Attention: Dominque Sidaros
Senior Curriculum Officer, PDHPE
NSW Education Standards Authority
By email: dominique.siadaros@nesa.nsw.edu.au

Personal Development, Health and Physical Education (PDHPE) K-10
Draft Syllabus for Consultation

The Young Women's Advisory Group (YWAG) of the Equality Rights Alliance is a group of 10 women under the age of 31. We have representatives from across the country, including NSW, bringing young women's voices and perspectives to the national policy space.

In 2015, YWAG surveyed over 1000 young women aged 16-21 nationally about their experiences of sexuality and relationships education at school (27.61% of respondents were from NSW). We have attached our *Let's Talk: Young Women's Views on Sex Education* report which details our findings.

In late 2016 YWAG launched our report *A Whole Generation out of Date*, which captures the findings of three focus groups run as part of the Let's Talk: Young Women's Views on Sex Education project.

YWAG believes that it is crucial for young women's voices to be included in the development of the PDHPE curriculum, to ensure that it empowers young people to look after their sexual health and wellbeing, and refine PDHPE skills relating to building respectful relationships, self-management, and interpersonal interactions.

Drawing on the literature and our consultation with young women, YWAG sees sexuality education and respectful relationships as inextricably linked and can be integrated in learning across the curriculum.

We thank NESA for the opportunity to attend a consultation meeting and provide a written submission on the PDHPE K-10 Draft Syllabus, and commend your efforts to consult with children and young people. We also acknowledge the review of content following feedback of the Draft Directions for Syllabus Development to better align and strengthen delivery of sexual health education.

We acknowledge the inclusion of respectful relationships, prevention of interpersonal, domestic and family violence in the syllabus, and provide recommendations to strengthen the syllabus, building students' abilities to maintain healthy, productive and active lives. Our recommendations are informed by evidence based literature and the views of young women in Australia.

We offer our support in future consultation and development of the PDHPE curriculum including sexuality and respectful relationships education, as well as the work of stakeholders across the public, independent, and Catholic education sectors in their professional learning to implement the curriculum. We welcome the opportunity to work with NESA to bring the voices of young women to strengthen K-10 education and support students to manage healthy, safe and active lives.

Strengths of the PDHPE K-10 draft syllabus

Respectful relationships and prevention of interpersonal, domestic and family violence

YWAG acknowledges the number of outcomes related to respectful relationships and prevention of interpersonal, domestic and family violence throughout Stages 1 to 5. There is a wide range of literature highlighting the need to explore sexuality and respectful relationships education in school[i], particularly from young people themselves[ii].

We commend NESA for its inclusion of content such as "consent" (Stage 4), "power in relationships" (Stage 4 and 5), "coercion, abuse and (domestic) violence" (Stage 3 to 5), and gendered drivers of violence (e.g. "gender stereotypes", Stage 3 to 5) in the NSW PDHPE draft syllabus.

Our project *Let's Talk: Young Women's Views on Sex Education* recommends the inclusion of eight core components to be embedded in an age-appropriate way (see Appendix I). Informed by the views of young women around Australia (including 27.61% of survey respondents from NSW), these core principles aim to empower young people to build skills for developing positive and safe relationships. Such views are also supported by other national studies including the *National Survey of Australian Secondary Students and Sexual Health 2013[iii],* and *Let's Talk About Sex: Young People's views on sex and sexual health information in Australia*.[iv]

We highlight, in particular, the following components related to respectful relationships and prevention of gender based violence that young women reported to YWAG that they wanted included in their formal education:

- **Informed consent:** It is crucial that young people understand the definition and complexities surrounding informed consent, building their capacity to navigate and communicate throughout their relationships.

- **Positive and respectful relationships:** Every person deserves the right to experience positive and safe relationships with their family, friends, and loved ones. Knowing the difference between respectful versus disrespectful relationships and behaviour, including early warning signs, is vital to helping prevent intimate partner violence, as well as making it easier to seek help.

- **Relationships and technology:** Supporting young people to foster respectful relationships, friendships and interactions online, including developing 21st century skills and knowledge for staying safe and informed in the digital space.

Engaging young people in discussions about consent and decision making equips them with skills to maintain their sexual and reproductive health (e.g. promoting safe sex and use of condoms) as well as maintain respectful relationships to prevent gender-based violence.[v]

Forty-eight per cent of young women surveyed by YWAG reported that they did not feel confident in their understanding of consent after sex education in school, so it is imperative to retain and strengthen this content in the PDHPE syllabus. Qualitative evidence from our *Let's Talk* survey and focus groups highlight that young people wish to have credible and safe spaces to explore such topics. By doing so, the syllabus can fulfil on its rationale supporting students to take ownership of their own and others' health, safety and wellbeing.

Maintaining respectful relationships online

YWAG also recognises that the draft syllabus includes content related to "online safety" and "offensive online material" under health, safety and wellbeing outcomes. There is clear evidence that children and young people frequently use social media and technology[vi]. Exposure to offensive online material such as pornography is also increasing in Australia, with children and young people being exposed from as young as 12 or 13[vii]. Further, the Australian Youth Affairs Coalition (AYAC) and Youth Empowerment Against HIV/AIDS (YEAH) found in their 2012 survey that porn was a common source of information about sex for young people[viii].

This highlights the need to support students to safely access accurate information on sexual health as well as manage online interactions. Such content should be strengths-based, grounded in a sexual ethics framework[ix], and linked back to supporting students to build skills for developing positive relationships, for instance: "propose and practice strategies for maintaining respectful relationship using a range of online and offline methods of communication" (Stage 4, see Appendix II).

Protective behaviours and sexuality education in early years

YWAG acknowledges the inclusion of child protection curriculum and protective behaviours in Stages 1-3 and Life Skills. The *UNESCO International Technical Guidance on Sexuality Education: An Evidence-informed approach for school, schools, teachers and health educators* highlights the importance of sexuality education in supporting children to manage a range of relationships, not just sexual relationships[x]:

> Children are aware of and recognise these relationships long before they act on their sexuality and therefore need the skills to understand their bodies, relationships and feelings from an early age. Sexuality education lays the foundations e.g. by learning the correct names for parts of the body, understanding principles of human reproduction, exploring family and interpersonal relationships, learning about safety, and developing confidence. These can then be built upon gradually, in line with the age and development of a child.

Recommendations (see also Appendix II):
1. Retain outcomes related to **respectful relationships** including):
   o "power and control"
   o gendered drivers of violence (eg "interpret media messages" and "gender stereotypes")
   o "coercion, abuse and violence".
2. Frame outcomes related to online safety and technology in terms of supporting students to develop ethical behaviours and positive relationships.
3. Retain outcomes related to child protection and protective behaviours from Stage 1 onwards, and link with age appropriate sexuality and respectful relationships education.

Areas to strengthen

Gendered drivers of violence across K-10

A gendered analysis of respectful relationships and addressing domestic and family violence can be unpacked across stages and introduced early in an age appropriate way. The national *Change the Story: A shared framework for the prevention of violence against women and their children in Australia* a highlights that gender inequality sets the necessary social context of such violence, and points to the need to address "gendered drivers of violence" across the life course[xi]. The framework identifies schools as a key setting[xii]. These drivers include "stereotyped constructions of masculinity and femininity" and "disrespect towards women and male peer relations that emphasise aggression". Conversely, challenging gender stereotypes and roles and strengthening positive, equal and respectful relationships can work to prevent violence against women.[xiii] Such content strongly aligns with the NSW PDHPE syllabus, including the outcome for students to "develop, improve and strengthen personal identity, resilience and respectful relationships" (K-10).[xiv]

In YWAG's opinion, the PDHPE skills (self-management and interpersonal) that support students to managing positive, respectful relationships cannot be developed without taking gender as a contextual factor into account.

While the syllabus has been developed to support teachers in providing a holistic, flexible education (eg instead of siloing subject matter), there is a risk for this key subject matter to be missed or excluded if it is not explicitly identified. The references to abuse and gendered drivers of violence in Stage 4 and Stage 5 can thus be scaffolded by providing examples in earlier stages. For instance, challenging stereotyped constructions of masculinity can be unpacked in discussions for social and emotional learning from Stage 1 onwards, along with gendered contextual factors that impact who can express a range of emotions (eg use of phrases such as 'boys don't cry', 'man up'). Adding "gender" within the definition of "contextual factor" (Glossary) can expand opportunities for such discussions.

Linking sexuality education with respectful relationships

The United Nations [Sustainable Development Goals](#) three, four and five highlight the importance of comprehensive, age-appropriate sex education in achieving good health and well-being, quality education and gender equality[xv].

Knowing the difference between respectful versus disrespectful relationships and behaviour, including early warning signs, is vital to helping prevent intimate partner violence, as well as making it easier to seek help. Prominent researchers in the field of violence prevention have long advocated for addressing sexual violence through prevention education.[xvi] Violence (and the absence of) is seen as intimately connected to the concept of sexual health,[xvii] and there is a clear link to integrate it with traditional sexuality education with relationships education. Rather than two separate subject matters, YWAG sees sexuality education and respectful relationships as inextricably linked and can be integrated in learning across the curriculum.

For instance, the Australian Health and Physical Education Curriculum references "Relationships" from Foundation year and "Relationships and Sexuality" from Year 3 onwards[xviii]. The inclusion of child protection content in early stages of the NSW PDHPE draft curriculum can be integrated with age appropriate discussions of respectful relationships. Such content can then be scaffolded throughout K-10[xix].

Gender and sexual diversity

There is an increasing body of literature that highlights a gap in sexuality education that effectively supports sexually diverse young people in Australia[xx]. In YWAG's *Let's Talk* survey, over 90 per cent of young women reported that their formal sex education did not discuss lesbian, gay, bisexual, transgender, intersex and queer identities and relationships. The survey was also complemented by three focus groups of young people who discussed their experiences of sex education, including those who identified as LGBTIQ+. The findings showed that sex education in school is often a negative and outdated experience for young people; they voiced for sex education in school to be more comprehensive and inclusive.

These views are supported by other Australian studies where students expressed wanting a greater depth on "gender diversity" and the need to "ensure sex education is respectful and inclusive of young people who are Same Sex Attracted and Gender Diverse"[xxi].

One of the eight core components that YWAG proposes be embedded, in an age-appropriate way within sexuality and relationships education is "gender and sexual diversity". By strengthening references to diverse relationships and inclusion based on sexual diversity, the PDHPE syllabus can support all students to manage their health, wellbeing, and build skills for developing positive and safe relationships.

Youth voice and participation

YWAG acknowledges the strengths-based approach in the Rationale of the draft PDHPE syllabus:

> Learning in PDHPE encourages students to take a strengths-based approach to balancing and managing healthy, safe and active lives. Through a critical inquiry approach, students are provided opportunities to confidently interact with others and independently engage, research, apply, appraise and critically analyse health and movement concepts to maintain or improve health, safety, wellbeing and participation in physical activity.

> Students build and develop values, attitudes and strengths that support them in taking positive action to protect and enhance their own and others' health, safety and wellbeing. They develop a commitment to the qualities and principles that promote and develop respectful relationships, inclusivity, resilience and social justice. Students have opportunities to develop and improve their health literacy by learning to analyse, apply, appraise and research a range of health-related sources, services and organisations to protect, strengthen and improve the health of themselves, others and communities.

While the content includes both outcomes related to child protection and ethical behaviour, it could be strengthened by making reference to students' agency and capacity to positively manage respectful relationships (as opposed to mainly outcomes for protective measures). For instance, references to "empower" students or "promote" positive outcomes can also include examples related to sexual and reproductive health such as "examine and promote young people's rights to health care and support services: critique the appropriateness of health and support services that provide advice on health related issues and propose strategies to encourage young people to access appropriate services **eg sexual and reproductive health, mental health**" (Stage 5, see also Appendix II).

In the context of sexuality education, studies have shown that such programming "can be more attractive to young people and more effective if young people play a role in developing the curriculum. Facilitating dialogue between different stakeholders, especially between young people and adults, could be considered as one of the strategies to build support"[xxii]. Informed by their 2012 national survey of young people, Australian Youth Affairs Coalition (AYAC) and Youth Empowerment Against HIV/AIDS (YEAH) recommends incorporating the student voice in curriculum development of sexual health education, including ongoing opportunities for direct input[xxiii]. YWAG recommends

seeking consultation with students and young people during the implementation of the curriculum, including rollout of professional development across the public, independent, and private sectors.

Teacher training and professional development

YWAG highlights the need for teachers to be provided with adequate training, professional development and support to deliver the PDHPE curriculum. Several studies in Australia reflect teachers' needs for support in sexuality and respectful relationships education[xxiv]. For instance, the first National Survey of Secondary Teachers of Sexuality Education (2010) found sixteen percent of respondents had no training in teaching sexuality education, while the majority of surveyed relied on in-service training, mainly short, one off sessions[xxv]. The majority of teachers expressed the need for assistance with a third of the 30 sexuality education topics listed[xxvi].

YWAG's "Let's Talk" Survey found seventy-six percent of young women respondents reported that they had not learnt anything from their sex education classes in school that had helped them when dealing with sex and respectful relationships. While NESA does not administer professional development opportunities for teachers, YWAG recognises the strong relationships NESA has with the public, independent, and private education sectors responsible for rolling out professional learning and curriculum implementation. We offer our support in future consultation and development of the PDHPE curriculum including sexuality and respectful relationships education, as well as advising the public, independent, and Catholic education sectors on young women's views to inform effective professional learning.

We welcome the opportunity to work with NESA to bring the voices of young women to strengthen K-10 education and support students to manage healthy, safe and active lives.

Recommendations (see also Appendix II):
- Include age appropriate references to gender and gendered drivers of violence from Stage 1 to Stage 5.
- Strengthen content that links sexuality education and respectful relationships from Stage 1 to Stage 5 eg under "Health Wellbeing and Relationships" and "Healthy, Safe and Active Lifestyles" "the interrelated nature of respectful relationships such as informed consent, decision making, and sexual health" in Stage 3 and 4.
- Include age appropriate references to gender diversity across all stages.
- Have a stronger emphasis on student-centred, strengths-based approach in outcomes, including students as having agency to manage healthy, safety and wellbeing, and manage positive, respectful relationships.
- Support quality training, professional development and support for teachers, that is informed by young people, to deliver the curriculum.

Appendix I – Let's Talk: Young Women's Views on Sex Education Report

Please see separate attachment or link below:

http://www.equalityrightsalliance.org.au/wp-content/uploads/2016/10/Lets-Talk-Final-Report.pdf

Appendix II – Recommendations for Draft PDHPE Syllabus Content

Retain the following content and strengthen with underlined text:

PDHPE Content	Core component from YWAG Let's Talk Project

Stage 1
 	
Health, Wellbeing and Relationships
• "describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community for example: (ACPPS016)…
   – identify body systems and parts eg skeletal, senses, male and female anatomy
   – recognise private and public body parts to understand basic needs and rights
   – discuss how family and community may have stereotypical expectations for girls and boys" (p.45)
• "describe ways to develop respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
   – identify groups they belong to and why they are important <u>eg friendship groups, age, gender</u>" (p. 45)
• "identify and practise emotional responses that account for their own and others' feelings, for example: (ACPPS020)
   – <u>discuss how family and community may have stereotypical expectations for girls and boys in expressing different emotions</u>" (p. 45)
 	
Healthy, Safe and Active Lifestyles
• "describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
   – recognise safe choices for a variety of situations eg online…
   – describe feelings and warning signs that can help them recognise safe or unsafe situations
   – predict outcomes of personal choices in order to make safe decisions" (p. 47)
• "practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)…
   – develop respectful relationships with peers and other people through interaction and cooperation in organised group activities…
	Positive and respectful relationships;
	Relationships and technology;
	Bodies;
	Reproductive health

− recall people they can contact to support themselves and others…
 − rehearse help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance (p. 47)
 • "explore actions and opportunities to promote and celebrate healthy, safe and active living for example…
  − describe places set aside in the community and at school for play and consider how people use them eg influence of gender expectations on areas of play…
  − describe how being fair and respectful during activities contributes to their own and others health, safety and wellbeing" (p. 47)
 • "examine contextual factors that influence their own and others' decisions and behaviours for example: (ACPPS021)
  − recognise people who influence their health decisions and behaviours…
  − explore media health messages and slogans and describe the decisions and behaviours they encourage" (p. 48)	

Stage 2
 	
 Health, Wellbeing and Relationships
 • "explore contextual factors that influence the development of personal identity eg family, parents/carers, peers, school, gender images and expectations in the media, emerging world issues " (p. 55)
 • "describe how respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)
  − describe behaviours that show empathy and respect for the rights of others
  − predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them eg confronting discrimination based on age, gender, ethnicity, or disability" (p. 55)
 	
 Healthy, Safe and Active Lifestyles
 • "recognise types of abuse and bullying behaviours and identify safe and supportive upstander behaviour" (p. 57)
 • "explore scenarios that identify unsafe responses and behaviours eg warning signals, secrets, threats, bribes, violence, risk" (p. 57)
 • "practise responses and behaviours that promote personal safety in unsafe situations eg No Go-Tell, persistence, seek assistance" (p. 57)
 • "discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example: (ACPPS039)
  − share ideas, feelings and opinions about the influence of peers and significant others in relation to bullying, discrimination based on age, gender, ethnicity, or
	Positive and respectful relationships

<u>disability</u>, eating habits and nutrition, drug use, online safety and physical activity levels" (p. 57)	

Stage 3
 	
 Health, Wellbeing and Relationships
 • "examine how identities and behaviours are influenced by people, places and the media, for example:(ACPPS051) (ACPPS057)
   − explore how personal and cultural identities are influenced by contextual factors and how this can change over time
   − distinguish different types of relationships and their diversity
   − explore how contextual factors influence how individuals interact and the personal choices they make eg body image, gender image and expectations, rights and responsibilities in sexual relationships, response to emerging world issues" (p. 66)
 • "investigate resources and strategies to manage change and transition, for example: (ACPPS052)
   − explore the function and interrelationship of body systems
   − identify and evaluate age appropriate sources of information to enhance understanding of changes associated with growth and development
   − understand that individuals experience change associated with puberty at different times, intensity and with different responses eg menstruation, body change, emotional change, sexuality
   − describe the meaning of private and understand their own and others bodies are private eg distinguish between appropriate and inappropriate touching
   − explore help-seeking strategies to manage changes associated with puberty eg accessing health products and services" (p. 66)
 • "investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053)
   − researching health information sources and places where they can seek help in managing change and challenge <u>eg sexual and reproductive health, mental health</u>
   − apply criteria to determine the reliability and relevance of community resources and information for seeking help <u>eg sexual and reproductive health, mental health</u>
   − identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts eg community Elders, health professionals, community organisations, school support" (p. 66)
 • "examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056)
	Informed consent;
	 Positive and respectful relationships;
	 Bodies;
	 Reproductive health;
	 Sexual health

- explore how emotions can vary according to context and be unpredictable eg grief and loss
- explore contextual factors that influence the expression of emotions eg stereotypical expectations according to gender, cultural norms, social situations
- "explore the emotions associated with feeling unsafe and strategies to manage these situations eg fear, anxiety, anger, jealousy
- recognise emotional and behavioural warning signs and signals of unsafe situations eg secrets, bribes, threats, jealousy, power and control, risk feelings" (p. 66-67)

- "practise skills to establish and manage relationships, for example: (ACPPS055)…
    - demonstrate skills and strategies to establish new relationships eg set boundaries, effective communication, share power, display empathy
    - recognise risk, abuse and neglect in unsafe relationships and describe actions that support caring, ethical and respectful relationships
    - select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence...
    - describe protective actions to manage respectful relationships eg skills for telling, persistence, assertive responses, informed consent, problem-solving" (p. 67)

Healthy, Safe and Active Lifestyles
- "plan for safety online and ethical use of mobile devices and social media" (p. 69)
- "evaluate the reliability of health information and messages from different sources before making decisions, for example...:
    - devise questions to analyse health campaigns and initiatives eg mental health, sexual and reproductive health
    - research websites and places where they can seek help and prioritise those that are reliable and trustworthy eg mental health, sexual and reproductive health
    - discuss how diversity is recognised when promoting positive health messages and information eg depending on age, gender, sexuality, ethnicity, or disability" (p. 69)
- "explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)
    - explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations eg risk taking, positive health decisions, offensive online material, gambling, interactions, gender expectations
    - discuss how positive representations of diverse groups in the media can influence community values and attitudes

and recognise the impact this can have on the health, safety and wellbeing of individuals within these groups eg NAIDOC week, Youth week, <u>International Women's Day</u> • "explore initiatives that challenge stereotypes to support the diversity of individuals and communities eg racism, gender stereotypes, discrimination" (p. 70)	
Stage 4 **Health, Wellbeing and Relationships** • "investigate the impact of transition and change on identities: (ACPPS070) − investigate the changing nature of personal identity and how it can differ in various contexts eg home, school, sport, peers, online, due to emerging world issues <u>and contextual factors</u> − examine the impact of physical, social and emotional change during adolescence on gender, cultural and sexual identity" (p. 78) • "practise different communication techniques to persuade someone to seek help" (p. 78) • "describe how rights and responsibilities contribute to respectful relationships − recognise types and variety of relationships − describe rights and responsibilities required in different relationships… − explore the features of unhealthy relationships eg abuse of rights − discuss how gender stereotypes can impact rights and responsibilities in relationships eg control of decision making" (p. 78) • "investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074)… − examine how family, culture and peer group can influence people's attitudes, behaviours, decisions and actions in relationships… − understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing eg recognising and responding to offensive online material (p. 79) • "explore skills and strategies needed to communicate and engage in relationships in respectful ways − practice skills that develop and maintain respectful relationships eg empathetic listening, problem-solving and decision making skills, assertiveness − propose and practice strategies for maintaining respectful relationship using a range of online and offline methods of communication − demonstrate ways to resolve conflict in a range of contexts" (p. 79)	Informed consent; Positive and respectful relationships; Gender and sexual diversity; Relationships and technology; Bodies

- "analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity
    - investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations" (p. 79)
- "discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
    - discuss the influence of family, media and peer attitudes to power and explore how these may lead to an abuse of power in relationships eg bullying, homophobia, intolerance, family and domestic violence
    - recognise forms of bullying, harassment, abuse, discrimination and violence and how they impact health and wellbeing
    - devise help seeking strategies that address imbalance of power in relationships eg cyberbullying, family and domestic violence, emotional control
    - identify behaviours that display the positive use of power in relationships and develop skills to challenge the abuse of power" (p. 79-80)

Healthy, Safe and Active Lifestyles (p. 82-85)
- "examine factors that influence health and wellbeing
    - examine how contextual factors influence attitudes and behaviours towards health eg sexual and reproductive health, mental health" (p. 82)
- "discuss ethical behaviour in relationships and recommend actions to promote their own and others' health eg informed consent" (p. 82)
- "investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
    - explore their own and others' values and beliefs towards issues of racism, discrimination, sexuality and investigate the impact of contextual factors on young people particularly those from diverse backgrounds, including, Aboriginal and/or Torres Strait Islander Peoples
    - research how stereotypes and prejudice are challenged in local, national and global contexts and discuss how challenging and resisting stereotypes can help young people to be themselves
    - describe how pro-social behaviour, respecting diversity, challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health and wellbeing" (p. 83)
- "plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
    - apply ethical and inclusive behaviours to promote the health and wellbeing of themselves and others eg informed consent, safe sex, sexual and reproductive health" (p. 83)

• "examine influences on peoples' behaviours, decisions and actions (ACPPS074)
    – discuss the influence of contextual factors on individual decisions and actions eg response to emerging world issues, family and sexual relationships" (p. 83)
• "examine the impact that body image and personal identity have on young people's mental health, drug use, sexual health and participation in physical activity" (p. 84)
• "develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
    – promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community <u>eg contraception, prevention of STIs, sexual and reproductive health</u>" (p. 84)
• "plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
    – investigate issues relating to poor mental health facing young people and explore preventive health practices and protective strategies relevant to these issues eg depression, anxiety, coping with stress, <u>relationships, domestic and family violence</u>
    – identify and apply preventive health practices and behaviours that assist in protection against disease eg blood borne viruses, sexually transmissible infections
    – design and implement health promotion activities targeting preventive health practices relevant to young people and those with diverse backgrounds or circumstances eg diversity of culture, gender or sexuality" (p. 85)	

Stage 5
 	
Health, Wellbeing and Relationships
• "evaluate factors that impact on the identities of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089)…
    – examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identities" (p. 92)
• "examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
    – demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs whilst acknowledging the feeling of others <u>eg informed consent</u>" (p. 92)
• "investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships
    – describe rights and recognise responsibility to others in relationships eg <u>informed</u> **consent**, ground rules, boundaries
	Informed consent;
	Positive and respectful relationships;
	A healthy and informed approach to sex;
	Gender and sexual diversity;
	Relationships and technology

- demonstrate interpersonal skills required to develop respectful relationships…
- discuss the components of inclusive relationships…
- evaluate influences on ethical behaviour across a range of relationship situations eg online and offline relationships" (p. 93)

- "investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful
  - describe how forms of power are used in relationships
  - examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace
  - discuss discrimination as an abuse of power and evaluate legislation, policies and practices that addresses discrimination eg… <u>discrimination of women in the workplace during 1960s and loss of rights at work after marriage</u>
  - propose protective strategies for a range of neglect and abusive situations including family and domestic violence, bullying, harassment and vilification (p. 93)
- "investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)…
  - compare own decisions with those of others and acknowledge others' right to act differently and to change their mind <u>eg informed consent</u> (p. 93)

Healthy, Safe and Active Lifestyles
- "practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations eg negotiation/refusal skills, decision making and problem solving, <u>informed consent</u>" (p. 95)
- "demonstrate and advocate appropriate safe and supportive upstander behaviour for various situations eg posting of offensive online material, bullying, <u>sexual harassment</u>" (p. 95)
- "What strategies can I plan and promote in my community to empower individuals to lead safe, healthy and active lifestyles for the benefit of their own and others' wellbeing?
  Students:…
  - explore methods of contraception and evaluate the extent to which safe sexual health practices allow them to take responsibility for managing their own sexual health" (p. 95)
- "critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
  - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the contact information of these services eg within social networks
  - critique the appropriateness of health and support services that provide advice and support on health related

issues and propose strategies to encourage young people to access appropriate services eg mental health, sexual and reproductive health

– develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice eg contraception, menstruation, sexual and reproductive health (p. 96)

- "examine and promote young people's rights to health care and support services

  – investigate community health resources to evaluate how accessible they are for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility

  – research factors influencing young people's access to health information, products and services and propose actions to address inequities that exist within the community eg mental health, sexual and reproductive health (p. 96)

- "analyse situations where external influences may impact on their ability to make healthy and safe choices

  – describe pro-social behaviour expectations in diverse relationships and social situations and examine how these can influence decisions behaviours and actions

  – explore and reflect on personal attitudes and beliefs around sexuality and sexual health behaviours and recognise the impact these and other contextual factors can have on their own and others health, safety and wellbeing…

  – explore community perceptions around mental health and discuss the influence they have on their own and others' health, safety and wellbeing" (p. 96)

- "analyse the contextual factors impacting on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples…

  – examine how contextual factors influence sense of self and assess the impact this has on individual health, safety and wellbeing

  – analyse how societal norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing eg Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) health, people from culturally and linguistically diverse (CALD) backgrounds

  – investigate community action initiatives by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities

- "investigate media strategies, marketing and influences associated with health issues affecting young people

  – critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing

and physical activity levels of young people eg messages regarding body image, nutrition and mental health – critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity – examine marketing strategies to determine the influence they have on young people's attitudes, behaviour and perceptions of health eg healthy food habits, drug use, sexuality, gambling, sexual health" (p. 97)	
Life Skills • "recognise visible features that undergo change during adolescence, for example… – female and male body changes (p. 113) • "recognise physical features that are unseen that undergo change during adolescence, for example… – changes to the reproductive system – emotions" (p. 114) • "identify changes associated with adolescence, for example… – physical changes, eg menstruation… – sexual feelings • "recognise changes in relationships that occur in adolescence, for example… – sexual relationships • "understand that physical changes are a normal part of adolescence, for example – individual differences within each stage of development, eg onset of puberty – understand that physical changes occur and at different rates – identify the stages of the reproductive process, eg menstrual cycle, sperm production, conception, pregnancy, childbirth" (p. 114) • "recognise factors that can influence a relationship, for example: – gender" (p. 115) • "recognise factors that impact negatively on relationships, for example: – bullying, coercion, harassment, violence, threats, bribes – sexism… – family and domestic violence" (p. 115) • "engage with skills to maintain respectful relationships" (p. 115) • "recognise their right to privacy, safety, and to be treated with dignity and sensitivity" (p. 122) • "identify matters associated with sexuality, for example: – privacy and ethical behaviour – responsibilities associated with sexual activity for themselves and others – safe sex – contraception	Informed consent; Positive and respectful relationships; A healthy and informed approach to sex Bodies; Reproductive health; Sexual health

- fertility and pregnancy - sexually transmitted infections - sexual behaviours and expectations, <u>informed consent</u> - appropriate sources for advice on and assistance - potential outcomes of sexual activity" (p. 122)	

Replace or add the following underlined text in glossary terms:

Glossary	Core component from YWAG Let's Talk Project

• Contextual factors: A range of individual, sociocultural, socioeconomic and environmental factors. They exist in differing ways, with varying impacts on individual, group and community health, safety, wellbeing and participation in physical activity. They can influence identity, values, attitudes and beliefs.
Examples include:
  o individual – knowledge, skills, attitudes, beliefs
  o sociocultural – religion, family, parents/carers, media, culture, peers, language, politics<u>, gender</u>
	Positive and respectful relationships;
	A healthy and informed approach to sex

• <u>Domestic violence: "acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse. See also family violence."</u>[xxvii]	Positive and respectful relationships; Informed Consent
• <u>Family violence: "a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members. This includes for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful. In Indigenous communities, family violence is often the preferred term as it encapsulates the broader issue of violence within extended families, kinship networks and community relationships, as well as intergenerational issues."</u>[xxviii]	Positive and respectful relationships
• <u>Gender: "the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women; gender defines masculinity and femininity. Gender expectations vary between cultures and can change over time."</u>[xxix]	Positive and respectful relationships; Gender and sexual diversity

Appendix III – Endorsement of Submission

The following organisations or individuals endorse this submission:

- Australian Women's Health Network
- Melissa Kang (MBBS MCH PhD), Associate Professor, Faculty of Health | Australian Centre for Public and Population Health Research, University of Technology Sydney; President, Australian Association for Adolescent Health Ltd
- Social Change Agency
- Victorian Immigrant and Refugee Women's Coalition
- Women's Electoral Lobby

[i] Giordano, M,. & Ross, A. (2012) *Let's Talk About Sex: Young People's views on sex and sexual health information in Australia*. Australia: Australian Youth Affairs Coalition & Youth Empowerment Against HIV/AIDS; Johnson, B., Harrison, L., Ollis, D., Flentje, J., Arnold, P., & Bartholomaeus, C. (2016) *'It is not all about sex': Young people's views about sexuality and relationships education.* Report of Stage 1 of the Engaging Young People in Sexuality Education Research Project. Adelaide: University of South Australia; Smith A., Schlichthorst M., Mitchell A., Walsh J., Lyons A., Blackman P., Pitts M. 2011. *Sexuality Education in Australian Secondary Schools 2010*, Monograph Series No. 80, Melbourne: La Trobe University, the Australian Research Centre in Sex, Health & Society.

[ii] Giordano, M., & Ross, A. op. cit., p. 6, 8.; Ollis et al., op. cit., p. 7

[iii] Mitchell A, Patrick K, Heywood W, Blackman P, Pitts M. 2014. *5th National Survey of Australian Secondary Students and Sexual Health 2013*, ARCSHS Monograph Series No. 97. Melbourne: La Trobe University, Australian Research Centre in Sex, Health and Society.

[iv] Giordano, M., & Ross, A. op. cit.

[v] Powell, A. (2010) Sex, Power and Consent: Youth culture and the unwritten rules, Port Melbourne, Cambridge University Press.

[vi] Australian Communications and Media Authority (2013) *Like, post, share: Young Australians' experience of social media*. Quantitative research report. Australia.

[vii] Bailian, A., Milanaik, R., & Adesman, A. (2014) 'Health implications of new ages technologies for adolescents: a review of the research.' *Current Opinion in Pediatrics* 26 (5):605-619; Fleming, M.J., Greentree, S., Cocotti-Muller, D., Elias, K.A., & Morrison, S. (2006) 'Safety in Cyberspace: Adolescents' Safety and Exposure Online'. *Youth Society* 38 (2):135-154; Green, L., Brady, D., Olafsson, K., Hartley, J., & Lumby, C. (2011) 'Risks and safety for Australian children on the internet: full findings from the AU Kids Online survey of 9-16 year olds and their parents'. *Cultural Science* 4 (1):1-73; Price, J., Patterson, R., Regnerus, M., & Walley, J. (2016) 'How Much More XXX is Generation X Consuming? Evidence of Changing Attitudes and Behaviors Related to Pornography Since 1973'. *The Journal of Sex Research* 53 (1):12-2.

[viii] Giordano, M., & Ross, A. op. cit., p. 17.

[ix] Albury, K., Crawford, K., Bryon, P., & Mathews. B. (2013) *Young People and Sexting in Australia: Ethics, Representation and the Law*. Sydney: UNSW, ARC Centre for Creative Industries and Innovation; Walker, S. Temple-Smith, M., Higgs, P., & Sanci. L. (2015). 'It's always just there in your face': young people's views on porn. *Sexual Health* 12 (3):200-206.

[x] United Nations Educational, Scientific and Cultural Organization (2009) *International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators*. Paris, France: UNESCO. P. 8.

[xi] Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015), *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne, Australia: Our Watch. P. 37.

[xii] Ibid.

[xiii] Ibid, p. 7.

[xiv] Ibid, p. 14.

[xv] United Nations (2015) *Sustainable Development Goals: 17 Goals to Transform Our World*. Retrieved from http://www.un.org/sustainabledevelopment/sustainable-development-goals/

[xvi] Carmody M. (2009) 'Conceptualising the prevention of sexual assault and the role of education', *ACCSSA Issues*, No. 10, Melbourne, Australia: Australian Institute of Family Studies; Carmody, M., Evans, S., Krogh, C., Flood, M., Heenan, M., & Ovenden, G. (2009) *Framing best practice: National Standards for the primary prevention of sexual assault through education, National Sexual Assault Prevention Education Project for NASASV*. Australia: University of Western Sydney.

[xvii] Ollis, D. (2011) 'A 'Respectful Relationships' Approach: Could it be the answer to preventing gender based violence?', *Redress* 20(2):19-26.

[xviii] Australian Curriculum, Assessment and Reporting Authority (2015) 'v8.3 F-10 Curriculum: Health and Physical Education', *Australian Curriculum*. Retrieved from http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10

[xix] UNESCO, op. cit.

[xx] Giordano, M., & Ross, A. op. cit., p. 18; Mitchell et. al. *Sexuality Education in Australian Secondary Schools 2010*, p. 24; Mitchell et. al. *Sexuality Education in Australian Secondary Schools 2010*, p. 73; Ollis et. al., op. cit., p. 5.

[xxi] Ibid.

[xxii] UNESCO, op. cit., p. 9.

[xxiii] Giordano, M., & Ross, A. op. cit., p. 9.

[xxiv] Giordano, M., & Ross, A. op. cit., p. 7; Mitchell et. al. *Sexuality Education in Australian Secondary Schools 2010*.

[xxv] Mitchell et. al. *Sexuality Education in Australian Secondary Schools 2010*, p. 5.

[xxvi] Mitchell et. al. *Sexuality Education in Australian Secondary Schools 2010*, p. 5-6.

[xxvii] Our Watch (n.d.) *Our Watch Respectful Relationships Education Toolkit: Step 2: Talking with your staff and community*. Australia: Our Watch. P. 5.

[xxviii] Our Watch, op. cit.

[xxix] Our Watch, op. cit. P. 6