



Relationships, Consent and Sexuality Education in Secondary Schools

March 2026

Ballarat Community Health
Years 7 - 10 School Toolkit



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The 'Relationships, Consent and Sexuality Education in Secondary Schools 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)
 - [Building Respectful Relationships](#)
 - [Consent Education Guidance](#)
- [Catholic Education Office](#) and the [Catholic Diocese of Ballarat](#)
 - Relationships and Sexuality curriculum

- [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

- [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)

- [Body Safety Australia](#)
 - Consent and Body Safety poster resources

- [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.

- [The Burnet Institute](#)
 - [The Gist website](#)
A guide that gets straight to the point about sex and relationships

- [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 'Relationships, Consent and Sexuality Education for Secondary Schools Toolkit' has been developed to assist schools in navigating the complexity of teaching relationships and sexuality 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 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 'stealthling' 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*

To support Consent Education at your school, download the [Let's talk FRIES \(Consent\)](#) poster from Sexual Health Victoria to display in your classrooms and around your school.

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.

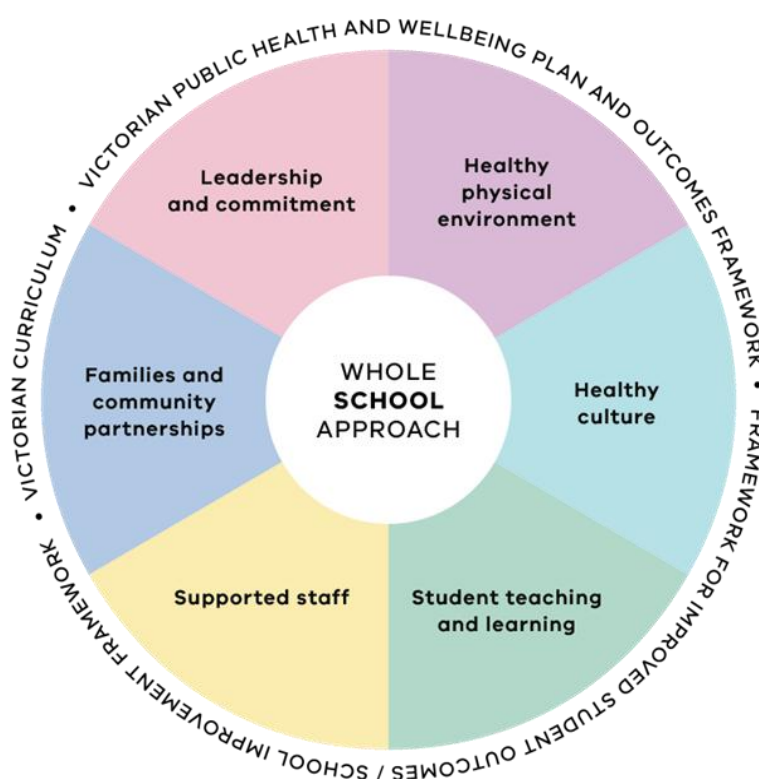
The Framework is based on the World Health Organization's Health Promoting Schools Model and reflects the Victorian Government's ongoing commitment to improving the health and wellbeing of children and young people.

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 fit 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 a 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 relationships, consent and sexuality 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
- [Sexual Health Victoria](#) – posters to for common areas, school website, newsletters
 - [Let's talk FRIES \(Consent\)](#)
 - [Put up barriers to STIs, NOT pleasure \(Condoms\)](#)
 - [Ghosting STIs won't work](#)
- [Body Safety Australia](#) - posters to for common areas, school website, newsletters
 - [Consent Continuum](#)
 - [Safe Adults](#)
- [Department of Education Safe Schools](#) - posters to for common areas, school website, newsletters
 - [Our school stands up for inclusion and diversity](#)
 - [Together we do better - version one](#)
 - [Together we do better - version two](#)
- Rainbow flag and flagpole – if you're school doesn't have a Rainbow Flag and Flagpole email [Raising Rainbows](#) to apply for a grant to have one installed
- [Minus 18](#) – posters, stickers, newsletter information
- [Speak](#) - Rainbow lanyards, Pronoun badges for students and staff
- [eSafety](#) - posters to for common areas, school website, newsletters
 - [Online safety classroom](#)
 - [Online safety posters and conversation starters](#)

Healthy Culture

A healthy school culture is enriched by consistently using inclusive language and role modelling positive behaviours across the school. This is particularly evident during relationships, consent and sexuality 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:

- 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.
- young person/people; partner; crushes and/or 'special feeling of attraction towards another person

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](#)

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

Student Teaching and Learning

Evidence-based relationships, consent and sexuality 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.*

While there are specific activities that support consent education, these teaching and learning materials are also designed to provide a foundation through which to advance social and emotional capabilities and resilience. The focus on emotional awareness, character strengths, problem-solving, peer support and help-seeking contributes to students' capacity to engage with the more sensitive topics, including sexual consent and safety in relation to all forms of gender-related violence. *Department of Education.*

Schools are not required to seek parental permission for the inclusion of sexuality or consent education. However, a parent or carer may decide not to allow their child to participate in sexual education.

For more information, please visit [Department of Education – Sexuality and Consent Education](#).

Comprehensive Relationships, Consent and Sexuality 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.

- [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 Resilience, Rights and 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.

Years 7 and 8

Personal, Social and Community Health – Health Education

Identities and change	
Analyse and reflect on the influence of values and beliefs on the development of identities VC2HP8P01	
Examining how cultural beliefs about the physical changes experienced during puberty can influence gender, cultural and sexual identities	<p>The Practical Guide to Love, Sex and Relationships Topic 1: Changes</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 1: Where do our values come from? – p39</p> <p>Activity 2: Qualities that I admire – p44</p> <p>Activity 3: Using strengths – p46</p>
Investigating strategies to manage the impact of influences on their identities and emotions, and responses to change; for example, seeking social support, practising mindfulness and emotional regulation	<p>Sexual Health Victoria Relationship timeline</p> <p>The Practical Guide to Love, Sex and Relationships Topic 4: What to do when you think you like someone Topic 5: Why do people kiss?</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 3: Using strengths – p44</p> <p>Activity 4: How hate speech hurts and what you can do about it – p53</p>
Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes VC2HP8P02	
Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes	<p>Sexual Health Victoria: Intimacy scale - secondary school Friendship scenarios</p> <p>The Practical Guide to Love, Sex and Relationships Topic 2: Friendships</p> <p>GDHR Western Australia Qualities of respectful relationships</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships Session 1: Respect and relationships – p17</p>

<p>Accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including information about sexually transmitted infections, contraception and safe sexual practices</p>	<p>Sexual Health Victoria Dear Teen Doctor - Secondary School</p>
<p>Examining how ceremonies of Aboriginal and Torres Strait Islander Peoples involve sharing of cultural knowledge leading to changes in social standing and responsibilities</p>	
<p>Examining the notion of code switching; that is, how Aboriginal and Torres Strait Islander Peoples live across multiple cultures, and how these transitions can affect a sense of belonging to culture, family and peer groups</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths Activity 1: Where do our values come from? – p39</p>
<p>Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty, getting older and transitioning to new environments (such as secondary school).</p>	<p>The Practical Guide to Love, Sex and Relationships Topic 1: Changes</p> <p>GDHR Western Australia Qualities of respectful relationships</p>
<p>Examining the impact of physical, social and emotional changes that occur during periods of transition (most of which are beyond an individual's control) and discussing the value of positive peer environments in supporting belonging and wellbeing.</p>	
<p>Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes VC2HP8P03</p>	
<p>Exploring scenarios in texts that demonstrate how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes Activity 4: Positive and negative uses of power and privilege – p113 Activity 5: Difference and discrimination 116 Optional activity: The 'Robot and Controller Game to explore power relations – p121</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships Session 3: The power of expectations – p81</p>

<p>Examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual relationships, sexual behaviour, contraceptive use, substance use and future life plans</p>	<p>Sexual Health Victoria</p> <p>Inside outside relationship traits</p> <p>Decision making map</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 1: Tracking gender – investigating the influence of gender norms – p100</p> <p>Activity 2: Gender policing and the negative health and wellbeing impacts of gender norms – p104</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships</p> <p>Session 4: gender positioning – p90</p>
<p>Identifying those positive character attributes and strengths that are valued regardless of gender</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 2: Qualities that I admire – p44</p> <p>Activity 3: Using strengths – p46</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p>
<p>Investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p>
<p>Exploring texts that demonstrate the impact of stigmatising language, such as negative labels, stereotypes and judgement, on the health and wellbeing of affected people</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p> <p>Activity 4: Positive and negative uses of power and privilege – p113</p> <p>Activity 5: Difference and discrimination – p116</p>

Interacting with others	
Examine the roles of respect, empathy, power and coercion in developing respectful relationships VC2HP8P04	
Analysing how their behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family	<p>Sexual Health Victoria Inside outside relationship traits Giving relationships the green light Gender and sexuality matching</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships Session 2: Gender, respect and relationships – p28</p>
Recognising the impact bullying and harassment can have on relationships, including online relationships	<p>Sexual Health Victoria Forgive and forget - Secondary School</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths Activity 4: How hate speech hurts and what you can do about it – p53</p>
Showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds	<p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes Activity 3: Human rights, equity, equality and gender – p110 Activity 4: Positive and negative uses of power and privilege – p113 Activity 5: Difference and discrimination – p116</p>
Proposing strategies for addressing racism towards people of different cultural backgrounds, including Aboriginal and Torres Strait Islander Peoples, and examining the role of upstanders in promoting respectful interactions and challenging disrespect and discrimination	<p>Sexual Health Victoria Forgive and forget - Secondary School</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes Activity 3: Human rights, equity, equality and gender – p110 Activity 4: Positive and negative uses of power and privilege – p113 Activity 5: Difference and discrimination – p116</p>

<p>Examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships</p>	<p>Sexual Health Victoria Forgive and forget - Secondary School Friendship scenarios</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 4: Positive and negative uses of power and privilege – p113</p>
<p>Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content</p>	<p>Sexual Health Victoria Sexual content online - scenario cards</p> <p>GDHR Western Australia Issues with online communication Sexting: To send or not to send</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 4: How hate speech hurts and what you can do about it – p53</p>
<p>Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities VC2HP8P05</p>	
<p>Investigating how respecting diversity and challenging racism, sexism, ableism and homophobia influence individual and community health and wellbeing</p>	<p>Sexual Health Victoria Gendered Values Wheel Gender and sexuality matching</p> <p>The Practical Guide to Love, Sex and Relationships Topic 3: Freedom Fighters (Gender)</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p> <p>Activity 4: Positive and negative uses of power and privilege – p113</p> <p>Activity 5: Difference and discrimination – p116</p>
<p>Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality, body image and ability, and examining how resisting stereotypes can empower individuals to be themselves</p>	<p>Sexual Health Victoria Gendered Values Wheel</p> <p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p> <p>Activity 4: Positive and negative uses of power and privilege – p113</p> <p>Activity 5: Difference and discrimination – p116</p>

<p>Developing strategies to challenge prejudicial views of gender, race, violence, sexual diversity, gender diversity, body image and ability to contribute to inclusive communities</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 7 – Gender Norms and Stereotypes</p> <p>Activity 3: Human rights, equity, equality and gender – p110</p> <p>Activity 4: Positive and negative uses of power and privilege – p113</p> <p>Activity 5: Difference and discrimination – p116</p>
<p>Researching how norms, stereotypes and prejudice are challenged in local, national and global contexts</p>	<p>The Practical Guide to Love, Sex and Relationships Topic 3: Freedom Fighters (Gender)</p>
<p>Investigating events and strategies that value the contributions of Aboriginal and Torres Strait Islander Peoples, such as Indigenous rounds in sporting codes and NAIDOC Week</p>	
<p>Identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time</p>	
<p>Analyse factors that influence emotional responses and devise strategies to self-manage emotions VC2HP8P06</p>	
<p>Investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others</p>	
<p>Exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, taking into account how these responses may affect others</p>	
<p>Recognising and interpreting emotional responses to stressful situations and proposing strategies to ensure those responses don't have a negative impact on their relationships with others</p>	

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline) VC2HP8P07

<p>Exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships</p>	<p>Sexual Health Victoria</p> <p>Decision making map</p> <p>Handshake activity</p> <p>Giving relationships the green light</p> <p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships</p> <p>Activity 1: What is interpersonal gender-based violence? – p124</p> <p>Activity 2: Getting clear about consent and the law – p130</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships</p> <p>Session 5: Introducing gender-based violence – p100</p> <p>Session 6 – Understanding sexual harassment – p105</p> <p>Session 7: Developing respectful practices – p112</p> <p>Body Talk</p> <p>The Game - Consent, sex & relationships + The Game – relationships cards + Teachers Response Guide</p>
<p>Understanding and applying online protocols to enhance relationships with others</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 4: How hate speech hurts and what you can do about it – p53</p> <p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships</p> <p>Activity 3: Critical thinking about affirmative consent with online interactions – p142</p>
<p>Protecting their own physical and emotional wellbeing, including recognising and responding to online content that may be harmful to themselves or others (such as grooming or image-based abuse) and respectfully communicating needs and concerns to a trusted adult</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths</p> <p>Activity 4: How hate speech hurts and what you can do about it – p53</p> <p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships</p> <p>Activity 3: Critical thinking about affirmative consent with online interactions – p142</p>

	<p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships Session 7: Developing respectful practices – p112</p>
Examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully	<p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships Activity 2: Getting clear about consent and the law – p130</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships Session 7: Developing respectful practices – p112</p>
Rehearsing decision-making strategies they could use when giving or denying consent in different situations; for example, identifying the problem, planning to solve the problem and putting the solution into action	
Contributing to healthy and active communities	
Refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR) VC2HP8P08	
Examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help	<p>DE Resilience, Rights and Respectful Relationships Topic 6 – Help-seeking Activity 1: What could you do? – p86</p>
Exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools	<p>DE Resilience, Rights and Respectful Relationships Topic 6 – Help-seeking Activity 2: Assertive help-seeking – what could you say? – p94</p>

<p>Analysing how upstanders play a role in ensuring online spaces are positive and safe, and examining how support services such as Kids Helpline and the eSafety Commissioner can provide support for young people who feel unsafe, bullied or abused online</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 6 – Help-seeking</p> <p>Activity 1: What could you do? – p86</p> <p>Activity 2: Assertive help-seeking – what could you say? – p94</p> <p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships</p> <p>Activity 4: Support for peers affected by forms of gender-based violence – p150</p> <p>Activity 5: Safety and help-seeking in response to gender-based violence – p156</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships</p> <p>Session 8: How to help a friend – p115</p>
<p>Exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use (such as alcohol, cigarettes, e-cigarettes, cannabis or inhalants), mental health issues, safety and risk-taking, and sexual health</p>	<p>DE Resilience, Rights and Respectful Relationships Topic 6 – Help-seeking</p> <p>Activity 1: What could you do? – p86</p> <p>DE Resilience, Rights and Respectful Relationships Topic 8 – Positive Gender Relationships</p> <p>Activity 5: Safety and help-seeking in response to gender-based violence – p156</p> <p>DE Building Respectful Relationships Unit 1 – Gender, Respect and Relationships</p> <p>Session 8: How to help a friend – p115</p>
<p>Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing VC2HP8P09</p>	
<p>Analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions</p>	<p>The Practical Guide to Love, Sex and Relationships Topic 8: Authenticating Online Information</p>
<p>Exploring and evaluating the accessibility and reliability of health information in the media that targets young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues</p>	

Investigating community health campaigns targeting young people (including those targeting Aboriginal and Torres Strait Islander Peoples) and developing a school or community action plan to raise awareness and support for a chosen campaign	
Analysing how messages related to bodies and appearance and sexual relationships are portrayed in different forms of media and how they may influence the way people feel about themselves and the way they act within relationships	
Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing VC2HP8P10	
Researching health information and messaging to recognise credible sources of information, for example government organisations, the Royal Children's Hospital and Beyond Blue	
Researching community messages and programs designed to promote safety, health and wellbeing in the community, such as road safety, safe use of public transport, water safety, food choices, education about e-cigarettes and gaming, and taking action to promote increased awareness of these programs in their community	Sexual Health Victoria External Condom Sequencing Giving relationships the green light The Practical Guide to Love, Sex and Relationships Topic 7: Sexual and Reproductive Health
Investigating preventive health strategies relevant to young people, and designing and implementing health promotion activities that raise awareness of these strategies	

Movement and Physical Activity – Physical Education

Learning through movement	
Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities VC2HP8M10	
Adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes	
Applying an understanding of verbal, physical and situational cues to identify and respond appropriately to the feelings and motives of others when working in a team or group	

eSafety Commissioner

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Legal Aid

- [Sex and the law](#) - for further clarification
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eSafety, Body Safety Australia and SBS Learn

[Creating Consent Culture](#)

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- The full drama series is rated M15+, but the educational component uses clips from the show that are PG rated.
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 - Individual, pair and collaborative activities for the classroom
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 - Extension activities

Amaze.org videos

Relationships

- [First Kiss And Showing Affection](#)
- [Can you Break up and Still be Friends?](#)
- [What Makes A Relationship Healthy?](#)
- [Healthy vs Unhealthy Relationships](#)
- [Is it Love?](#)
- [What Makes A Relationship Healthy?](#)

Understanding Gender

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

Consent including Staying Safe and Violence

- [Consent](#)
- [Saying Yes or No: What Is Consent?](#)
- [Maybe Doesn't Mean Yes](#)
- [Consent and Communication](#)
- [Signs of a Toxic Relationship](#)
- [Intimate Partner Violence](#)
- [What Is Sexual Harassment?](#)
- [What is Sexual Assault?](#)
- [Dealing With Past Sexual Abuse](#)
- [Teasing: Not Just Harmless Fun](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Porn Is Not Sex Ed](#)
- [Porn: Fact or Fiction?](#)
- [Sexting](#)
- [Sextortion: Online Coercion and Blackmail](#)

Skills for Health and Wellbeing

- [How to Talk to Girls, Boys and Everyone in Between](#)
- [Active Listening: How To Communicate Effectively](#)
- [How to Be a Good Listener](#)

Sexuality and Sexual Behaviour

- [Virginity](#)
- [Masturbation: Totally Normal](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Condom Negotiation](#)

School Incursions

Ballarat Community Health

- [Positive Wellbeing - respect, resilience and looking out for one another*](#)

positive wellbeing

Respect, Resilience and Looking Out for One Another

Positive Wellbeing features a series of short performances, creative activities, and classroom discussions about gender stereotypes and how to promote gender equality and positive relationships.

Students are asked to analyse, discuss and make decisions about friendships, behaviours, and establish a fundamental practice of consent. The Program also addresses bullying, calling out problematic behaviour, rumour spreading, peer influences, resilience and help-seeking. Teacher and student resources are provided. All content is aligned with the Department of Education and is age appropriate.

Positive Wellbeing is a three-part program:

- Part 1 – School Presentation delivered by BCH's Creative Learning Team
- Part 2 – In-Class Session delivered by School Staff
- Part 3 – School Presentation delivered by BCH's Creative Learning Team

Positive Wellbeing is available for multiple year levels:

- Grade 3/4
- Grade 5/6
- Year 7/8

If you're interested in delivering *Positive Wellbeing* at your school, or would like further information, please contact the BCH Health Promoting Schools Team at healthpromotion@bchc.org.au.

Ballarat Community Health (BCH) is proud to offer the *Positive Wellbeing* Program to schools participating in the [Health Promoting Schools Framework](#).

Ballarat Community Health
Healthy Communities Team



For more information or to book please contact the [BCH Health Promoting Schools Team](#)

*BCH health education sessions are exclusively available for schools implementing the BCH Health Promoting Schools Framework.

Years 9 and 10

Personal, Social and Community Health – Health Education

Identities and change	
Refine, evaluate and adapt strategies for managing changes and transitions VC2HP10P02	
Practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans	<p>Sexual Health Victoria What is a healthy relationship? Intimacy scale – Upper Secondary</p> <p>The Practical Guide to Love, Sex and Relationships Topic 7: Communication</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths Activity 1: Is respect a human right? – p37 Activity 2: Valuing character strengths – p43</p> <p>DE Building Respectful Relationships Unit 2 – The power connection Session 1: Getting a position on gender, sex and relationships – p129</p> <p>DE Building Respectful Relationships Unit 3 – The power connection Session 1: Setting the context and boundaries – p222</p> <p>GDHR Western Australia Power to manage relationships</p>
Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions	<p>Sexual Health Victoria What is a healthy relationship? Sexual Consent Continuum</p> <p>The Practical Guide to Love, Sex and Relationships Topic 5: When's the right time</p> <p>GDHR Western Australia Sexting: To send or not to send</p>
Analysing the changing roles and responsibilities for Aboriginal and Torres Strait Islander Peoples as their social standing changes within their communities	<p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths Activity 3: Using strengths in ethical dilemmas – p50</p>
Discussing the impact of code switching on the development of identities for Aboriginal and Torres Strait Islander Peoples	

Rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings and opinions of others and contribute to optimal wellbeing	<p>Sexual Health Victoria Intimacy scale – Upper Secondary</p> <p>The Practical Guide to Love, Sex and Relationships Topic 7: Communication</p> <p>DE Resilience, Rights and Respectful Relationships Topic 2 – Personal and Cultural Strengths Activity 4: Recognising and challenging hate speech – p54</p>
Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships VC2HP10P03	
Investigating and challenging attitudes that lead to people enacting, excusing or condoning gender-based violence	<p>DE Building Respectful Relationships Unit 2 – The power connection Session 1: Getting a position on gender, sex and relationships – p129 Session 2: If respect is free, why is it so difficult to get? – p141</p>
Analysing ways that attitudes towards gender equality and power can affect expectations and behaviour and lead to practices of sexual coercion, harassment, violence and submission	<p>DE Building Respectful Relationships Unit 2 – The power connection Session 3: Getting a position on gender, sex and relationships – p129 Session 6: If respect is free, why is it so difficult to get? – p141</p>
Evaluating how gender equality can empower people to develop equal and respectful relationships	
Investigating the relationship between the way that appearance is valued across genders and how this might relate to respect, inclusion and gender equality	<p>DE Building Respectful Relationships Unit 3 – The power connection Session 2: Getting a picture on sexualisation – p229 Session 3: A deeper look at sexualisation – p236</p>
Interacting with others	
Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships VC2HP10P04	
Investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships	<p>Sexual Health Victoria What is a healthy relationship?</p> <p>GDHR Western Australia Respectful vs disrespectful relationships</p>
Investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not balanced and respectful	<p>The Practical Guide to Love, Sex and Relationships Topic 8: Consent and the law</p> <p>DE Building Respectful Relationships Unit 2 – The power connection Session 6: Barriers and enablers to consent – p178</p> <p>GDHR Western Australia Gender expectations Sexual consent and the law Power to manage relationships</p>
Investigating how demonstrating support for	

causes that promote truth-telling can build cultural awareness, empathy and respectful relationships	
Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation	
Investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments	<p>Sexual Health Victoria Pornography. What's the harm?</p> <p>DE Building Respectful Relationships Unit 2 – The power connection Session 7: The implications of gender-based violence – p191</p> <p>GDHR Western Australia Respectful relationships online</p>
Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities VC2HP10P05	
Analysing the implications of attitudes and behaviours that marginalise, discriminate, are appearance-based, homophobic, racist, violent and harass individuals and communities, and proposing countermeasures to prevent these behaviours	<p>Sexual Health Victoria Pornography. What's the harm?</p> <p>GDHR Western Australia RELATE: Respectful relationships program – Stage 2 RELATE: Respectful relationships program – Stage 3</p>
Investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to improve inclusiveness and accessibility	<p>Sexual Health Victoria STI check</p>
Critiquing media representations of different cultural and racial groups and analysing whether the representations are respectful, realistic and inclusive	<p>The Practical Guide to Love, Sex and Relationships Topic 3: Sexual diversity</p> <p>GDHR Western Australia Gender expectations Porn: The who, what, where, when, how, why and why not</p>
Analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities	<p>Sexual Health Victoria Intimacy scale – Upper secondary</p> <p>GDHR Western Australia Gender expectations Porn: The who, what, where, when, how, why and why not</p>
Proposing strategies to challenge stereotypes, prejudices, biases and discrimination that target specific cultural groups, such as Aboriginal and Torres Strait Islander Peoples and Australians of Asian heritage	

<p>Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing VC2HP10P06</p>	
<p>Reflecting on the possible consequences of not recognising their own or others' emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence</p>	<p>Sexual Health Victoria Warning signals Sexual decision making</p> <p>The Practical Guide to Love, Sex and Relationships Topic 5: When is the right time?</p> <p>GDHR Western Australia Consent: Ready vs not ready for sexual activity Consent: Communication and safety in sexual situations</p>
<p>Evaluating situations where an individual may react with extreme or uncontrolled emotion, and reflecting on the impact that this response may have on the situation and/or their relationships</p>	<p>Sexual Health Victoria Warning signals</p> <p>GDHR Western Australia Consent: Communication and safety in sexual situations</p>
<p>Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships VC2HP10P07</p>	
<p>Investigating the legal requirements in the state of Victoria in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions</p>	<p>DE Building Respectful Relationships Unit 2 – The power connection Session 5: Consent and the law – p167 Session 6: Barriers and enablers to consent – p178</p>
<p>Reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others, for example at a party or when driving</p>	
<p>Refining strategies to clearly and respectfully communicate their choices, needs and opinions in a range of relationship scenarios, such as in romantic, sexual, peer-group, family or work situations</p>	<p>DE Building Respectful Relationships Unit 2 – The power connection Session 7: The implications of gender-based violence – p191</p> <p>DE Building Respectful Relationships Unit 3 – The power connection Session 7: Developing a common understanding of explicit sexual imagery – p24</p>

Contributing to healthy and active communities	
Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community VC2HP10P08	
Critiquing the appropriateness and effectiveness of help and support services available for young people in the local community	<p>Sexual Health Victoria STI check Where would you go?</p> <p>The Practical Guide to Love, Sex and Relationships Topic 9: STIs – Getting tested Topic 10 – Can you get pregnant?</p> <p>DE Resilience, Rights and Respectful Relationships Topic 6 – Help-seeking Activity 1: When should we ask for help? – p90 Activity 2: Conducting the helpseeking conversation – p103</p> <p>GHDR Western Australia Sexually transmissible infections Safer sex - condoms Blood-borne virus safety Assessment task: Safer sex quiz questions</p>
Understanding the factors that impact a person's ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs or there is an imbalance of power or coercion within the relationship	<p>DE Building Respectful Relationships Unit 2 – The power connection Session 5: Consent and the law – p167 Session 6: Barriers and enablers to consent – p178</p> <p>Teaching Sexual Health Canada Alcohol and Sex</p>
Examining practices, policies and processes for ensuring safe blood practices in a range of situations, including not sharing needles, taking precautions when participating in physical activities, administering first aid, and safe practices during sexual activity, including the use of condoms and dams	<p>Sexual Health Victoria Contraception matching</p> <p>The Practical Guide to Love, Sex and Relationships Topic 6: Comfort zones</p> <p>GHDR Western Australia Sexually transmissible infections Safer sex - condoms Blood-borne virus safety</p>
Evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community	

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions VC2HP10P09	
<p>Critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, food choices, fitness and exercise plans, mental health, sexual health and personal safety</p>	<p>Sexual Health Victoria Where would you go? Unplanned pregnancy Sexual continuum Intimacy scale – Upper secondary STI check Contraception matching</p> <p>The Practical Guide to Love, Sex and Relationships Topic 8: Authenticating online information</p> <p>DE Building Respectful Relationships Unit 3 – The power connection Session 2: If respect is free, why is it so difficult to get? – p141</p> <p>GHDR Western Australia Porn: The who, what, where, when, how, why and why not Health campaigns - sexual health</p>
<p>Investigating proactive community strategies for promoting better access and improved health outcomes for different groups in the community, including Aboriginal and Torres Strait Islander Peoples, people living in remote areas and people with disabilities, for example remote area dialysis buses and community-based treatment options</p>	
<p>Discussing how the portrayal of sexual relationships in TV shows, advertisements, movies, popular music and online content (such as pornography) may influence people's beliefs about respectful, safe and consensual relationships</p>	<p>Sexual Health Victoria Sexual continuum Intimacy scale – Upper secondary</p> <p>The Practical Guide to Love, Sex and Relationships Topic 4: The truth about desire</p> <p>DE Building Respectful Relationships Unit 3 – The power connection Session 3: A deeper look at sexualization – p236 Session 4: Developing a common understanding of explicit sexual imagery – p248 Session 5: Real-life strategies – p262 Session 6: Idealworld – p269</p> <p>GHDR Western Australia Assessing health information from influencers</p>

Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing VC2HP10P10	
Investigating community-action initiatives young people have led that have had a positive influence on the health and wellbeing of their communities and instigating similar initiatives that could have a positive impact on the health and wellbeing of their community	<p>DE Building Respectful Relationships Unit 3 – The power connection</p> <p>Session 7: Developing skills to build respectful relationships – p272</p> <p>GDHR Western Australia</p> <p>Health campaigns – sexual health</p>
Investigating how cultural rights of Aboriginal and Torres Strait Islander Peoples include maintaining traditional diets, and explaining how these have proven health and wellbeing benefits	
Analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking strategies, such as factors associated with menstrual health, gender diversity, sexual health and mental illness	<p>GDHR Western Australia</p> <p>Health campaigns – sexual health</p>

eSafety Commissioner

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- [The YeS Project](#)
- [Tagged](#)
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- [Respect Matters](#)
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- The resource supports teachers in empowering young people to develop and maintain safe and respectful relationships. It explores consent, unpacks language and gender stereotypes, and highlights safe online practices, and is aligned with the Australian curriculum for Years 5, 6, 7, 8, 9, 10.
- The full drama series is rated M15+, but the educational component uses clips from the show that are PG rated.
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The Hunting

- The Hunting is a 4-part drama series on SBS (free on SBS on Demand).
- This program is endorsed by the eSafety Commissioner and is aligned with the Australian curriculum for Years 9, 10, and is suitable for students in years 9-12.
- The Hunting follows the lives of four young Australians, their teachers and families throughout the lead up, revelation and aftermath of a nude teen photo scandal. It explores the experiences of the teenagers as they traverse the complexities of relationships, identity and sexuality via technology.
- The materials provide families, carers, teachers and the school community with conversation starters about image sharing and cyber bullying, to help promote safe and positive experiences online.
- The series does have a M Rating and is recommended that young people watch with a responsible adult.

Please note: If schools do not wish to watch the full series, schools are able to still work through the supporting resource and classroom activities, as there are short clips (taken from the series that have a PG rating) with accompanying questions and resource tools, to create a class discussion about behaviours, peer responses and support services.

Amaze.org videos

Relationships

- [First Kiss And Showing Affection](#)
- [Can you Break up and Still be Friends?](#)
- [What Makes A Relationship Healthy?](#)
- [Healthy vs Unhealthy Relationships](#)
- [Is it Love?](#)
- [What Makes A Relationship Healthy?](#)

Understanding Gender

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

Consent including Staying Safe and Violence

- [Consent](#)
- [Saying Yes or No: What Is Consent?](#)
- [Maybe Doesn't Mean Yes](#)
- [Consent and Communication](#)
- [Signs of a Toxic Relationship](#)
- [Intimate Partner Violence](#)
- [What Is Sexual Harassment?](#)
- [What is Sexual Assault?](#)
- [Dealing With Past Sexual Abuse](#)
- [Teasing: Not Just Harmless Fun](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Porn Is Not Sex Ed](#)
- [Porn: Fact or Fiction?](#)
- [Sexting](#)
- [Sextortion: Online Coercion and Blackmail](#)

Skills for Health and Wellbeing

- [How to Talk to Girls, Boys and Everyone in Between](#)
- [Active Listening: How To Communicate Effectively](#)
- [How to Be a Good Listener](#)

Sexuality and Sexual Behaviour

- [Virginity](#)
- [Masturbation: Totally Normal](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Condom Negotiation](#)

School Incursions

Ballarat Community Health

- [Expect Respect \(Year 10 only\)*](#)

expect respect

Ballarat Community Health (BCH) is proud to offer the *Expect Respect* Program to schools participating in the [Health Promoting Schools Framework](#), specifically the Relationships health area.

Expect Respect follows the lives of David, Sophie, Kat, Ren & Tom at Wombat High as they challenge gender stereotypes, gain consent and learn how to reduce gendered violence with upstander action.

Expect Respect aims to engage Year 10 students in practical and creative ways to learn about respectful, safe and equitable relationships. It achieves this by delivering a live-theatre performance accompanied by a question & answer session with a panel of local experts to unpack the key issues and give students the opportunity to ask questions. Help-seeking information is provided, and students are encouraged to access support from existing networks.

Expect Respect has been developed by BCH as part of a whole-of-school approach to positive and respectful relationships. This approach includes school curriculum, policies, staff professional development, support and referral pathways into local services.

If you are interested in delivering *Expect Respect* at your school, or would like more information, please contact the BCH Health Promoting Schools Team at healthpromotion@bchc.org.au.

Ballarat Community Health
Healthy Communities Team



For more information or to book please contact the [BCH Health Promoting Schools Team](#)

**BCH health education sessions are exclusively available for schools implementing the BCH Health Promoting Schools Framework.*

Years 11 and 12

The Years 11 and 12 level teaches students to identify and practice respectful relationships – including intimate relationships, understand the patterns, prevalence and attitudes that underpin interpersonal gender-based violence, boundaries in relationships, to think critically about sexual imagery and enhance behaviours that prevent gender-based violence. *Department of Education.*

Sexual Health Victoria

- [Unfolding Stories](#) – students will discuss stages of a relationship. To unpack what is realistic in terms of discussing consent or negotiating the next step of a relationship.
- [Intersectional Identity Cards](#) - discuss intersectional identities and the impact that belonging to multiple minority groups might have. Also, to help identify privilege and where people might benefit from belonging to a particular group.
- [How Do You Ask?](#) – this activity allows for students to brainstorm and identify realistic ways of asking for and communicating consent, as well as yes and no responses. Further discussion around what happens if you ask for consent and receive a no response – how would you respond?
- [Giving Relationships the Green Light \(senior\)](#) – provides open discussion about expectations in relationships including sexual behaviour in relationships, as a means of exploring emotional, social and physical safety within relationships.
- [Snakes and Ladders](#) - this activity is an ice breaker for the topic of sex and consent. Students will think about behaviours within relationships that they see as positive or negative.

eSafety

- [The YeS Project](#)
- [Online dating](#)
- [Emily's story](#)
- [Be Deadly Online](#)
- [Tagged](#)
- [The Internet and the Law](#)

Other Resources Victoria

Legal Aid

- For further clarification on [Sex and the law](#) please see Victoria Legal Aid. Additionally,
- [Learning the Law](#) - is a free teaching and learning tool with modules on consent and sexting.

Ballarat Community Health

- **Affirmative Consent***
 - A lecture-style presentation to inform senior students about the Affirmative Consent Model and Laws, introduced in Victoria in 2023. The session is delivered in partnership with BCH, Ballarat CASA, Victoria Police SOCIT and Ballarat Youthlaw. The presentation is followed by a question & answer panel discussion with the local experts.

For more information or to book please contact the [BCH Health Promoting Schools Team](#)

**BCH health education sessions are exclusively available for schools implementing the BCH Health Promoting Schools Framework.*

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

Tomorrow Man

- Offerings for Years 7-12
- Offerings for Teachers and Families/Carers

Tomorrow Woman

- Offerings for Years 7-12
- Offerings for Teachers and Families/Carers

Consent Labs

- Offerings for Years 7-12
- Offerings for Teachers and Families/Carers

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](#).

Amaze.org Videos

- [Sexual and Reproductive Health Rights of Young People With Disabilities](#)

Victoria Legal Aid

- For further clarification on [Sex and the law](#) please see Victoria Legal Aid. Additionally,
- [Learning the Law](#) - is a free teaching and learning tool with modules on consent and sexting.
- Learning the law is suitable for students with a mild cognitive disability in years 8 to 12.

Educators and School Staff Support

Professional Development

Effective Positive Relationships and Consent 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 (including consent) 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.](#)



Victorian 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.



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. [Click here to find out more.](#)

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, consent, sexuality, bodies and puberty, sexual health, sexual decision making and pornography.

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 3: Taking care of your body
 - Episode 4: Body Image and Puberty
 - Episode 5: Sperm Production
 - Episode 6: Periods
 - Episode 7: What is sex
 - Episode 8: What is Masturbation?
 - Episode 9: Cognitive Disability and Puberty
 - Episode 15: Consent
 - Episode 16: Minus 18, Champions for LGBTBIQ Youth
 - Episode 22: Inclusive Language
 - Episode 23: The Pleasure Agenda
 - Episode 24: Contraception
 - Episode 25: Sexually Transmissible Infections
 - Episode 35: Sex and the law – Victoria Legal Aid
 - Episode 36: Laws about sexting – Victoria Legal Aid
 - Episode 37: Explaining Pornography
 - Episode 43: Enthusiastic Consent
 - Episode 48: Bec Martin – Online Safety Education
 - Episodes 53-59: eSafety and Online Sexual Content
 - Episode 64: Responding to Sexual Assault
 - Episode 66: Professor Michael Flood – Masculinities
 - Episode 67: So, what do you say about gender?



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. [Click here to find out more.](#)

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. [Click here to find out more.](#)



Victoria Legal Aid

Victoria Legal Aid provides offer legal representation, family dispute resolution and non-legal advocacy to those who need it most.



Key legal information about

- [Learning the law](#)
- [Sex and the law](#)

The Practical Guide to Love, Sex and Relationships (Australian Curriculum)

A [The Practical Guide to Love, Sex and Relationships](#) is a teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University, exploring relationships, sexual consent, equity and sexual and reproductive health. Funded by the Australian Government.

Teaching resources and lesson plans for:

- [Years 7 and 8](#)
- [Years 9 and 10](#)

Families and Carers

How to have ongoing relationships, consent and sexuality conversations at home

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.



- [Puberty overview](#)
- [Sexual health conditions and disorders](#)
- [Contraception options](#)
- [STIs and BBVs](#)
- [Accessing health services under 18yrs](#)
- [Genital health](#)
- [LBGTIQA+](#)
- [Self-collection cervical screen test](#)
- [The menstrual \(period\) cycle](#)
- [Breast health](#)
- [PrEP](#)
- [Libido](#)
- [Masturbation](#)
- [Pregnancy options](#)
- [Talking to Children with Cognitive Disabilities – Sexual Health Victoria](#)

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

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 'relationships, consent and sexuality' conversations

Typical sexual behaviour at 12-14 years

Sexual behaviour is part of young people's overall development in adolescence.

At 12-14 years, young people's development is all about working out who they are and where they fit in the world. They're beginning to explore identity, style, attraction and new social dynamics. They might try out different clothing styles, music or friendship groups. They might enjoy feeling noticed or flirting in light, playful ways.

Like all behaviour, sexual behaviour is also shaped by young people's social relationships, cultural backgrounds and personal experiences.

What to expect at 12-14 years: curiosity and exploration

Here's some developmentally typical behaviour that you might be aware of at this age.

Your child might:

- explore sexuality – for example, through daydreaming, online content or masturbation
- have intimate relationships with same-age peers
- show physical affection like kissing, hugging and sexual touching
- consensually take and share photos of themselves in 'sexy' poses while clothed with same-age peers
- experiment with clothing, selfies or personal style.

Why do young people behave this way at 12-14 years?

Your child might behave in these ways because it feels good. They might also do it because they're:

- experiencing puberty, including new emotions and feelings
- working out how friendships and relationships work
- exploring their identity, including gender or sexual orientation
- responding to peer expectations or working out 'what behaviour is normal'.
- Children start developing sexually from birth, and sexual behaviour is part of this development. Sexual development is a lifelong process that includes physical changes like puberty and the beliefs that young people develop about bodies, relationships, gender and sexuality.

How to support healthy behaviour: tips for parents

- Create a healthy family environment
- Children start learning about healthy behaviour from birth, and they learn by watching how you and other adults communicate and behave. Young people also learn from their friends and peers and from things they see on TV and online, and in movies, books, magazines and so on.

This means you can create a family environment that encourages healthy sexual behaviour by:

- being a role model for respectful relationships with others
- discussing sexual consent
- looking at your family's attitudes to gender
- helping your child check the quality of the apps, games, TV, movies and online videos they engage with
- ensuring your child is aware of and understands online safety, including risks related to pornography and sexting.

Talk often

At 12-14 years, one of the best ways to support healthy sexual behaviour is talking and listening. Talking and listening has many benefits. For example, you can hear what your child thinks and knows about sex and sexuality and romantic relationships. And your child can ask questions, which you can answer in honest and age-appropriate ways.

These open and honest conversations help your child make positive, safe and informed choices, now and in the future. And they send the message that your child can come to you for reliable, non-judgmental information about tricky topics like sexual behaviour.

You can use everyday moments or examples from TV shows, movies, books and media stories to get conversations started.

Handle inappropriate behaviour calmly

Young people will sometimes behave in ways that aren't appropriate. If this happens with your child, calmly remind them about public and private behaviour. For example, you could remind them that touching their genitals is a private behaviour, which they should do in their bedroom or the bathroom.

What to do about harmful behaviour: advice for parents

Sometimes sexual behaviour in young people aged 12-14 years isn't what's expected for their developmental stage. This behaviour is called harmful sexual behaviour.

What is harmful behaviour at 12-14 years?

- Harmful sexual behaviour in children aged 12-14 years might include:
- masturbating so much that it interferes with other activities, masturbating in ways that injure their genitals, or masturbating in public
- having vaginal or anal sex
- having an intimate relationship with someone who's more than 2 years older or younger
- forcing, pressuring or coercing another young person into sexual activity, including oral sex or penetration
- taking, sharing or threatening to share photos or videos of sexual acts involving themselves or others without consent
- using sexual language or behaviour to frighten, humiliate or intimidate others
- repeatedly viewing pornography that's violent, degrading or abusive.

Why does harmful behaviour happen at 12-14 years?

Children aged 12-14 years might behave in sexually harmful ways for many reasons. For example, it might happen because they:

- have been exposed to pornography or adult sexual activity and are re-enacting what they've seen
- are experiencing child sexual abuse or other forms of child abuse
- find it hard to manage their emotions.

Children who have learning difficulties and disorders or difficulties with impulse control, social skills or rules can also be more vulnerable to engaging in harmful sexual behaviour.

[For more information, please visit *Raising Children's Network – Adolescent sexual behaviour at 12-14 years: parent education guide*](#)

Typical sexual behaviour at 15-17 years

Sexual behaviour is part of young people's overall development in adolescence.

At 15-17 years, young people's development is all about working out who they are and where they fit in the world. They're exploring identity, style, attraction and social dynamics. They might try out different clothing styles, music or friendship groups. At this age, young people are also developing more mature sexual feelings and learning what feels right for them. Some young people might experiment sexually, alone or with others. Others might have no interest in sexual behaviour or romantic relationships.

Like all behaviour, sexual behaviour is also shaped by young people's social relationships, cultural backgrounds and personal experiences.

What to expect at 15-17 years: curiosity and experimentation

Here's some developmentally typical behaviour that you might be aware of at this age. Your child might:

- masturbate in private for sexual pleasure
- think about values, beliefs and comfort levels around sex and relationships
- have intimate relationships, show sexual affection and have consensual sex with same-age peers
- explore sexual interests through erotic materials, including pornography.

Why do young people behave this way at 15-17 years?

Your child might behave in these ways because it feels good. They might also do it because they:

- enjoy sexual affection and mutual sexual experiences
- are working out social and sexual relationships are exploring their identity.

[For more information, please visit *Raising Children's Network – Adolescent sexual behaviour at 15-17 years: parent education guide*](#)

How to decide if you are ready for sex?

To be ready for sex a person needs to be mature in their body and mind. Before puberty, someone's body is not ready for sexual activity. People feel ready in their mind at different ages. This can relate to understanding what sex involves, potential emotional and physical consequences, rights and responsibilities.

Key steps to help a person decide if they are ready to have sex is to ask themselves questions and talk to the person who they want to have sex with. Talking to trusted friends or family members can also help a person to decide what is right for them.

The decision about whether a person is ready to have sex is theirs to make.

They should never feel pressured, forced or coerced into having sex or pressure anyone else to have sex with them.

Remember, both partners must consent to having sex and continue to consent throughout the sexual experience. A person can change their mind and withdraw consent at any time.

Good Sex is sex that is:

- Consenting and respectful
- Based on good communication
- Unique to everyone across the gender and sexuality spectrum
- Aiming for mutual pleasure
- Practiced in a safe and healthy way

How do you ask for consent to have sex?

Every person in a sexual relationship needs to ask for and give their consent, every time, with every sexual touch and/or activity. You should check for consent before kissing, intercourse or sending nude images.

The clearest way of getting consent is asking with words. Any answer apart from a clear and enthusiastic 'yes' should be considered a 'no'.

Sex can only be a positive pleasurable experience if everyone involved wants to be there.

It is also important to decide what sort of sexual activity is being agreed to and understand that it can stop at any time.

If someone changes their mind and withdraws their consent, it is important to respect their decision, and how to respond. A great way to respond when someone is unsure or changing their mind is by saying “no worries” “that’s cool” and check in with your partner, ensure they are ok and let them know that you are a safe person that respects their decision and won’t try and force or pressure them into doing anything they don’t want to do.

[For more information, please visit Better Health Channel – Sexual decision making.](#)

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. [Click here to 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.

[Sexting and sending nudes](#) - Once intimate content has been shared, it's very difficult to get it back or stop other people spreading it. It's important to understand the risks and what to do if things go wrong, so you can protect yourself online and manage your relationships.

[Social media age restrictions and your family](#) - As of 10 December 2025, Facebook, Instagram, Kick, Reddit, Snapchat, Threads, TikTok, Twitch, X and YouTube are required to take reasonable steps to prevent Australians under 16 from having accounts on their platforms.

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. [Click here to find out more.](#)

Victoria Legal Aid

Victoria Legal Aid offers legal representation, family dispute resolution and non-legal advocacy to those who need it most.



Key legal information about:

[Sex and the law](#)

The Gist

The Gist website is for young people who want real information about sex and relationships. It was designed and developed by sex education researchers at the Burnet and University of Melbourne, working with designers, artists, teachers, and young people. There are five key topics, including:



- The wide world of sex and intimacy
- Enthusiastic consent and communicating boundaries
- Sex in porn, media and culture
- Sex, sexuality and gender diversity
- Contraception and STI Prevention

Better Health Channel

The Better Health Channel have developed the [Talking to children and young people about relationships, sex and sexuality resource](#).



This resource provides advice for how parents and carers can have conversations with their child about relationships, sex and sexuality.

Raising Children – The Australian Parenting Website



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:

- [Adolescent sexual behaviour at 12-14 years: parent education guide](#)
- [Adolescent sexual behaviour at 15-17 years: parent education guide](#)
- [Consent and sexual consent: talking with children and teenagers](#)
- [Getting and giving sexual consent: talking with teenagers](#)
- [Consent and sexual consent: autistic children and teenagers](#)

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

Social Media

- Consent Parenting - @consentparenting
- Consent Labs - @consentlabs
- Teach Us Consent - @teachusconsent
- Justine Ang Fonte - @imJustineAF
- Amaze.org - @amazeorg
- Sex Positive Families - @sexpositive_families
- 1800 MyOptions - @1800myoptions
- Sexual Health Victoria - @sexualhealthvictoria
- Sex Education Australia - @sexeducationaustralia
- Minus 18 – @minus18youth
- Ballarat Community Health - @ballaratcommunityhealth
- Headspace Ballarat - @headspaceballarat
- 1800 My Options - @1800myoptions

TV Shows

- [The Hunting \(2019\)](#) - TV Mini-Series - SBS On Demand - M Rating
 - When two high school teachers discover students are sharing explicit photos of their underage friends and peers online, the revelation has devastating consequences for the students and their families.
- [Asking For It \(2023\)](#) – 3-part documentary series – SBS On Demand – MA15+ Rating
 - Jess Hill explores the contemporary sexual revolution seeking to bring about an era of 'enthusiastic consent' at a time when millions of Australians are living with an epidemic of sexual violence.
- [Heartbreak High \(2022-\)](#) - Netflix series - MA15+ Rating
 - A fresh look at Hartley High over 20 years on. With her new friends - outsiders Quinni and Darren - Amerie must repair her reputation, while navigating love, sex, and heartbreak.
- [Sex Education \(2019-2023\)](#) - Netflix series MA15+ Rating
 - A teenage boy with a sex therapist mother teams up with a high school classmate to set up an underground sex therapy clinic at school.

Videos

Amaze.org

Amaze.org provides comprehensive positive relationships, consent and sexuality educational resources and videos that are age- and stage-appropriate for all year levels. Amaze.org 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.

Relationships

- [First Kiss And Showing Affection](#)
- [Can you Break up and Still be Friends?](#)
- [What Makes A Relationship Healthy?](#)
- [Healthy vs Unhealthy Relationships](#)
- [Is it Love?](#)
- [What Makes A Relationship Healthy?](#)

Understanding Gender

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

Consent including Staying Safe and Violence

- [Consent](#)
- [Saying Yes or No: What Is Consent?](#)
- [Maybe Doesn't Mean Yes](#)
- [Consent and Communication](#)
- [Signs of a Toxic Relationship](#)
- [Intimate Partner Violence](#)
- [What Is Sexual Harassment?](#)
- [What is Sexual Assault?](#)
- [Dealing With Past Sexual Abuse](#)
- [Teasing: Not Just Harmless Fun](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Porn Is Not Sex Ed](#)
- [Porn: Fact or Fiction?](#)
- [Sexting](#)
- [Sextortion: Online Coercion and Blackmail](#)

Skills for Health and Wellbeing

- [How to Talk to Girls, Boys and Everyone in Between](#)
- [Active Listening: How To Communicate Effectively](#)
- [How to Be a Good Listener](#)

Sexuality and Sexual Behaviour

- [Virginity](#)
- [Masturbation: Totally Normal](#)
- [Are You Ready To Have Sex?](#)
- [When Will I Be Ready? When Should I Have Sex?](#)
- [Condom Negotiation](#)

Young People with Cognitive Disabilities

- [Sexual and Reproductive Health Rights of Young People With Disabilities](#)

Podcasts

'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, consent, sexuality, bodies and puberty, sexual health, sexual decision making and pornography.

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 3: Taking care of your body
 - Episode 4: Body Image and Puberty
 - Episode 5: Sperm Production
 - Episode 6: Periods
 - Episode 7: What is sex
 - Episode 8: What is Masturbation?
 - Episode 9: Cognitive Disability and Puberty
 - Episode 15: Consent
 - Episode 16: Minus 18, Champions for LGBTBIQ Youth
 - Episode 22: Inclusive Language
 - Episode 23: The Pleasure Agenda
 - Episode 24: Contraception
 - Episode 25: Sexually Transmissible Infections
 - Episode 35: Sex and the law – Victoria Legal Aid
 - Episode 36: Laws about sexting – Victoria Legal Aid
 - Episode 37: Explaining Pornography
 - Episode 43: Enthusiastic Consent
 - Episode 48: Bec Martin – Online Safety Education
 - Episodes 53-59: eSafety and Online Sexual Content
 - Episode 64: Responding to Sexual Assault
 - Episode 66: Professor Michael Flood – Masculinities
 - Episode 67: So, what do you say about gender?
 - Episode 70: Supporting Multicultural Communities
 - Episode 74: AI Deepfakes with bec Martin
 - Episode 76: The Manosphere with Cam Fraser
 - Episode 77: Disability with William Ward-Boas
 - Episode 78: Menstrual Health and Pelvic Pain with Dr Fiona Shepherd

Apps

	<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>
	<p>Sexual Health Victoria – IRL In Real Life (ages 15+)</p> <p>A sexual health app for young people.</p> <p>This free app includes information on what sex is, your legal rights, consent, contraception, protection against STIs, and pregnancy, plus a range of answers you didn't even know you had questions about.</p> <p>IRL is a sexual health app that is free to download, gender and sexuality neutral, frank, honest, taboo-free and medically accurate. It is underwritten by sexual health doctors, nurses and teachers.</p>

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](#)

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
- [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)

- [Youthlaw](#) - is a free statewide legal service for anyone under 25. Youthlaw provide legal information and assistance to young people and adults working with or assisting young people (siblings/youth workers/social workers). The youth lawyer can assist with a range of legal problems, including fines, criminal charges, intervention orders, victims of crime applications, housing, employment and debt issues.
Ballarat Youth Lawyer Katrina Fanning (located at BCH) on 0407 854 223 or via email at BCH hosts a free youth lawyer service on:
 - BCH Mondays, Wednesdays and Fridays: 8:30am – 5pm
 - headspace Ballarat (Camp street): 1st Friday of the month: 1pm - 4pm
 - 0407 854 223
 - katrinaf@youthlaw.asn.au

- [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.

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.
 - o Monday to Sunday
 - o 10am – 5pm
 - o 1800 729 367
 - o SMS: 0480 017 246

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

Relationships, Consent and Sexuality Education in Secondary Schools

- 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, consent and sexuality 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 Relationships, Consent and Sexuality Education in Secondary Schools 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