

LESSON 1**GETTING STARTED****• Group norms**

Relationships and sexual health education classes are conducted in a safe, supportive environment. I understand that the unit will address sensitive and challenging issues. I will be respectful of others and share ideas if I feel comfortable.

• Sexual health definition

Sexual relationships should be about safety, pleasure and respect. This is not always easy as some people find talking about sexual activity awkward or embarrassing. Two people in an intimate relationship may want different things from a sexual relationship. Not all relationships are based on respect. It is important that I have skills and knowledge to form relationships built on safety, pleasure and respect and to seek help when needed.

LESSON 2**GENDER EQUALITY****• Gender equality**

Exploring the power of gender in society has made me realise that men and women are not always offered the same opportunities and treatment. There are situations where men have greater power and this is not fair to both men and women. Challenging the way a society generally lives and striving for gender equality can make people fearful as they do not understand what the change may mean. Challenging gender roles can result in benefits to both men and women but this is not always easy to do.

LESSON 3**POWER****• Exploring power**

Power can be positive or negative. People occupy different positions in relation to power, which can vary according to class, ethnicity, age, size and gender. Standing up to those who use power negatively will have consequences and is not always easy. If young people work together, they can make positive change by using power in positive ways.

LESSON 4**GENDER / POWER****• Gender in intimate relationships**

Young men and women are influenced by gendered pressures about how they are expected to behave in sexual situations, which can be harmful. I can develop strategies to challenge these assumptions assertively and minimise the harm to myself and my partner.

LESSON 5**IMPACT OF SOCIAL MEDIA****• Impact of social media**

Every day young people are bombarded with images on social media. Many take it all in, not even thinking about the underlying messages being portrayed and the impact that these images may have. I need to develop the skills to critically analyse images of social media, determine how genuine they are and to identify any potential harm. I need to be confident enough to be myself and not be harmfully influenced.

LESSON 6**DIVERSITY OF SEXUAL ATTRACTION****• Diversity of sexual attraction**

Some people are discriminated against or harassed because they are perceived to be different. Sometimes people's attitudes are influenced by myths that are incorrect. The issue for many gay and lesbian people is the discrimination they experience, not who they are attracted to. Rejection by family, friends and society causes pain. Everyone can contribute in some way to reduce homophobia.

LESSON 7**SEXUALLY TRANSMITTED INFECTIONS****• Practical information about STIs**

Many STIs are quite common. Often a person will not even know if they have an STI; testing is the only way to find out for sure. Some STIs can be cured but others can not. Treatment can ease the discomfort and pain of symptoms. It is important that I know about STIs so I can reduce the risk of getting one myself. I have a responsibility to act in ways that do not put others at risk.

LESSON 8

CONTRACEPTION

• Contraceptive methods

Contraception can be used for a range of reasons and not just to prevent pregnancy. There are many methods which vary in effectiveness, cost and suitability for a particular person at a particular time. None are 100% effective. Effectiveness is maximised when used correctly according to the medical information provided. The method that is most suitable for a young person is best determined through a visit with a doctor, or health service. Condoms and emergency contraception are available over the counter at pharmacies.

LESSON 9

PREGNANCY OPTIONS

• If I were Ben – Unplanned pregnancy

The decision an individual or couple makes about an unplanned pregnancy is not easy. It is personal and very much determined by an individual's values, circumstances and the support available. It is important that people have accurate information about how best to avoid an unplanned pregnancy, that they respect the rights of people to make their own choices and that they know where they can go for help and support.

LESSONS 10, 11 & 12

RELATIONSHIPS

LESSON 10

• Abuse of power in intimate relationships

An abuse of power in relationships can be physical, social, emotional, financial or sexual. No-one deserves to be in an abusive relationship. A positive and loving relationship is respectful and power is used in positive ways. Very often in a relationship there are warning signs that a person is going to continue to be abusive. People can work together to challenge an abuse of power in relationships. Abusive relationships can be hard to leave but there are people who can support someone to leave. There is also support for perpetrators of violence.

LESSON 11

• Respectful relationships continuum

Understanding what a respectful and disrespectful relationship looks and feels like is important. Leaving a disrespectful relationship can be hard. But we do not have to stay in a relationship where we are not being/feeling respected. Being able to

seek help when a relationship is disrespectful is an important life skill.

LESSON 12

• Responsibility and vulnerability

Rape is not OK. It hurts both males and females. Myths/comments that support rape need to be challenged. There are things all people can do to increase their responsibility to consent to all sexual activity. A victim is never to blame. 100% responsibility rests with the perpetrator. When in a relationship, partners need to ensure there is active consent for any sexual activity. This includes a partner's choice to say 'no'. This demonstrates a person's right to safety and respect.

LESSON 13

SEXUALITY ACTIVITY

• What do you reckon?

There is a risk associated with engaging in some activities. Having accurate information and thinking about the activity before making a decision will help me to: determine whether it is safe; participate safely; minimise possible harm; or choose not to be involved.

LESSON 14

SUPPORT SERVICES

• Where to go for help

Having a range of places and people to go to for advice, information and help is an important aspect of solving problems. Choice is important. Being able to make a decision based on understanding the advantages and disadvantages is a valuable skill. Once we know where to go for help, we need confidence about how to ask for help.

LESSON 15

CRITICAL HEALTH LITERACY

• Critical health literacy

Social media and the internet are a great source of health information and an effective way to locate relevant support services. However, to become a confident user of online health information it is essential that I can use my critical health literacy skills to determine the quality of a source by examining the validity and reliability of the site and its author. I am aware that just because something is on social media or the internet that doesn't necessarily make it accurate or true.