



Interpretation, implementation and expectations


Bonnie Lee – Manager of Schools and Community



**family
planning
victoria**

Reproductive & Sexual Health
Care. Education. Advocacy.





I would like to acknowledge the traditional custodians of the land upon which we learn today, and pay respect to their Elders past, present and emerging.

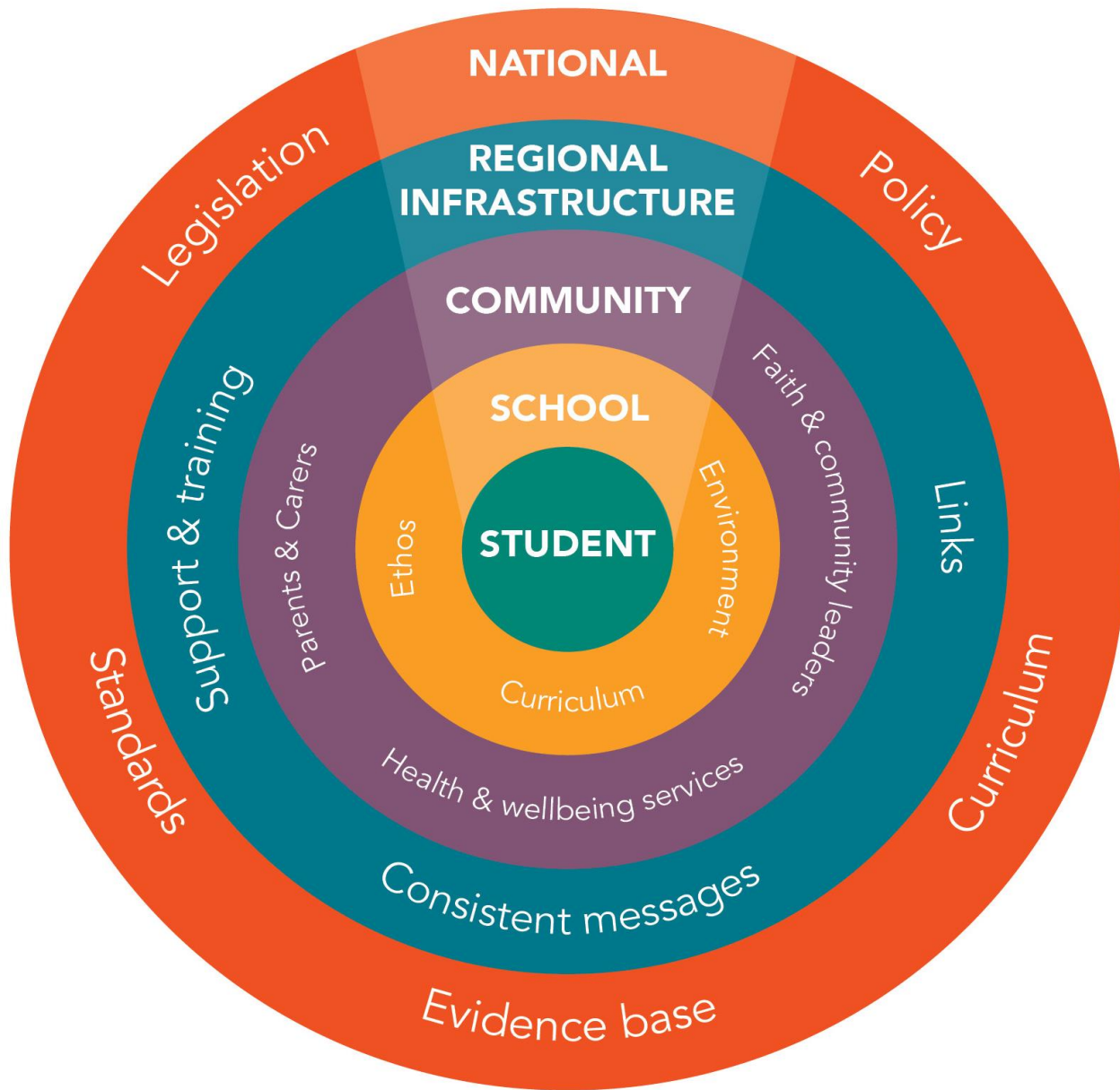
Wominjeka – “welcome” and “come with purpose.”

Family Planning Victoria (FPV)

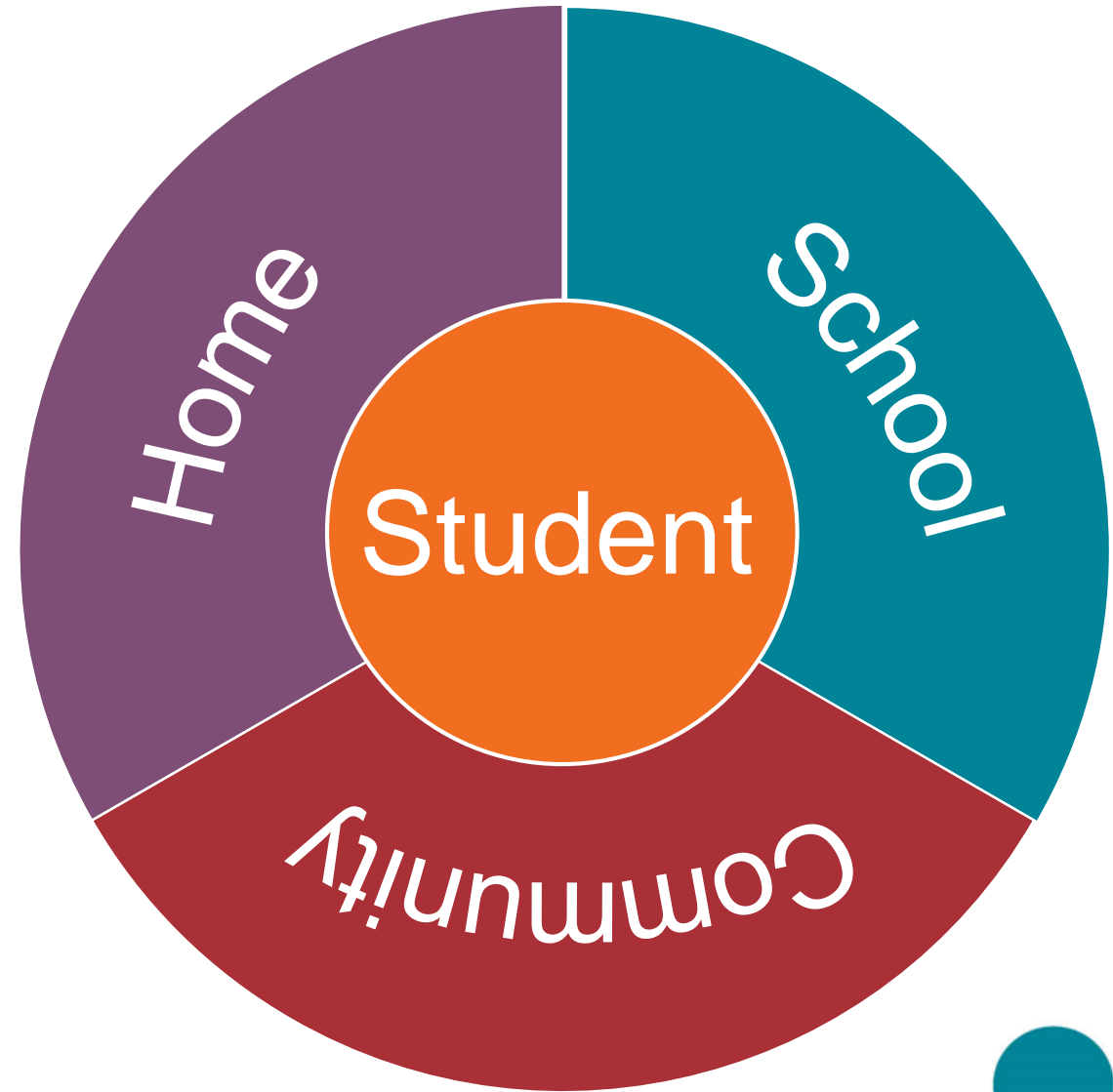
has combined over **50 years**
of experience with the latest research, to develop a
sustainable and **comprehensive**
approach to

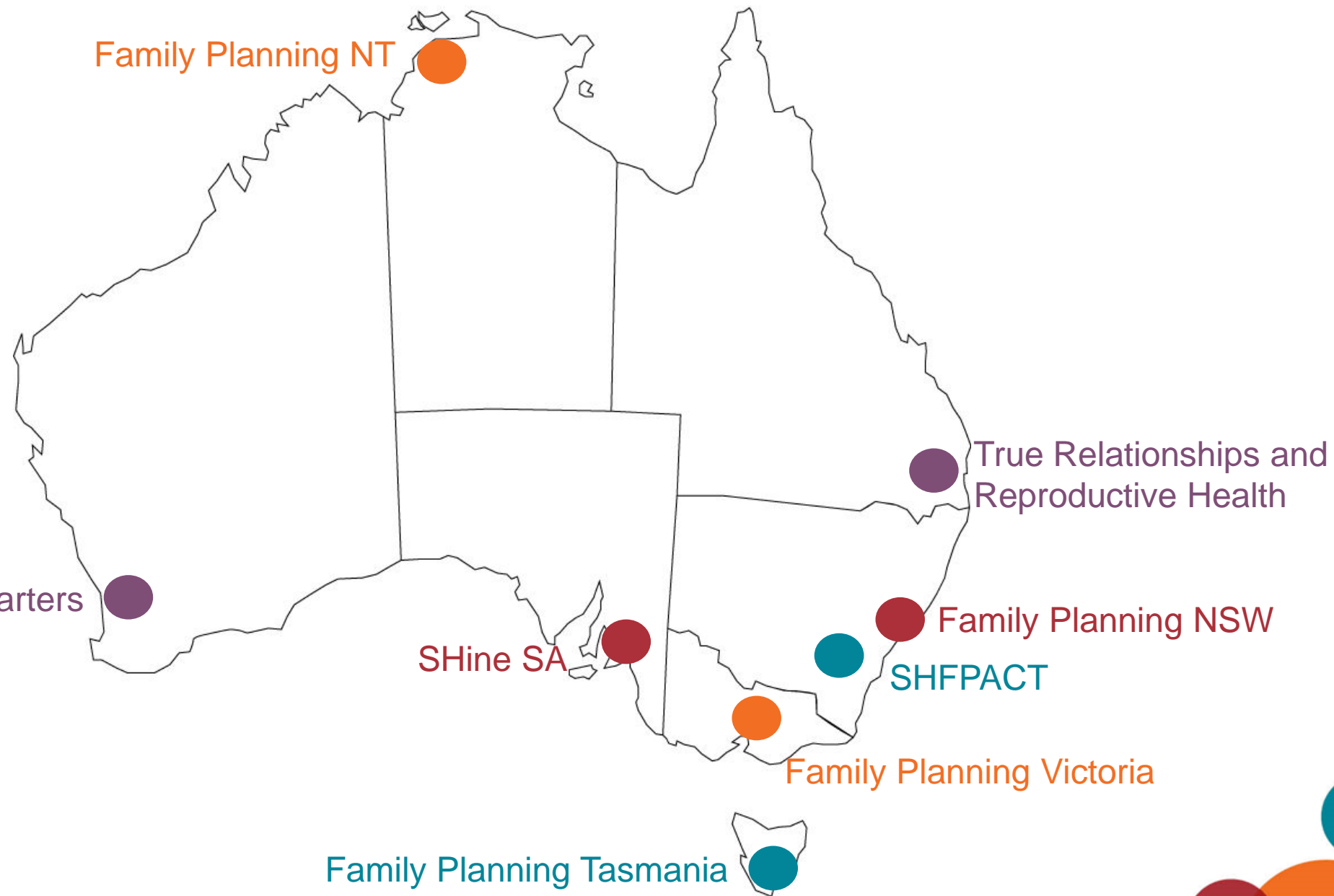
Relationships & Sexuality Education.

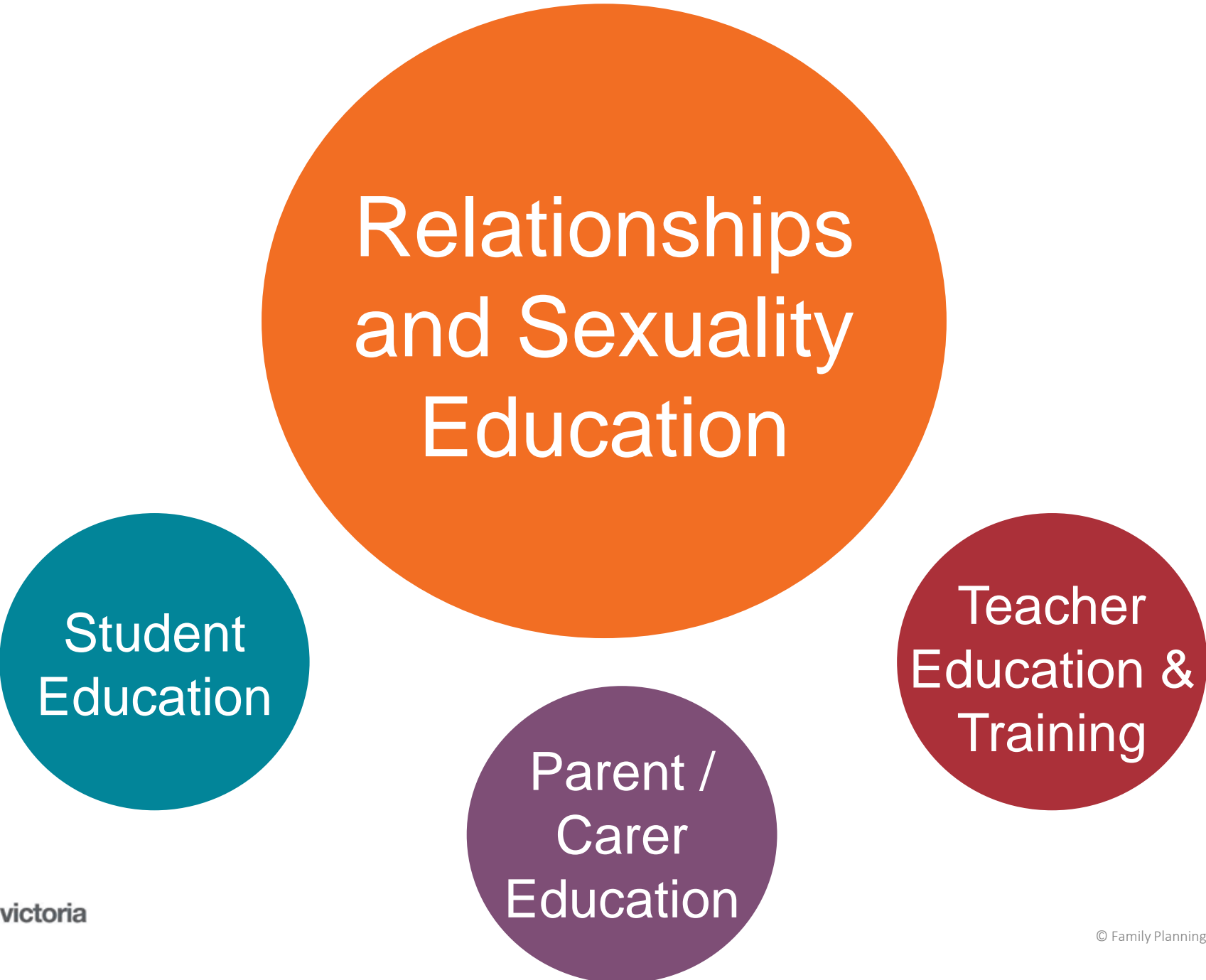




Family Planning Victoria
strongly believes that a
National Approach to
comprehensive
Relationships and Sexuality
Education requires
partnerships between
school, **home** and
community.







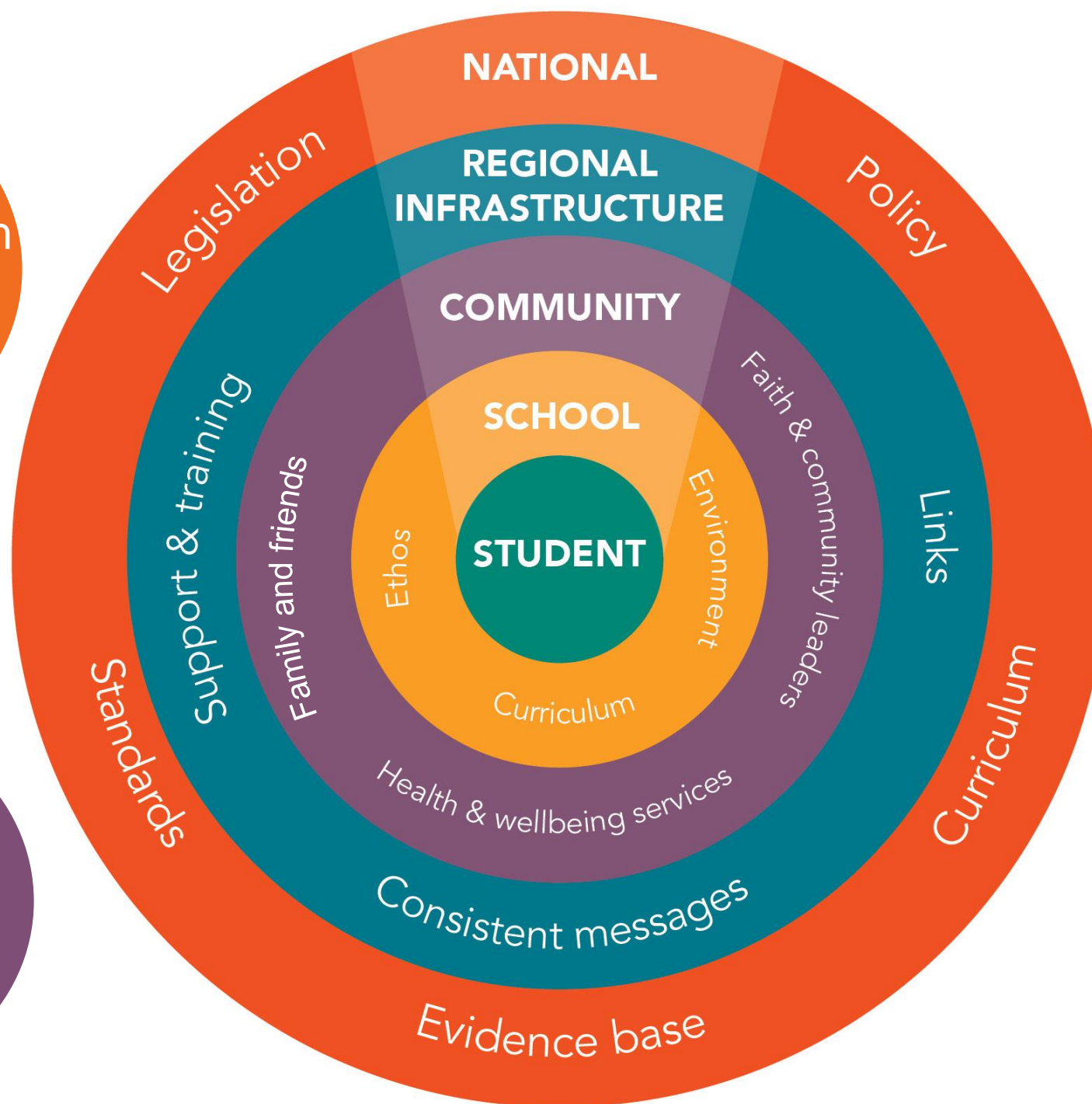
Relationships and Sexuality Education

Student
Education

Parent /
Carer
Education

Teacher
Education &
Training


The National Action Plan for the Health of Children and Young People: 2020-2030



Victorian and Australian Curriculum

Child safe standards

Respectful Relationships



“You know
your
students”

“You know
your school
context”

“There are
supports
available to
you”

“This is
critically
important
work”

“You can do
this!”



“I’m worried
about
backlash”

“How exactly
does it align
to the
curriculum?”

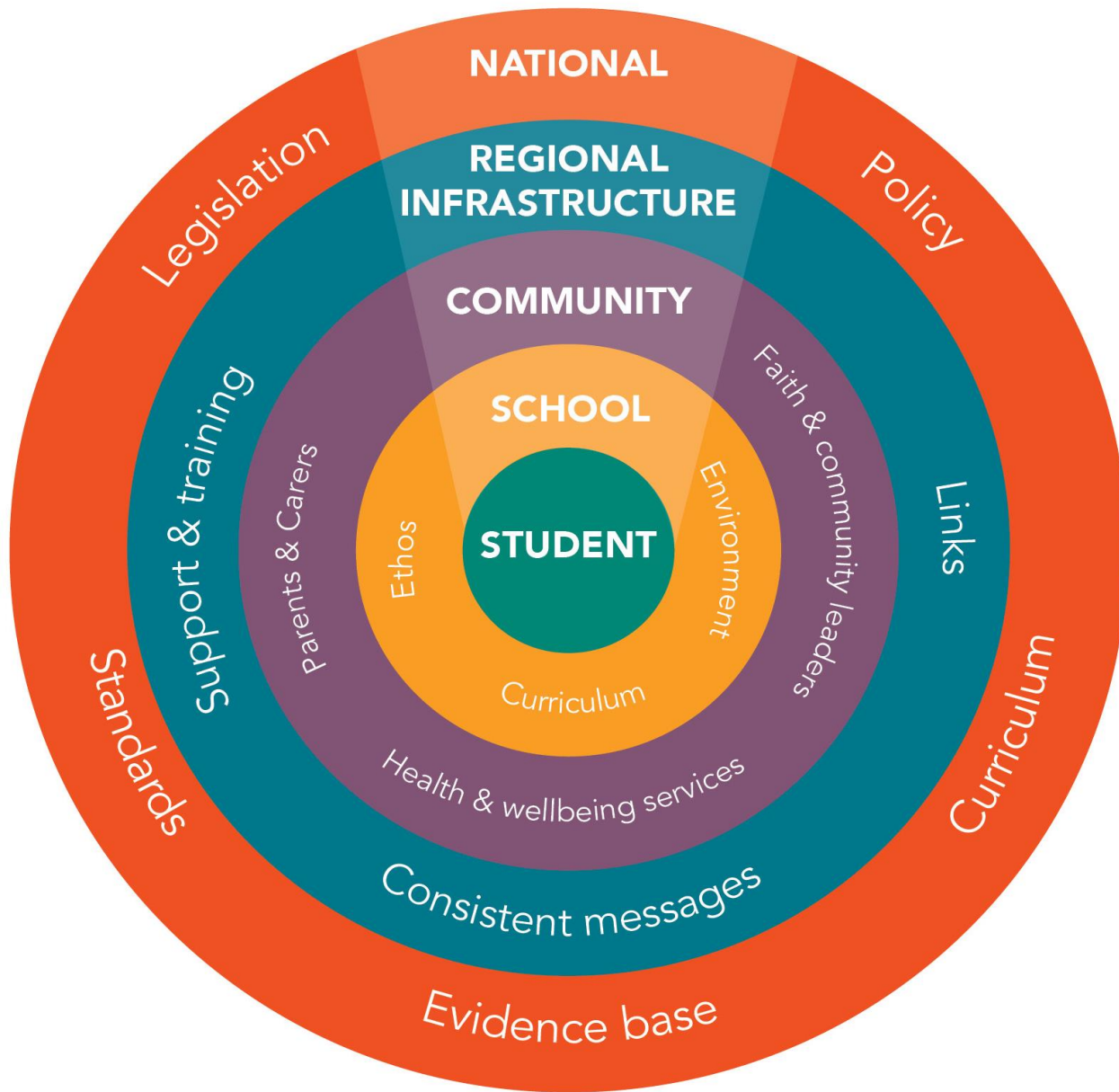
“I don’t feel
comfortable”

“Am I allowed
to say ...?”

“How do I
respond if a
student asks
...?”

“I don’t have
the skills to
do this”





In-class Professional Learning

- Aimed at promoting the knowledge, skills, confidence and tools needed to drive a whole-school approach to Relationships and Sexuality Education.
- Achieved by providing professional development to teachers within their own classrooms.

“For me, it was the first time being involved in teaching anything like this and for the first 10 minutes, watching you (FPV educator) in the first session, I thought, ‘Oh, how am I going to do this?’ But watching you set up the class and set up the lesson and strategies for how they are feeling... watching them and how settled they were and the questions they were asking, I thought to myself, ‘Oh, this will be fine...yeah.’” Grade 3/4 teacher.



In-class Professional Learning

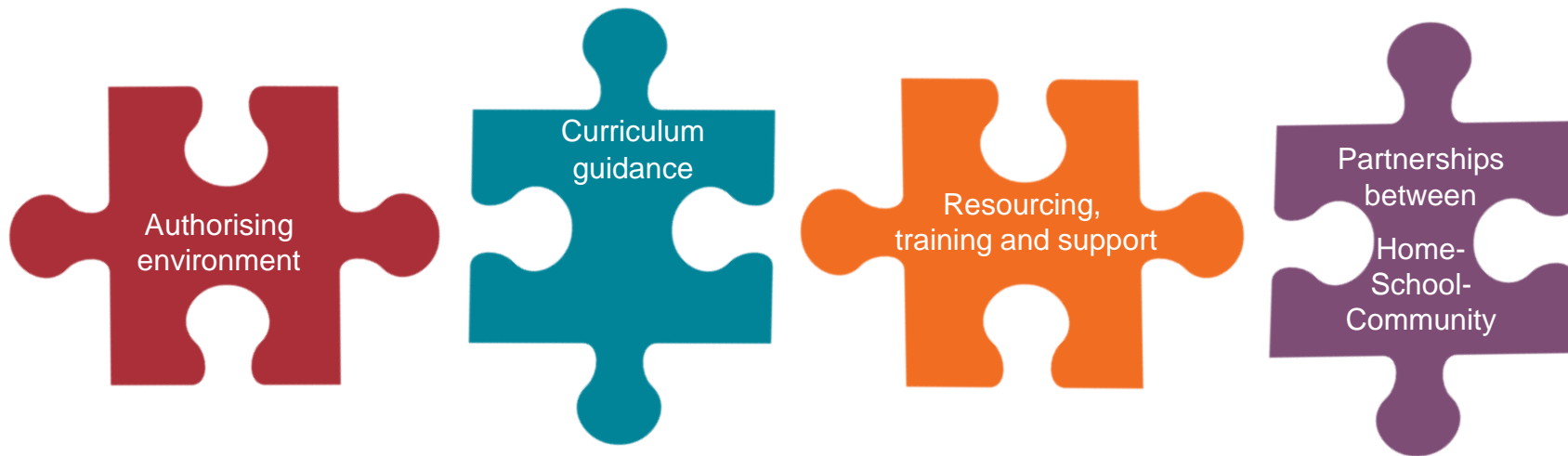
- **Prior to program** – Professional development and planning
- **Session 1** – FPV educator led
- **Session 2** – Team taught
- **Session 3** – Teacher led with support from FPV
Each session is concluded by an hour of intense coaching.
- **Post program** – Teachers are provided tools to implement a whole-school approach

“To other schools, I’d say go for it – the reason why is that it has improved the level of confidence of our teachers and the process has been great. The program is at a deeper level (than other professional learning). The evaluation, getting feedback and working collaboratively with somebody else who knows their stuffand how to deliver it; **teachers were able to pick up a lot from the role model.**”

Grade 6 Teacher

In-class Professional Learning

In-class Professional Learning is a robust and immediate way to impact teaching practice.



"This is practical because you are actually doing it, you can listen to someone delivering something or talking to you but **this is hands on and you are actually doing it** and you're engaged, you are part of it rather than sitting back. You aren't thrown back into it after going and doing your PD and then coming back into the class to do something new with this; you gradually build up and have support with taking more on, just doing parts to start with and gradually building up"

Grade 6 Teacher

"**It's given us more confidence** to deliver it and the language to use, the vocab, where to start and how to do it."

Grade 6 Teacher

doing 'IT'



**Podcast
available at
fpv.org.au**



“Your podcasts are brilliant!
Thank you for making this
resource... Not only will it be so
valuable to families and
communities, it is already a brilliant
resource for us as a Team. It is a joy
to be able to learn from your team
and their craft. As educators, it is
wonderful to hear how other
sexuality educators work, their
approach, language, style etc.”





Holly-Ann Martin -
Safe4Kids

Karen Molhuysen - Sexual
Health Quarters
The pleasure perspective

Kartina Marson -
*Ignorance is not
innocence*

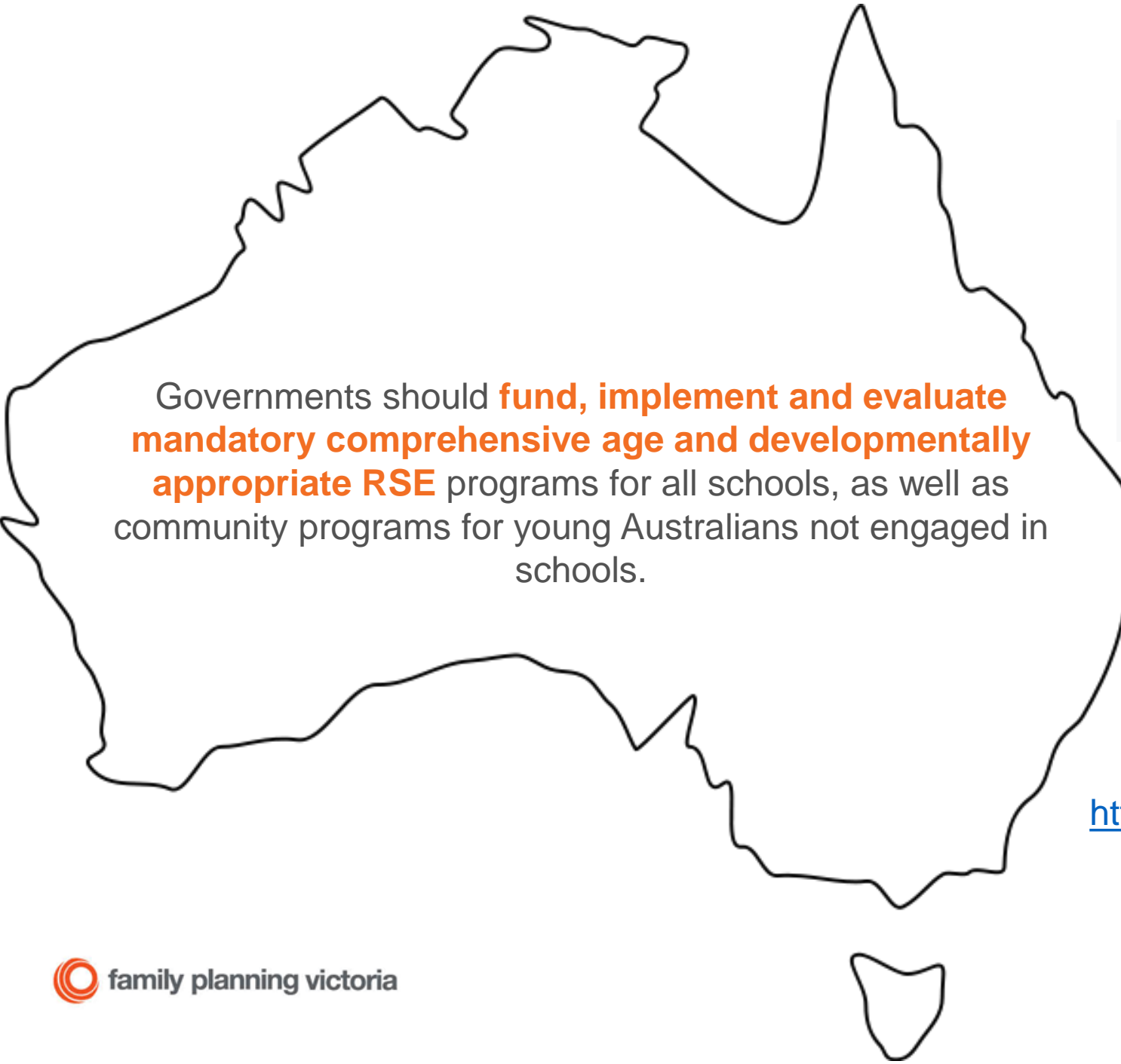
Jenny Walsh –
Australia's history of RSE

Fiona Katauskas – The
Amazing True Story of How
Babies are Made

Christopher Fisher - ARSCHS
*6th National Survey of Australian Secondary
Students and Sexual Health*

Dr Gemma Sharp – Monash University
Genital self-image

Miller Soding – Minus18
*Champions for LGBTIQA+
Youth*



Governments should **fund, implement and evaluate mandatory comprehensive age and developmentally appropriate RSE** programs for all schools, as well as community programs for young Australians not engaged in schools.



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Relationships and Sexuality Education in
Schools

Position Statement
2016

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Principals and other education managers should provide opportunities for regular **professional development** in order to increase teaching competence and boost teacher confidence to deliver RSE. The **compulsory inclusion of adequate RSE training should be offered to all pre-service teachers** at the tertiary level across Australia.

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Australian Curriculum documents should provide sufficient detail so that teachers know what topics they need to address at the appropriate time in the students' development. Adequate teaching and planning time should be allocated to teach the topics effectively.



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Support for a **whole-school-approach** that integrates action across three key domains;

- (i) Teaching and learning: what is taught and how it is taught.
- (ii) School environment and ethos: policies and physical and social environments that contribute to the ethos of a school environment.
- (iii) School-community partnerships: partnerships that recognise the influence of the family and relevant agencies and their role in supporting RSE and reinforcing learnings.



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Support for **parent and carer programs** to develop their capacity to support age and developmentally appropriate discussions about relationships and sexuality, including the development of personal safety skills for children and young people.



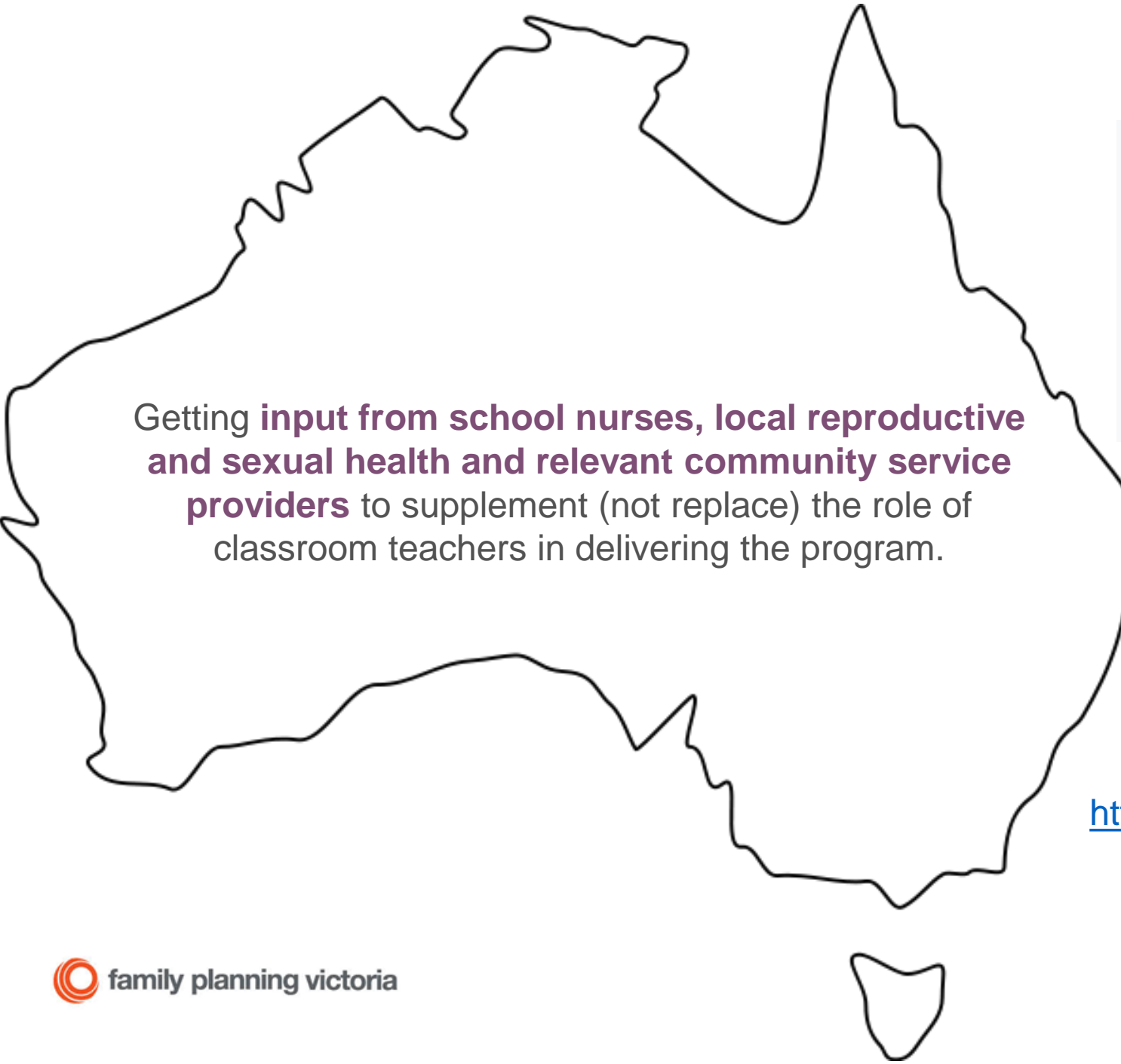
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Getting **input from school nurses, local reproductive and sexual health and relevant community service providers** to supplement (not replace) the role of classroom teachers in delivering the program.



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