



Western Australian Curriculum

Health and Physical Education | P–10

**Health Education resources to support the teaching of
curriculum content for consent and relationships:
Pre-primary to Year 10**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Health Education – resources to support the teaching of curriculum content for consent and relationships: Pre-primary to Year 10

The *Western Australian Curriculum and Assessment Outline* (the *Outline*) provides the mandated curriculum content that teachers in Western Australian schools must teach.

Schools may also be required to teach whole school programs/initiatives as directed by the relevant school sector/systems.

Schools are encouraged to map the content of these programs/initiatives to the mandated Western Australian curriculum where relevant to ensure curriculum coverage.

The resource list below provides a guide for teachers to support the teaching and learning of Health education content. Note, the links are active as of December 2022. This list is not intended to be exhaustive. Teachers may use any materials they deem appropriate for the cohort of students they are teaching.

Year level	Health Education content	Online resources
Pre-primary	<p>Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space; for example:</p> <ul style="list-style-type: none"> practising and refining how to ask for permission negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect for different perspectives through imaginative and shared play experiences 	<p>My body inside and out https://gdhr.wa.gov.au/-/my-body-inside-and-out</p>
1	<p>Strategies to use when needing to seek, give or deny permission are practised; for example:</p> <ul style="list-style-type: none"> saying yes and no in an assertive manner, and using non-verbal body cues and gestures interacting with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>
2	<p>Strategies to use when needing to seek, give or deny permission are practised; for example:</p> <ul style="list-style-type: none"> saying no to inappropriate touching 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>

Year level	Health Education content	Online resources
3	<p>Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described; for example:</p> <ul style="list-style-type: none"> exploring giving consent for their photo to be shared actions they can take if someone has done something hurtful or disrespectful to them actions they can take if someone has done something without their permission or consent, including in online environments 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>
4	<p>Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described, for example:</p> <ul style="list-style-type: none"> exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident discussing how to use strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence 	<p>Online vs face-to-face communication https://gdhr.wa.gov.au/-/online-vs-face-to-face-communication</p>
5	<p>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed, for example:</p> <ul style="list-style-type: none"> exploring the steps of asking, responding, listening and reacting, and practising how to communicate their intentions effectively at each step interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>
6	<p>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed, for example:</p> <ul style="list-style-type: none"> analysing how a person's reaction to being denied permission to do something can affect others' feelings and discussing options for dealing with situations when this may occur, such as, feelings of disappointment, shame and anger associated with rejection 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>

Year level	Health Education content	Online resources
7	<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied, for example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others 	<p>Issues with online communication https://gdhr.wa.gov.au/-/issues-with-online-communication</p>
8	<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied, for example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication examining the nature of consent in different types of relationships 	<p>Consent resources https://gdhr.wa.gov.au/resources/consent Teachers choose teaching and learning resources that are appropriate for their context, and students.</p>
9	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships, for example:</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication, and respecting individuals' rights investigating the Western Australian legal requirements 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>Ready vs not ready (for sexual activity) https://gdhr.wa.gov.au/-/ready-vs-not-ready</p> <p>Respectful relationships online https://gdhr.wa.gov.au/-/cyberbullying</p> <p>Sexting https://gdhr.wa.gov.au/-/sexting</p> <p>Sexting: To send or not to send https://gdhr.wa.gov.au/-/sexting-to-send-or-not-to-send</p> <p>RELATE: Respectful relationships program - Stage 3 https://gdhr.wa.gov.au/-/relate-respectful-relationships-program-stage-3</p> <p>Keeping safe in sexual situations https://gdhr.wa.gov.au/-/laugh-and-learn-videos-keeping-safe-in-sexual-situations</p> <p>Safer sex – condoms https://gdhr.wa.gov.au/-/laugh-and-learn-videos-condoms</p> <p>Blood-borne virus safety https://gdhr.wa.gov.au/-/laugh-and-learn-videos-blood-borne-virus-safety</p>

Year level	Health Education content	Online resources
		<p>Assessment task: Safer sex quiz questions https://gdhr.wa.gov.au/-/assessment-task-safer-sex-quiz-questions</p> <p>Sexual consent and the law https://gdhr.wa.gov.au/-/sexual-consent-and-the-law</p>
10	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships, for example:</p> <ul style="list-style-type: none"> • 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 • refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations 	<p>Power to manage relationships https://gdhr.wa.gov.au/-/power-to-manage-relationships</p> <p>Sexually transmissible infections https://gdhr.wa.gov.au/-/sexual-activity-what-are-the-risks-</p> <p>Sexual risk taking https://gdhr.wa.gov.au/-/sexual-risk-taking</p> <p>Sexting: To send or not to send https://gdhr.wa.gov.au/-/sexting-to-send-or-not-to-send</p> <p>RELATE: Respectful relationships program - Stage 3 https://gdhr.wa.gov.au/-/relate-respectful-relationships-program-stage-3</p> <p>Keeping safe in sexual situations https://gdhr.wa.gov.au/-/laugh-and-learn-videos-keeping-safe-in-sexual-situations</p> <p>Safer sex – condoms https://gdhr.wa.gov.au/-/laugh-and-learn-videos-condoms</p> <p>Assessment task: Safer sex quiz questions https://gdhr.wa.gov.au/-/assessment-task-safer-sex-quiz-questions</p> <p>Blood-borne virus safety https://gdhr.wa.gov.au/-/laugh-and-learn-videos-blood-borne-virus-safety</p> <p>Sexual consent and the law https://gdhr.wa.gov.au/-/sexual-consent-and-the-law</p>

