships Understanding influences on behaviour Peer influence</p>
<p>Recognising how words and labels used to refer to Aboriginal and Torres Strait Islander Peoples and other cultural groups can cause offence and how this awareness can support and strengthen respectful relationships</p>	
<p>Examining the behaviours people demonstrate when treating others in respectful ways, and comparing these to behaviours that constitute forms of bullying, racism or gender-based violence</p>	<p>Sexual Health Victoria Forgive or forget</p>

	<p>GDHR Western Australia Changes in relationships Understanding influences on behaviour Peer influence</p> <p>eSafety Commissioner Online boundaries and consent Online friends and strangers</p>
Assessing the impact of different relationships on personal health and wellbeing, and developing strategies to cultivate healthier relationships	<p>Sexual Health Victoria Forgive or forget</p> <p>GDHR Western Australia Changes in relationships Understanding influences on behaviour Peer influence</p>
Describe and implement strategies to value diversity in their communities VC2HP6P05	
Proposing strategies to help others understand points of view that differ from their own and to encourage discussion about individual and cultural similarities and differences, to tackle discrimination such as sexism, racism and homophobia	<p>Sexual Health Victoria Dear Teen Doctor Forgive or forget</p> <p>GDHR Western Australia Changes in relationships Understanding influences on behaviour Peer influence</p>
Exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities	
Discussing the role upstanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia, racism and that which is appearance-based	
Discussing and acknowledging the importance of cultural expressions of Aboriginal and Torres Strait Islander Peoples in maintaining a continuing deep connection to Country and Place and its influence on wellbeing	
Examining how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging	
Apply strategies to manage emotions and analyse how emotional responses influence interactions VC2HP6P06	
Analysing how appropriate emotional responses have a positive impact on relationships	<p>Sexual Health Victoria Intimacy scale</p> <p>GDHR Western Australia Changes in relationships</p>
Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline) VC2HP6P07	
Exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to	RRRR's - Topic 8 Positive Gender Relations Activity 1: What is violence? What is gender-based violence? – p125

communicate their intentions effectively at each step	Activity 2: Understanding positive and negative uses of power in relationships – p130 Activity 3: Active respect in peer relationships – p136 Activity 4: What is consent? Is this consenting? – p142 Activity 5: Upstanders – providing peer support in response to gender-based violence – p156 Activity 6: Help-seeking in response to gender-based violence – p162
Practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations, including online	RRRR's - Topic 8 Positive Gender Relations Activity 4: What is consent? Is this consenting? – p142 Activity 5: Upstanders – providing peer support in response to gender-based violence – p156 Activity 6: Help-seeking in response to gender-based violence – p162
Analysing how a person may react to being denied permission to do something (for example feelings of shame and anger associated with rejection) and discussing options for dealing with situations when this may occur	RRRR's - Topic 8 Positive Gender Relations Activity 1: What is violence? What is gender-based violence? – p125 Activity 2: Understanding positive and negative uses of power in relationships – p130 Activity 3: Active respect in peer relationships – p136
Exploring strategies for effective decision-making (problem, choice, decision) when giving or denying consent	RRRR's - Topic 8 Positive Gender Relations Activity 6: Help-seeking in response to gender-based violence – p162
Contributing to healthy and active communities	
Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community VC2HP6P08	
Exploring actions they can take when they feel unsafe when online, for example who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions	GDHR Western Australia Safety first Analysing health related websites and apps eSafety Commissioner Privacy and security
Describing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust	RRRR's - Topic 6 Help Seeking Activity 1: I wonder if I need help with this? – p79 Activity 2: Thinking about trust and courage – p84 Activity 3: Help-seeking, who to turn to and who to thank – p85 Activity 4: Rehearsing help-seeking conversations – p90 Activity 5: Communicating clearly – p93 Activity 6: Revisiting key learnings via 'The roller-coaster day' storyboard – p94
Investigate different sources, quality and types of health information and how these apply to their own and others' health choices VC2HP6P09	
Examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health	

Identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people	
Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities VC2HP6P10	
Recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis	
Investigating school and community practices that help promote and maintain health and wellbeing, such as eating a wide variety of nutritious foods, meeting recommendations for daily physical activity and creating connections with others to enhance social health	
Discussing and understanding how kinship and extended family structures for Aboriginal and Torres Strait Islander Peoples support and enhance their health, safety and wellbeing	

Movement and Physical Activity – Physical Education

Making active choices	
Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes VC2HP6M03	
Working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances	
Learning through movement	
Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities VC2HP6M10	
Using reflective listening and respectful communication when working in small groups on movement tasks or challenges	
Exploring and performing the duties and responsibilities of different roles for a range of physical activities	
Demonstrating effective communication skills when dealing with conflicts or disagreements in movement situations	

Videos

Amaze Videos

Relationships

- [Finding An Adult That You Can Trust](#)

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The Human Body and Development

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- [Anatomy: Assigned Sex At Birth \(Male\)](#)
- [Top Signs Girls are in Puberty](#)
- [Top Signs Boys are in Puberty](#)
- [Pregnancy and Reproduction Explained](#)
- [Where Do Babies Come From?](#)
- [What Are The Stages Of Pregnancy?](#)
- [All About Getting Your Period](#)
- [Boobs and More](#)
- [Taking Care of Your Body During Puberty](#)
- [Does Penis Size Really Matter?](#)
- [Does Breast Size Really Matter?](#)
- [Why Don't I Like The Way I Look?](#)
- [Bodies: Different Shapes and Sizes. All Beautiful!](#)

Books

- [Mummy Laid an Egg – Babette Cole](#)
 - Book available in Ballarat Community Health Puberty Library
- [The Amazing Story of How Babies Are Made – Fiona Katauskas](#)
 - Book available in Ballarat Community Health Puberty Library

Tips for lesson planning

Hygiene

SHV – Doing It Podcast: [Episode 3: Taking care of your body](#)

It is recommended to start the discussion off with introducing puberty in general.

- [SHV Puberty Taboo Words Activity](#) or just name body parts and identify other words they may know and have a laugh (great icebreaker), then clarify at the end that we will use the correct body part names.
- [Reproductive Body Parts Activity](#)
- [Puberty Statements](#) – when you get to the hygiene cards – can use this to talk about hygiene.

You may want to do an explicit hygiene activity (as per Catching on Early and/or SHV Hygiene Activity from the SHV Children and Young People with Cognitive Disability resource – please email the [Health Promoting Schools team](#) to be sent these resources directly) or use it as a discussion points in the other activities.

Don't feel that you have to do every activity, and/or every scenario card in each activity, you may want to do them all or just pick a few that are suitable.

Consent

[Resilience, Rights and Respectful Relationships – Years 5 and 6 Curriculum.](#)

Topic 8: Positive Gender Relations - Activity 4: What is consent? Is this consenting? – page 142.

This activity could also be followed up with the Sexual Health Victoria activity '[Forgive or Forget](#)' and/or '[Intimacy Scale](#)' which can also be used to discuss consent about when it is needed and when it's not. The discussion will be more up to the teacher's comfortability and knowledge of consent.

Thirdly, there is also a [Creating Consent Culture](#) resource developed by Body Safety Australia and eSafety Commissioner. It has been created to compliment a documentary on SBS 'Asking for it'.

While each episode of Asking For It is rated M, the content for each section can be implemented without viewing the series.

There has been activities and resources designed and developed for schools that are age- and stage- appropriate, including some for Years 5 and 6 students.

Identity – Self, Gender and Sexual Diversity

Identity Discussion

- Identifying what makes you, you
- What you look like, things you like – like food, things to do, who your friends and family are
- Understanding own values and beliefs – with activities about behaviours that are right or wrong, statements agree or disagree with

Gender stereotypes

- Who does what housework at home, what kind of jobs people have, boys are tough, girls are pretty
- Understanding diversity and all people are different and unique
- What it means to mean male and what it means to be female

Gender identity

- Brain – how we think
- Heart – how we feel
- Orientation - Who we are – represented by our heart (ie hetero, gay or bi)
- Sex – body parts you on the outside, as well as some body parts on the inside
- Sex assigned at birth – What the doctor says you are when you are born, based on what genitals they can see
- Cis-Gender – our brain and our body parts match
- Transgender - our brain doesn't match the body parts we see
 - Know in our head we are a girl, but we have a penis
 - Who we are doesn't match who you know you are
- Understanding differences and respect differences
- May not identify themselves but be able to understand that another young person may be feeling this way.

Definitions:

- **Gender Identity:** One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also not necessarily linked to each other but are just six common gender identities.
- **Gender Expression/Presentation:** The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.
- **Sex Assigned at Birth:** The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes. It is important we don't simply use "sex" because of the vagueness of the definition of sex and its place in transphobia. Chromosomes are frequently used to determine sex from prenatal karyotyping (although not as often as genitalia). Chromosomes do not always determine genitalia, sex, or gender.
- **Physically Attracted To:** Sexual orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.
- **Emotionally Attracted To:** Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth. There are other types of attraction related to gender such as aesthetical or platonic. These are simply two common forms of attraction.
- **Recommended citation:** Trans Student Educational Resources, 2015.
"The Gender Unicorn." <http://www.transstudent.org/gender>.

Answering Questions with confidence

Although we want to ensure what we say is clear, accurate, inclusive and age- and developmentally appropriate – which generally means less detailed information is better. The most important thing is to remember for us as educators is that all questions are important, to remove any shame/stigma/taboo when talking relationships, sexuality and puberty.

In primary age, most questions usually relate to:

- Puberty
- Reproductive body parts and functions
- What is normal?
- The real story about sex

Extra things to know about people doing sexy things ...

- It's for people who are grown up in their body and mind.
- There always has to be CONSENT.
- Sex doesn't always make a baby.
- Sex happens in a private place.
- Sex isn't for people in the same family unless they are the grown-up consenting couple.
 - Any sexy things should make those people feel good about themselves & each other.

Here's how I would respond to the student questions below. Feel free to take and use what you need or get some ideas and come up with some other responses that you feel may work better for your students.

Frequently Asked Student Questions

- Is it ok to masturbate every day?

Masturbation is when a person touches their own body for their own sexual pleasure. For a male person it might mean touching around the penis and scrotum. For a female person it might mean touching around the vulva, clitoris or breasts. Although, it's not a bad thing to do every day, the purpose of masturbation is to help a person to feel good about themselves in a sexy way and should only happen in a private place.

However, there are also many other things you can do that can make you feel good about yourself, that is not sexy, like (give examples of fun things they might like to do instead of masturbating).

Amaze.org video: [Masturbation: Totally normal](#)

- What is a vibrator?

A vibrator is a device that some people may use when they are having sexy times, either by themselves or with another person.

- What is a good time to start having sex? / How long do you have to have sex for?

It's for people who are grown up in their body and mind in a private place. And should only happen if those grown-up people want to give consent and any sexy things should make those people feel good about themselves. It's important to remember that sex isn't for people in the same family unless they are the grown-up consenting couple.

- What is porn?

Pornography is pictures or videos about sex. Some grown-ups like to look at pictures of people having sex, but these pictures are made for group ups not children and tweens and teens. Sometimes pornography shows people acting weirdly and hurting each other, and that's not good for children, teens or grown-ups to see. Pornography isn't like sex in real life. Pornography can show people doing things they don't really like doing, but they pretend to because they are acting and getting paid to do so.

It is important to remember that pornography is for grown up people. So, if you see porn or if someone shows you porn, it may make you feel weird and uncomfortable, people tell one of your trusted adults what has happened. You won't get in trouble, but we just need to know so we can talk about what you saw and anything that makes you feel worried, scared or uncomfortable and so it doesn't happen again for you.

- Someone I know has condoms, is it ok?

If the person is grown up in their body and mind, absolutely this is ok, as they may choose to use a condom if they don't want to make a baby. If they are not grown up in their mind and body, perhaps you could talk to a trusted adult (network of help hand activity) to let them know.

- Is it ok if I want big boobs?

Puberty is a time where our bodies are growing from our child body into an adult body. All of these changes happen at different ages and stages for young people, and bodies are all different and unique. One of the changes that happens is developing breasts. Some people might be concerned that their breasts are not growing like their friends' breasts. There are people who may be the first of their friends to start growing breasts, while others may be the very last of their friends.

Either way, a person might feel awkward or self-conscious if they are concerned their breasts are too big or too small. But here is what you have to remember: having bigger breasts doesn't make you more beautiful or sexy. It's all about who you are as a person that makes you attractive. Whether you have big breasts, little breasts or no breasts at all, you are uniquely and wonderfully made just the way you are.

- How do I get a girlfriend/boyfriend?

Communication is key. Good communication is not only about expressing yourself but also actively listening and working to understand what the other person is saying. If there is someone you think you may have a crush on, start a conversation with them, get to know them, ask them questions, see if you have common interests and like similar things. Perhaps ask them if they would like to hang out after school or on the weekend and do something fun together. This will give you more opportunity to spend time together and get to know them before asking the question if they would like to be your partner?

And if they say yes, great, happy days!

And if they say no, that's ok too. Even though rejection can be hurtful, it's important to remember that there is nothing wrong with you. What is most important is how you deal with it.

It can feel really upsetting to be rejected. What can you do when you feel hurt or angry about rejection? Even though you're upset, respect the other person's decision. You can also focus on yourself; talk with someone you trust about how you are feeling and do something fun to get your mind off things. And remember to keep being yourself. Just because one thing didn't work out like you planned, doesn't mean you can't take chances on other things in the future!

Other external providers and school incursions

LifeEd

- Offerings for Years F-12

Elephant Ed

- Offerings for Years 3-12

The Man Cave

- Offerings for Years 6-12
- Offerings for Adults

Children and Young People with Cognitive Disability

[Sexual Health Victoria – Disability Education & Support](#)

Sexual Health Victoria has developed a resource to provide educators working with students with cognitive disability with a comprehensive, age-, stage- and developmentally appropriate set of relationships and sexuality education resources. It acknowledges the right of students with cognitive disability to access information and to be supported to develop skills, so that they can make informed decisions about the relationships they engage in and their sexual and reproductive health throughout their lives.

Curriculum topics, include:

- Topic 1: Body Awareness
- Topic 2: Public and Private
- Topic 3: Feelings
- Topic 4: Identity
- Topic 5: Protective Behaviours
- Topic 6: Puberty
- Topic 7: Conception to birth
- Topic 8: Relationships
- Topic 9: Sexual decision-making

To access this free resource and online professional development please see [Sexual Health Victoria's Disability Teaching Activities and e-Learning - Relationships and Sexuality Education for Students with Cognitive Disability.](#)

Educators and School Staff

Professional Development

Effective Relationships and Sexuality (including Puberty) Educators:

- are open and honest
- are nonjudgmental, unbiased and don't moralise
- do not overshare personal information
- challenge sexist, homophobic, transphobic, offensive or threatening remarks and/or disruptive behaviour

Sexual Health Victoria.

Some content and or topics you may feel more knowledgeable and confident in teaching, whilst others may be new, unfamiliar and/or feel embarrassed to talk about in the classroom.

[This is completely NORMAL.](#)

Language is updating all of time and there are consistently new words or terms being introduced, particularly around gender, sexuality and relationships. Further, best practice and resources to teach this content are consistently being reviewed and updated.

A great tool developed by Sexual Health Victoria is the staff knowledge and confidence pre-survey.

This survey lists all the topics that are covered in comprehensive Relationships and Sexuality (including Puberty) Education curriculum and allows for staff to self-report their knowledge in each topic, as well as highlight their confidence level in teaching each topic. Completing this survey gives educators and leadership an overall idea of where you are currently at, and work out what you know and what you would like more information about.

Please contact the [BCH Health Promoting Schools Team](#) for a copy of the staff knowledge and confidence pre-survey.



The BCH Health Promoting Schools Team can meet with you and your staff (either face to face, or via phone or online) and discuss each point, where to find information and help develop the confidence to teach the curriculum (many schools often find this very helpful). Contact the [BCH Health Promoting Schools Team](#) for more information.

Women's Health Grampians – Communities of Respect and Equality (CoRE) Alliance is a partnership of organisations, businesses, clubs, schools and groups who share a vision for safe, equal and respectful communities in the Grampians region. Support for members include training on Gender Equity; Prevention of Violence against Women; Active Bystander; Gendered Violence; Intersectionality; and Gender Impact Assessment (GIA) workshop. CoRE Members must commit to the CoRE Strategy to Prevent Violence Against Women and their Children. [Click here to find out more.](#)



Department of Education Respectful Relationships Area-based Teams offer professional learning to schools to support their implementation of the whole school approach to Respectful Relationships and to build the capacity of school staff using the Resilience, Rights and Respectful Relationships teaching and learning materials. Contact respectful.relationships@education.vic.gov.au to register your interest.

Sexual Health Victoria provides a range of professional development workshops – including live face to face workshops at Sexual Health Victoria, in your school and/or online, as well as self-paced online learning modules. [Click here to find out more.](#)



'Doing It' podcast from Sexual Health Victoria



Sexual Health Victoria have a podcast for parents and educators called “Doing it” and it’s available on their website, Spotify, apple podcasts, anywhere that you can listen to podcasts. It covers relationships, sexuality, puberty and consent, as well as some other topics aimed more for secondary school-aged students. It is a great tool to listen to how SHV word things and their explanations, whilst also lists a lot of great resources you can use.

[Doing It podcast for educators and parents](#)

- Key episodes:
 - Episode 2: Puberty
 - Episode 3: Hygiene
 - Episode 5: Sperm production
 - Episode 6: Periods
 - Episode 8: Masturbation
 - Episode 18: How babies are made
 - Episode 19: Assisted reproduction
 - Episode 22: Inclusive language
 - Episode 37: Explaining Pornography
 - Episode 43: Enthusiastic Consent
 - Episode 50: Trauma Informed Practice
 - Episodes 53-59: eSafety and Online Sexual Content

The eSafety Commissioner provides free webinars covering topics, including Online harmful sexual behaviours, misinformation and emerging technologies; Online safety considerations for generative AI in education; Wellbeing and digital technologies; Supporting online gaming experiences. Further, there are also free self-paced modules for Lower Primary Educators teaching online safety, including: Using technology safely and responsibly; Being respectful online; Building resilience and help-seeking skills; Fostering early critical thinking. [Find out more.](#)

Body Safety Australia provides interactive workshops for educators to provide accurate, age-appropriate information at the primary school level. Offered as either one full day, one half day or one 2-hour session. Relationships and Sexuality Education Professional Development supports your Child Safe Standards, Respectful Relationships curriculum and covers the following: Families; Bodies; Babies; and Puberty. [Find out more.](#)



MINUS18

Minus 18 offers Inclusive Classrooms professional development (online and face to face). Great for schools whether you're responding to a school incident, supporting a student or celebrating diversity, Minus18 is here to guide your staff and students through LGBTQIA+ knowledge and inclusion.

[Find out more.](#)

Families and Carers

How to have the 'puberty or consent or sex' talk

We know most parents, families and carers find it difficult to have conversations about relationships, consent and sexuality with the young people in their lives. Yet, children and young people are often full of curiosity and ask many questions.

Families and carers can be so worried about having to give a perfect age- and stage-appropriate answer that they end up saying nothing at all or leave the child/young person feeling more confused than before.

Although it is the school's responsibility to teach a comprehensive curriculum, it is a shared responsibility between the student, their parents/caregivers, the school and community organisations, such as Ballarat Community Health.

Families and carers are encouraged to continue positive relationships, sex and consent conversations at home, to include family values, morals, traditions, and customs.

Ideally children learn early that they can talk to their parents and trusted carers and ask questions.

For example: The home environment is often the first place for a child to learn about feeling safe, close and connected. Home life provides opportunities for lots of 'teachable moments'. Enjoying bath time, learning when it's OK to be nude, learning how to take care of their body and asking questions about going to the toilet are situations where education about accepting our body begins. As children get older, reactions to puberty, questions about sex or the arrival of first love and romantic partners will continue the 'home schooling' Western Australia Department of Health.

So, what is the best way to answer these very important questions?

Simple answers that are direct, straight to the point.

This encourages further conversation if the child/young person wants to. It also allows the child/young person to stop and leave the conversation.

Thirdly, this strategy allows for the conversation to be brought up at a later date if/when the child/person is ready and has more questions!

Talking a little and often makes a positive difference to your child's sexual health. It is these conversations that lay the foundations for well adjusted, confident and healthy children and young people who go on to experience positive, respectful relationships.

In response to advice that parents needed support in their role as the primary relationships and sexuality educators of their children and young people, the Western Australia Department of Health has developed two resources:

- [Talk soon. Talk often: A guide for parents talking to their kids about sex](#)

This free resource has been developed to help parents initiate regular and relaxed conversations with their children about relationships and sexuality education.

- age and stage guidance for parents of children 0 to 18 years
- how to answer tricky questions on topics such as how babies are made, puberty, sexting, contraception and sex
- conversations starters
- key messages on preparing your teen for healthy sexually active lives, consent, contraception and sexually transmissible infections
- references to services and reliable websites and books.

- [Yarning quiet ways](#)

Yarning quiet ways is based on the Talk soon. Talk often. book and was developed in consultation with Aboriginal families. It gives tips to parents of young Aboriginal people to help make yarning about sex and relationships a little easier.

Sexual Health Victoria - dedicated to supporting people to make decisions about their reproductive and sexual health and wellbeing that are right for them.



Sexual Health Victoria has compiled this helpful Relationships and Sexuality Education (RSE) cheat sheet in plain language to guide parents and carers through the basics of what a young person should know and understand about sex and relationships.

- [Puberty overview](#)

When sexual and reproductive organs mature

- [Talking to Children with Cognitive Disabilities – Sexual Health Victoria](#)

Sexuality education needs to suit your child's level of understanding.

Resources such as books, stories, DVDs, anatomically correct dolls and three-dimensional models can help your child to understand.

All people, including those with cognitive disabilities (including intellectual disability, autism spectrum disorder and acquired brain injury), have the right to explore and express their sexuality in appropriate ways. Everyone needs ongoing and age-appropriate sexuality education to develop positive attitudes about their sexuality.

[Easy English Factsheets - With Illustrations](#)



The BCH Health Promoting Schools Team are more than happy to provide additional support for families and carers to start and continue the positive relationships, sex and consent conversations at home; whilst also assisting families and carers to answer any tricky questions their child or young person may have. Families and carers can contact the [BCH Health Promoting Schools Team](#) for more information.

Examples of common 'puberty' conversations

Menstruation/Periods

Talking openly about periods with your young person and making them a normal part of life will help them get the information they need to manage their period when it starts and manage their reproductive health into their future.

When discussing menstruation and periods, it is a great opportunity to show your child or young person the different types of products and explain how they are used to manage and absorb bleeding. These products include pads, tampons, a menstrual cup or period underwear. Each come in different shapes and sizes, but ALL need to be changed every 4-6 hours to stop leakage and in some cases prevent infection.

Before your child gets their first period, it's a good idea to show your child:

- what pads, period-proof underpants, tampons and cups look like
- how to use pads, period-proof underpants, tampons and cups
- how to dispose of pads and tampons, or rinse period-proof underpants
- how to clean a menstrual cup.

You might want to suggest your child carries pads, underpants, tampons or a cup. For example, they could keep some in a small bag in their school bag and sports bag.

[For more information, please visit Raising Children's Network – Periods & Hygiene](#)

Erections and Wet Dreams

First, acknowledge that your young person might be curious and find out what they already know. For example, if your young person asks you what an erection is, you could ask, 'What do you think it is?' or 'What have you heard about that?'

Second, give your young person the facts and correct any misinformation. For example, 'A penis is usually soft. An erection is when it gets hard or stands up straight'.

Third, use the conversation as an opportunity to talk about your own thoughts and feelings. For example, 'You might get an erection when you're asleep and have a wet dream. This is when semen comes out of your penis. It's a natural part of growing up. You can't control wet dreams, so don't worry if it happens. We'll just wash your sheets'.

[For more information, please visit *Raising Children's Network – Sex education and talking with children about sex: 9-11 years.*](#)

Masturbation

When a child or young person is beginning puberty, they might masturbate, some more often than others. Masturbation is healthy if your young person is doing it privately without feelings of guilt and shame, and it isn't affecting their other activities and/or relationships.

You could start a conversation with a young person by saying, 'Did you know that some young people your age masturbate? That means touching your own genitals in a way that feels nice. Masturbating is a private activity that some people choose to do. Have you heard anything about masturbation?'

This can help your child feel good about themselves and let them know that you're comfortable talking about things like this.

For more information, please visit [*Raising Children's Network – Sex education and talking with children about sex: 9-11 years.*](#)

Why do people have sex?

If your young person is curious about why people have sex, you could say, 'Sex is one way that babies are made'. This question is also a great opportunity to share your thoughts about sex. For example, 'Grown Ups/Adults like sex because it can be a pleasurable thing to do in private when you're in a healthy relationship'.

If your young person asks about your sexual activity and you don't want to share that information, it's OK to say, 'That's private. But I'm happy to talk about sex more generally'.

If your young person asks you when you first had sex, they might be trying to work out the 'right' age to start having sex. You can answer more generally by saying, 'Sex is a private activity for people who are old enough and know that they're ready. The right age to start having sex is different for different people. When do you think might be the right age for someone?'

Sometimes children don't ask what they really want to know. You can work out what your child is really asking by turning the question around and saying, 'That's an interesting question. What made you think of that?'

[For more information, please visit Raising Children's Network – Sex education and talking with children about sex: 9-11 years.](#)

Pornography

Pornography is sexually explicit material that aims to arouse people who are looking at it. For children aged 9-11 years, pornography can be confusing and upsetting.

Most pornography sends negative messages about relationships and gender. For example:

- Mutual consent and safe sex aren't important.
- Violent sexual acts are normal and appealing.
- Loving relationships aren't important.
- Aggressive behaviour towards women is normal and OK.
- Sexual relationships in which women have no power are normal and OK.

A lot of easily accessible pornography sends messages that can negatively affect children and teenagers. Looking at it regularly can influence their attitudes to sex and sexual relationships. This can affect their ability to form healthy, consensual and respectful relationships.

Here's how to explain pornography in a way your child can understand:

'Pornography is pictures or videos about sex. Some adults like to look at pictures of people having sex, but these pictures are made for adults not children. Sometimes pornography shows people acting weirdly and hurting each other, and that's not good for children or adults to see. Pornography isn't like sex in real life. Pornography can show people doing things they don't really like doing, but they pretend because they're paid.'

It is important to remember that pornography is for adults and grown up people. So, if you see porn or if someone shows you porn, it may make you feel weird and uncomfortable, people tell one of your trusted adults what has happened. You won't get in trouble, but we just need to know so we can talk about what you saw and anything that makes you feel worried, scared or uncomfortable and so it doesn't happen again for you.

[For more information, please visit *Raising Children's Network - Talking with children about pornography at 9-11 years: parenting tips*](#)

Other Useful Resources

Websites



eSafety

The eSafety Commissioner provides free webinars for families and carers covering topics, including Cyberbullying; Online porn; Sending nudes and sexting; Screen time; Gaming; Child grooming and unwanted contact; and Are they old enough? Further, the eSafety Commissioner also offers families and carers with strategies to help children and young people have positive experiences, activities to do with your child, information and factsheets for the most up to date websites, games and app that children and young people are using; and how to report online harm to authorities.

[Find out more.](#)

[The eSafety Guide](#) - Learn about the latest games, apps and social media, including how to protect your information and report harmful content.

[Parental Controls](#) - How to use parental controls and other tools to maximise online safety in your home.

Minus 18

Minus18 offers free resources for families and carers to help you support and celebrate your LGBTQIA+ child/young person. Having a child that's part of the LGBTQIA+ community can mean new experiences, learning about new concepts, terminology and, in some cases, entering a new world of medical professionals. [Find out more.](#)



Raising Children – The Australian Parenting Website



raisingchildren.net.au

Raising Children provide free, reliable, up-to-date and independent information to help your family grow and thrive together. Designed for busy families and full of tips and tricks for you to try, our content is easy to find and easy to digest. Articles, videos and interactive resources are tailored to different ages and stages.

Key topics:

- [Periods & Hygiene](#)
- [Periods: preparing autistic children](#)
- [Hygiene: pre-teens and teenagers](#)
- [Sex education and talking with children about sex: 0-8 years](#)
- [Sex education and talking with children about sex: 9-11 years](#)
- [Talking with children about pornography at 9-11 years: parenting tips](#)
- [Consent and sexual consent: talking with children and teenagers](#)
- [Consent and sexual consent: autistic children and teenagers](#)

Podcasts

Sexual Health Victoria

'Doing It' podcast



Sexual Health Victoria have a podcast for parents and educators called "Doing it" and it's available on their website, Spotify, apple podcasts, anywhere that you can listen to podcasts. It covers relationships, sexuality, puberty and consent, as well as some other topics aimed more for secondary school-aged students. It is a great tool to listen to how SHV word things and their explanations, whilst also lists a lot of great resources you can use.

[Doing It podcast for educators and parents](#)

- Key episodes:
 - Episode 2: Puberty
 - Episode 3: Hygiene
 - Episode 5: Sperm production
 - Episode 6: Periods
 - Episode 8: Masturbation
 - Episode 18: How babies are made
 - Episode 19: Assisted reproduction
 - Episode 22: Inclusive language
 - Episode 37: Explaining Pornography
 - Episode 43: Enthusiastic Consent
 - Episode 50: Trauma Informed Practice
 - Episodes 53-59: eSafety and Online Sexual Content

Books

Sexual Health Victoria recommends a range of books on sexual and reproductive health topics for children, young people and adults. A range of books and resources are available on the following topics:

- Body safety
- Changing bodies and puberty
- Consent and respectful relationships
- Gender equality
- LGBTQIA+, identity and families
- Sex and reproduction.

[See the full booklist](#)

Videos

[Educate 2 Empower](#)

- [My Body Safety Rules Video](#) – 5 things every child should know

[Consent for Kids](#)

Consent is like being ruler of your own country...population: YOU.

This is a smart, playful guide to consent and bodily autonomy.

[The Birds and the Bees](#)

Sit down. We need to have a talk. Brave parents and their curious kids confront some of life's biggest--and most awkward--lessons. This is just a fun video for parents, not an educational one for young people.

[Minus18 – what are pronouns?](#)

Here's our guide on what pronouns are, why they matter, and how to use new ones and support your trans friends!

[Amaze](#)

Amaze provides comprehensive positive relationships, consent and sexuality educational resources and videos that are age- and stage-appropriate for all year levels. Amaze supports and empowers educators, school staff, parents and carers, and other trusted adults with the autonomy to view and select videos that they deem appropriate for their young person's personal growth and development. Key videos for children and young people aged 9-14 years, include (but not limited to):

Relationships

- [Finding An Adult That You Can Trust](#)

Understanding Gender



- [Gender Identity: Gender Roles and Stereotypes](#)

The Human Body and Development

- [Period Hygiene: Tampons, Pads and Menstrual Cups](#)
- [How the Boner Grows](#)
- [What is a Wet Dream?](#)
- [Anatomy: Assigned Sex At Birth \(Female\)](#)

- [Anatomy: Assigned Sex At Birth \(Male\)](#)
- [Top Signs Girls are in Puberty](#)
- [Top Signs Boys are in Puberty](#)
- [Pregnancy and Reproduction Explained](#)
- [Where Do Babies Come From?](#)
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- [Boobs and More](#)
- [Taking Care of Your Body During Puberty](#)
- [Does Penis Size Really Matter?](#)
- [Does Breast Size Really Matter?](#)
- [Why Don't I Like The Way I Look?](#)
- [Bodies: Different Shapes and Sizes. All Beautiful!](#)
- [Porn Is Not Sex Ed](#)
- [Porn: Fact or Fiction?](#)

Apps

	<p>Magicgirl Teen Period Tracker (ages 12+)</p> <p>MagicGirl is a smart and intuitive period & ovulation calendar for teens and adult females. It is easy to use, reliable, accurate and informative.</p> <p>MagicGirl provides deep insights about your menstrual cycle. If you are a teen, MagicGirl will guide you with videos, FAQs and chat. With data assembled by a team of medical professionals, the app is loaded with relevant advice and tips presented to you at the right time.</p>
	<p>Raising Healthy Minds</p> <p>Raising Healthy Minds is a FREE app to help you raise confident and resilient children aged 0-12 years.</p>

Services and Organisations

Referral pathways into local services

- [Ballarat Community Health](#) - BCH provides health care and services to people of all genders and ages. Services include GPs and nurse-led clinics, sexual health, mental health, alcohol, other drug and vaping services, youth services, allied health, health promotion and community programs.
 - Monday to Friday
 - 8:30am to 5pm
 - 03 5338 4500
- [Ballarat Community Sexual Health Hub flyer](#) – flyer for staffroom, newsletters
- [headspace Ballarat](#) - supports young people (aged 12-25 years) with mental health, physical health, sexual health, drug & alcohol, educational & vocational support. All services are free of charge.
 - Monday to Friday
 - 9am to 5pm (9am to 7pm on Wednesdays and Thursdays)
 - 03 5304 4777
- [Ballarat Centre Against Sexual Assault \(CASA\)](#) - free, confidential specialist counselling, advocacy and support to people who have experienced sexual assault including non-offending partners, families and friends.
 - Monday to Friday
 - 9am to 5pm
 - 03 5320 3933
 - After Hours Crisis Support: 1800 806 292
- [The Orange Door](#) - Sometimes things at home or in a relationship are not OK and you need some help and support. The Orange Door, provides help and support quickly and easily, via face-to-face, and via phone or email. No referral needed.
 - Monday to Friday
 - 9am – 5pm
 - 1800 219 819
 - cha@orangedoor.vic.gov.au
 - Out-of-hours support is available

- [Ballarat And District Aboriginal Cooperative \(BADAC\)](#) - Aboriginal Medical Services/General Practice. The BADAC Medical Clinic is a free primary healthcare service that specialises in Aboriginal healthcare, as well as servicing the wider community with their health needs. Appointments are preferred.
 - Monday to Thursday 9 am – 5pm
 - Friday: 9am – 4pm
 - 03 5331 5344 (pick option 2)
- [Ballarat Child and Family Services \(Cafs\)](#) - Cafs is committed to eliminating Family Violence and to promoting and supporting the safety of families experiencing Family Violence. Cafs is a child safe organisation. Cafs actively promote and protect the safety of children.
 - Monday to Friday
 - 9am – 5pm
 - 03 5337 3333
- [Central Highlands Local Health Service Directory](#) – resource to improve access to appropriate and affordable health care and specialist services in the Central Highlands region, for all those involved in a child/young person’s care.
- [Fairy Wren Counselling](#) – offers individual telehealth counselling services for a range of issues including:
 - Stress management
 - Anxiety
 - Relationship issues (including non-traditional relationships such as non-monogamy and polyamory)
 - Supported decision-making
 - Grief and loss counselling
 - LGBTQIA+ issues
 - Behaviour change
 - Self-esteem and self-worth

Helplines and Websites

- Emergency
 - 24 hours
 - 000
- [Kids Helpline](#) - Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people aged 5 to 25.
 - 24hours
 - 131 114
 - Webchat
- [13YARN](#) - Confidential, culturally safe crisis support line for Aboriginal and Torres Strait Islander peoples. Available all day, every day.
 - 24 hours
 - 13 92 76
- [1800RESPECT](#) - Confidential information, counselling and support service to support people impacted by domestic, family or sexual violence.
 - 24 hours
 - 1800 737 732
 - Webchat
- [1800 My Options](#) – a confidential and free phone line and online service (website and social media), giving you information about contraception, pregnancy options, sexual health and relationships. We're proudly pro-choice, non-judgmental, woman-centred and independent. We work alongside hundreds of trusted healthcare providers in Victoria, to link you to the services that best suit your needs. 1800 My Options does not provide medical, legal or financial advice or counselling.
 - Monday to Friday
 - 9am - 5pm
 - 1800 696 784
 - info@1800myoptions.org.au

- [Q Life](#) - provides anonymous and free LGBTIQ+ peer support and referral for people in Australia wanting to talk about sexuality, identity, gender, bodies, feelings or relationships.
 - Monday to Sunday
 - 3pm – midnight
 - 1800 184 527
 - webchat: QLife

- [Rainbow Door](#) - free specialist LGBTIQ+ (Lesbian, Gay, Bisexual, Transgender and Gender Diverse, Intersex, Queer, Asexual, BrotherBoys, SisterGirls) helpline providing information, support, and referral to all LGBTIQ+ Victorians, their friends and family.
 - Monday to Sunday
 - 10am – 5pm
 - 1800 729 367
 - SMS: 0480 017 246

- [Parentline Vic](#) - Counselling, information and referral service for parents and carers in Victoria.
 - Monday to Sunday (including public holidays)
 - 8am - midnight
 - 13 22 89

- [eSafety Commissioner](#) – Report online harm: eSafety helps Australians prevent and deal with harm caused by serious online abuse or illegal and restricted online content.
 - [The eSafety Guide](#) - Learn about the latest games, apps and social media, including how to protect your information and report harmful content.

The Checklist

Comprehensive Relationships and Sexuality (including Puberty)

- Connect with your local Health Promoters!
- Develop/review/update your Healthy Relationships and School Uniform policies
- Display materials that promote Rainbow inclusivity
- Embed inclusive practices throughout the school and role model to the wider school community
- Provide evidence-based relationships and sexuality (including puberty) education
- Provide professional development for educators and school staff
- Provide information to parents/carers
- Promote referral pathways and support services to students, staff, parents/carers

Thank you for using the Comprehensive Relationships and Sexuality (Puberty) Education Toolkit!

If you have any feedback on this toolkit, or would like to have a resource added, please contact the Health Promoting Schools Team at Ballarat Community Health

at healthpromotion@bchc.org.au