

Living Life to the Full

Personal and
Social Development
Education Guidelines
2005



Acknowledgements

Nihil Obstat: Ray Campbell L.Ph.

Imprimatur: + John Bathersby DD, Archbishop of Brisbane

Brisbane, 3rd November 2004

The Nihil Obstat and Imprimatur are official declarations that a publication is free of doctrinal or moral error.

No implication is contained therein that those who have granted ecclesiastical approval agree with the contents, or statements expressed. They do not necessarily signify that the work is approved as a basic text for catechetical instruction.

Editorial team:

Sharon Bobbermien, Damien Brennan, Cathy Jackson-Grant, Dennis Harvey

Cover design and desktop publishing:

Danielle Long

Brisbane Catholic Education would like to acknowledge and thank all those who have contributed to the development of these guidelines, including:

Graeme Barry, Michael Boyle, Madeleine Buckley, Ray Campbell, Donna Castelli, Jane Connolly, Christine Hodge, Louise Hoey, Peter Ivers, Pat Lavercombe, Karen Livingstone, Patricia Meulman, Harry Newman, Liesl Profke, Mark Quinn, Ray Reynolds, Lorraine Tunn, Religious Education and Curriculum Teams, Education Advisory Committee, Brisbane Catholic Education Printery staff.

Brisbane Catholic Education would also like to acknowledge and thank the leadership teams and staff from the following schools that were involved in the personal and social development education focus schools program:

Holy Spirit School, New Farm
Mater Dei School, Ashgrove West
Our Lady Help of Christians School, Hendra
Our Lady of the Rosary School, Kenmore
St Anthony's School, Alexandra Hills
St Finbarr's School, Ashgrove
St Francis' College, Crestmead
St Pius' School, Banyo.



Catholic Education, Archdiocese of Brisbane, 2005

Copies of this material may be made for use in school settings within the archdiocese.

ISBN 1-877095-15-X

Contents

Executive Director’s letter	1
Acknowledgements	2
Background	4
The world of the 21st century learner: the context for personal and social development education	5
Personal and Social Development Education Guidelines	6
Defining personal and social development education	6
Principles for personal and social development education	10
Whole school planning.....	11
Personal and social development education program	14
Appendices	15
Appendix 1 - Process for developing a whole school approach	15
Appendix 2 - Guidelines for selecting and using resources and external service providers	19
Appendix 3 - Checklist for selecting and using resources.....	21
Appendix 4 - Checklist for engaging external service providers	22
Appendix 5 - Information on drug education	24
Appendix 6 - Information on sexuality education	32
Bibliography	47
Supporting Resources	48
<i>Living Life to the Full</i> - Discussion Paper	
Familiarisation CD for school leaders, staff and parents	

BACKGROUND



Background

This document, *Living Life to the Full: Personal and Social Development Education Guidelines*, is intended for use by schools in conjunction with the discussion paper *Living Life to the Full: Promoting Personal and Social Development in the School Context* (Archdiocese of Brisbane).

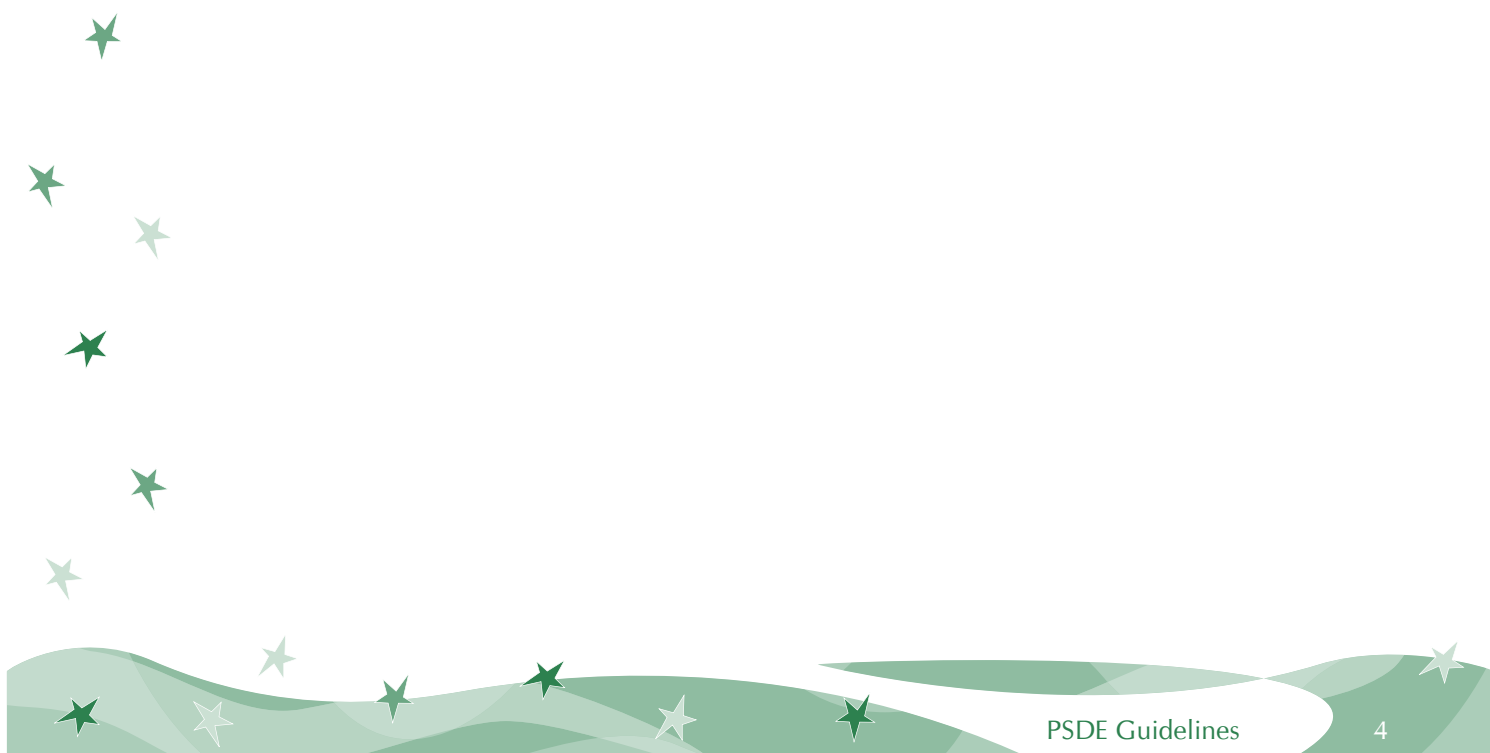
The purpose of the guidelines is to provide a set of underpinning principles to assist the development of each school's personal and social development program.

These guidelines communicate the vision, purpose and principles for personal and social development education. They also provide some indicative practices for planning considerations when using the principles for personal and social development education. The appendices provide a toolkit of supporting materials to assist in the development of a whole school personal and social development education program.

The guidelines should not be considered in isolation, but in combination with key support documents such as the *Catechism of the Catholic Church*, Brisbane Catholic Education's *Strategic Renewal Framework*, the *Learning Framework*, and *Pathways for Middle Schooling: Walking the Talk*. The guidelines inform school renewal processes and whole school curriculum planning in conjunction with the *Religious Education Guidelines* and Queensland Studies Authority syllabus documents.

The fundamental beliefs and values of the *Strategic Renewal Framework* and the *Learning Framework* underpin this document. These values are: Catholic Christian tradition; dignity and justice for all; Catholic Christian community; collaboration and subsidiarity; creativity; stewardship; mutual accountability.

These guidelines replace the previous personal development guidelines *Towards Christian Maturity: Continuing the Journey* (1993).



GUIDELINES



The world of the 21st century learner: the context for personal and social development education

The growth and development of each individual is complex. At the commencement of the 21st century young people are faced with many challenges. They experience a decline in social connectedness, especially in a society of social and cultural diversity. The incidence of childhood and youth depression and youth suicide is increasing. Young people live in a world that provides quick and ready access to information, communication and technology. They are bombarded with media images promoting physical perfection, emotional satisfaction, economic success and social status. Changing family structure and dynamics are a reality. The actuality of world events such as crime, violence, terrorism, AIDS, racial conflict, child abuse and war are all too present on television screens. The future includes changing work roles, alternative employment structures and patterns, and for some, the prospect of youth unemployment.¹

...This is also a time in which young people face great difficulties. Many are unable to find employment, frequently drifting to the larger cities where the pressures of isolation, loneliness and unemployment lead them into destructive situations. Some are tempted to drug abuse and other forms of addiction, and even to suicide. Yet in these situations too, young people are often searching for the life that only Christ can offer them. It is imperative therefore that the Church proclaim the Gospel to the young in ways that they can understand, ways that can enable them to grasp the hand of Christ who never ceases to reach out to them, especially in their dark times'.²

Despite the grim predictions of the future, school communities are in a unique position to support learners to become resilient people, capable of dealing with change and with times of challenge and adversity. The role of the school and its personal and social development program is paramount in building strong school and peer connectedness. The focus is upon the positive aspects of life in which growing up is a time of hope and promise, and for developing the knowledge, skills, values and attitudes necessary to be lifelong learners.

By providing a supportive learning environment that concentrates upon the individual's strengths and capabilities, learners can be engaged as active participants in the learning process and in the life of the school community. Through a carefully developed personal and social development education program, schools can assist learners to have a clear picture of who they are as individuals, how they relate to others and contribute to their community, and how to effectively cope with change and challenge throughout their lives.

¹ McGrath, H., Noble, T. Bounce back! Teacher's handbook. Pearson Education Australia. French's Forest, 2003.

² John Paul II. Ecclesia in Oceania, pg 104. St Pauls Publications. Strathfield, 2001.

Defining personal and social development education

Personal and social development education is an essential curriculum component that aims to promote the growth and development of the human person as an individual, in relationships and as part of a community.

Personal and social development education is a much broader concept than the traditional view of teaching 'sex education', the study of Christian morality or the discussion of moral issues in Religious Education. Personal and social development education is not the sole domain of Religious Education. It is an essential component of all curriculum areas and should pervade all aspects of school life.

Within the Catholic Christian tradition, personal and social development education focuses upon the lifelong journey toward wholeness, from egoism to self-giving love as a person created in the image of God and one who contributes to the common good. Understood in the light of Jesus Christ, the human person is someone who is called to a life of self-giving love; and it is in and through self-giving love that one achieves human development and fulfilment.

Personal and social development education includes knowledge, skills, values and attitudes that are necessary to understand and actively participate in a changing and increasingly complex global community.

Previous models for personal development education have focussed on discrete content areas that placed personal development education into boxes, like those listed as traditional outcomes in Diagram 1 (page 9). This approach resulted in learners having an extensive knowledge of personal development issues, but lacking the skills to be able to apply that knowledge to deal effectively with the challenges in their lives.

These guidelines promote personal and social development education as a coordinated and comprehensive whole school approach. This approach takes into account the three interconnecting components of school communities:

- curriculum, teaching and learning
- school environments
- community partnerships.

These interrelated components are adapted from the Health Promoting Schools model³, a framework for comprehensive school health education and promotion. The social and emotional well being of learners occurs by encouraging supportive and inclusive environments and by developing quality programs that support and enhance the resilience of learners and develop their personal and interpersonal competence.

³ National Health and Medical Research Council. Effective school health promotion: towards health promoting schools. Canberra: AGPS, 1996.

This approach is in keeping with the overarching goal and the values and beliefs of the *Learning Framework*. Through personal and social development education, learners are empowered 'to shape and enrich their changing world' and enact the roles of lifelong learning. In particular, the vision is for learners to develop as resilient young people who:

- have a clear sense of self and a preferred future
- are capable of coping with challenge and change
- communicate effectively
- make healthy choices and decisions
- engage in positive relationships with others
- contribute to the community.



An overview of personal and social development education is described in Diagram 1 (page 9). Schools can support the achievement of this vision by implementing policies, programs and procedures that focus on:

1) Building resilience:

Creating a school and community environment in which resilience can thrive, best supports the social and emotional well being of all learners. This can be achieved by nurturing the following attributes in learners:

- social competence - responsiveness, empathy, caring, communication skills, sense of humour, cultural flexibility
- problem solving - planning, seeking help, critical and creative thinking
- autonomy - sense of identity, self-efficacy, self-awareness, task mastery, adaptive distancing from negative messages
- sense of purpose and belief in a bright future - goals and directions, aspirations, optimism, faith, and spiritual connectedness.⁴

2) Providing safe supportive and inclusive learning environments:

The school community is in a unique position to foster a safe and supportive learning environment that supports connectedness and resilience by providing:

- caring relationships - role models who show compassion, understanding, respect and interest
- messages of high expectations - firm guidance, clear expectations, challenge, and a focus on strengths and assets instead of weaknesses
- opportunities for meaningful participation and contribution - valued responsibility, decision making, giving and being given choice, being heard, contributing talents to the wider community.⁵

3) Promoting connectedness:

Connectedness is about connecting learners to themselves and their families, to others, to their learning, to their school and to the community. Many schools promote connectedness through the engagement of students in learning that is real, rich and relevant.

4) Developing personal skills:

The focus on a personal skills curriculum that nurtures capabilities, learning and skill development such as communication, problem solving, critical literacy, assertiveness, negotiation, help seeking and goal setting is significant. This focus is upon explicit teaching of personal and interpersonal skills, incorporating the use of inclusive teaching strategies (where all learners are included and acknowledged during the learning process); interactive strategies (allowing for participation in a range of activities that develop knowledge, skills, values, attitudes and beliefs); and strategies that encourage the engagement and active participation of all students, with peer interactions and exchanges that focus on interpersonal competence.⁶

⁴ Benard, B. Fostering Resiliency in Kids. Educational Leadership, 51(3), 1993.

⁵ Benard, B. Fostering Resiliency in Kids. Educational Leadership, 51(3), 1993.

⁶ Commonwealth Department of Education, Science and Training. REDI for the classroom: A resilience approach to drug education. DEST: Canberra, 2003

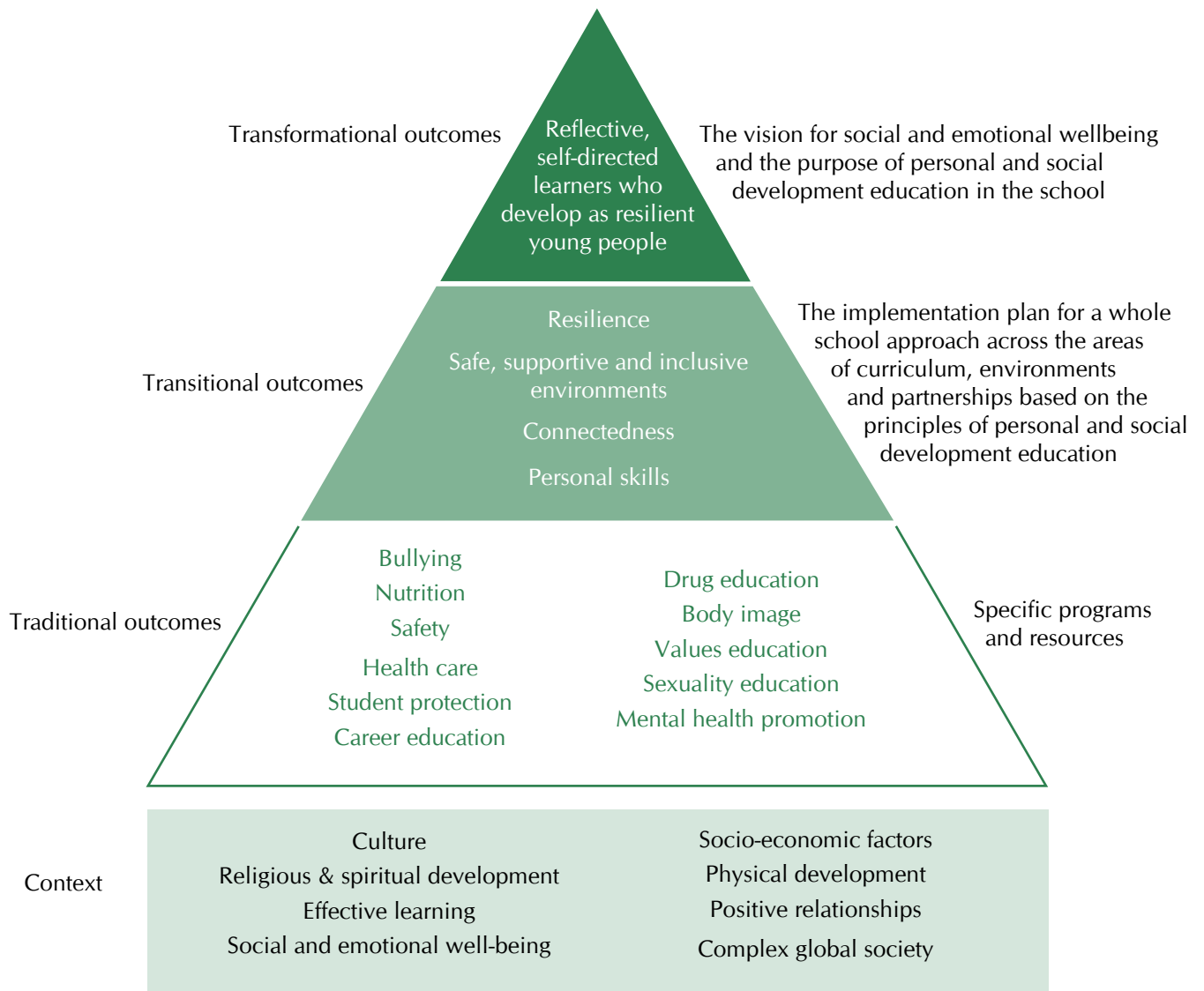


Diagram 1: Overview of personal and social development education

Principles for personal and social development education

- 1. The human person has an inherent dignity because she or he is created in the image of God.*
- 2. The family has the primary responsibility for the personal and social development of its members and as such, the school works in partnership with the family.*
- 3. The human person is empowered to negotiate the lifelong journey towards wholeness as an individual, in relationships, and as part of community.*
- 4. Understanding of contemporary learning and teaching frameworks informs school policies, procedures and practices.*
- 5. Personal and social development education is integral to all aspects of school life and across all aspects of the curriculum.*
- 6. Social and emotional well-being is best nurtured by supporting and enhancing resilience.*
- 7. Supportive and inclusive learning environments are necessary to enhance the personal and social development of learners.*

Whole school planning

The principles for personal and social development education inform whole school planning. These principles are reflected through the indicative practices described below.

Processes and documents that inform whole school planning in personal and social development education include school renewal processes, the discussion paper *Living Life to the Full*, the *Strategic Renewal Framework*, the *Learning Framework*, *Pathways for Middle Schooling: Walking the Talk*, *Curriculum Update 55* and Queensland Studies Authority syllabuses, courses and guidelines.

Principle 1. The human person has an inherent dignity because she or he is created in the image of God.

Characteristics: An effective personal and social development education program that is grounded in the dignity and respect of the human person created in the image of God, demonstrated by:

- acknowledgement of the sacredness of life
- providing opportunities for learners to realise their potential through living a life of self-giving love informed by the gospel of Jesus
- positive interactions between people that reflect love, respect and forgiveness
- safe and supportive learning environments that reflect an ethic of care born from love.

Principle 2. The family has the primary responsibility for the personal and social development of its members and the school works in partnership with the family.

Characteristics: An effective personal and social development education program develops and supports collaborative partnerships with parents. Such partnerships:

- respect the rights of parents as the primary educators of their children
- work in consultation and cooperation with parents
- acknowledge active parent participation as vital and necessary
- encourage processes that include parents in planning and decision making
- recognise the need to fully inform parents about all aspects of their child's personal and social development education.

Principle 3. The human person is empowered to negotiate the lifelong journey towards wholeness as an individual, in relationships, and as part of community.

Characteristics: An effective personal and social development education program fosters the growth and development of the learner as an individual, in relationships and as part of community. Such a belief stems from the understanding that every learner:

- is empowered to reach their potential in their journey towards wholeness
- is affirmed in the uniqueness of their gifts and talents
- participates in positive relationships and interactions with others
- contributes to the common good
- understands and actively participates in a changing and increasingly complex global community.

Principle 4. Understanding of contemporary learning and teaching frameworks inform school policies, procedures and practices.

Characteristics: An effective personal and social development education program is based upon contemporary understandings of learning and teaching that:

- respond to the developmental stage, maturity and context of all learners
- cater for the diverse range of needs and learning styles of learners
- enable learners to enact the roles as lifelong learners in the process of learning
- utilise appropriate curriculum, pedagogy and assessment to support positive learning outcomes for the personal and social development of all learners
- are reflected in all aspects of school policy, procedure and practice
- focus upon explicit teaching of personal and interpersonal skills, incorporating inclusive teaching strategies (where all learners are included and acknowledged during the learning process); interactive strategies (allowing for participation in a range of activities that develop knowledge, skills, values, attitudes and beliefs); and strategies that encourage the engagement and active participation of all students, with peer interactions and exchanges that focus on interpersonal competence.⁷

Principle 5. Personal and social development education is integral to all aspects of school life and across all aspects of the curriculum.

Characteristics: An effective personal and social development education program is integrated across the curriculum in a whole school curriculum approach that is consistent with an outcomes approach to learning. Such integration is characterised by:

- responding to learners' social and emotional well being in a planned and systematic way
- engaging with the *Health and Physical Education Syllabus* in conjunction with the *Religious Education Guidelines* to provide an excellent and readily available range of contexts for accomplishing the development of a whole school approach for personal and social development education
- engaging with the Queensland Studies Authority syllabuses, guidelines and courses to enhance whole school planning for personal and social development education
- linking learners with all aspects of their role as lifelong learners, based upon the *Learning Framework* and supported within a curriculum that connects learners to themselves and their families, to others, to their learning, to their school and to the community.

⁷ Commonwealth Department of Education, Science and Training. REDI for the classroom: A resilience approach to drug education. DEST: Canberra, 2003

Principle 6. The social and emotional well being of learners is best supported by an approach that supports and enhances resilience.

Characteristics: An effective personal and social development education program caters for the social and emotional well-being of all learners based upon a framework that supports and enhances resilience. Learners who are resilient are able to cope with change and challenge in their lives in positive ways. Creating a school and community environment in which resilience can thrive, best supports the social and emotional well being of all learners. This can be achieved by nurturing the following attributes in learners:

- social competence - responsiveness, empathy, caring, communication skills, sense of humour, cultural flexibility
- problem solving - planning, seeking help, critical and creative thinking
- autonomy - sense of identity, self-efficacy, self-awareness, task mastery, adaptive distancing from negative messages
- sense of purpose and belief in a bright future - goals and directions, aspirations, optimism, faith, and spiritual connectedness.⁸

Principle 7. Supportive and inclusive learning environments are necessary to enhance the personal and social development of learners.

Characteristics: An effective personal and social development education program exists within a safe and supportive learning environment. The school is in a unique position to foster a safe and supportive learning environment that supports connectedness and resilience by providing:

- caring relationships - role models who show compassion, understanding, respect and interest
- messages of high expectations - firm guidance, clear expectations, challenge, and a focus on strengths and assets instead of weaknesses
- opportunities for meaningful participation and contribution - valued responsibility, decision making, giving and being given choice, being heard, contributing talents to the wider community
- a personal skills curriculum that nurtures capabilities, learning and skill development - communication, problem solving, critical literacy, assertiveness, negotiation, help seeking, goal setting.^{9 10}

⁸ Benard, B. Fostering Resiliency in Kids. Educational Leadership, 51(3), 1993

⁹ Benard, B. Fostering Resiliency in Kids. Educational Leadership, 51(3), 1993.

¹⁰ Commonwealth Department of Education, Science and Training. REDI for school communities: A resilience approach to drug education. DEST: Canberra, 2003

Personal and social development education program

The school personal and social development education program will provide:

- a vision for the social and emotional well-being of learners at the school
- a clearly defined purpose for personal and social development education at the school
- clearly defined outcomes for the program
- a description of what personal and social development education looks like for the learners
- details of the program
- articulated links with the school's whole school curriculum program and school renewal processes
- evidence of collaborative partnerships with the wider school community, including parents
- planned evaluation processes.



APPENDICES



Appendix 1: Process for developing a whole school approach

The renewal cycle illustrated below may assist when planning to develop and implement a whole school personal and social development education program. Each stage of the renewal cycle is discussed in the text that follows.

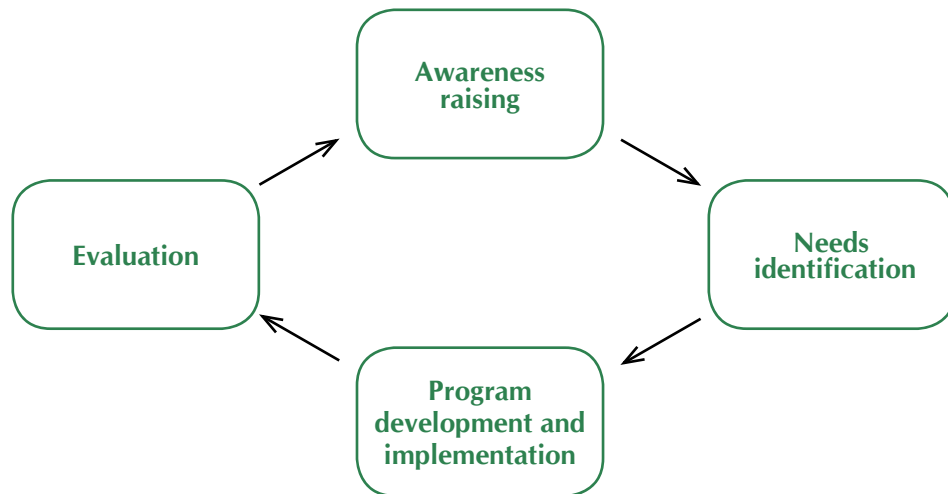


Diagram 2: Process for developing a whole school approach for personal and social development education

STAGE ONE: Awareness raising

Some preliminary awareness raising is important to develop a shared understanding of the purpose of the program, as well as a shared ownership.

The *Living Life to the Full* discussion paper has been designed to provide school communities with a resource to assist them in exploring personal and social development education at the school. Raising awareness involves engaging school staff with the discussion paper and involving key people in the program development process.

Awareness raising

Some key questions for consideration are:

- Has whole school staff engagement with *Living Life to the Full: Promoting Personal and Social Development in the School Context* occurred?
- Is there a shared understanding of the vision for the social and emotional well-being of learners in the school?
- Is there a shared ownership and commitment to the social and emotional well-being of learners in the school?

Involvement of key people

Some key questions for consideration are:

- Who are the key people that need to be involved?
- How are the key people in the school community to be involved?
- What role will these key people have in the development process?
- What is the timeline for the development and implementation process?
- What methods will be used to report the progress of the project?

STAGE TWO: Needs identification

The identification of the needs of the community, the issues to be addressed and the determination of priorities is crucial. This may be achieved through a variety of methods such as data collection from key stakeholders, interviews, conducting an audit of current practice, and mapping current curriculum programs. Once the priorities have been determined, producing an action plan will support the development of the personal and social development education program.

Consideration must be given to such issues as: developing the personal and social development education policies and program; implementing the program; funding and resourcing; professional development of staff, and other considerations that will be unique each school community.

Data collection and analysis

Some key questions for consideration are:

- What data needs to be collected?
- How will accurate and meaningful data be collected?
- Who will be responsible for collecting and analysing the data?
- What has been learnt from the data?
- What are priorities for action?
- What issues will be addressed?

Action plan

Some key questions for consideration are:

- What are the goals?
- What are the desired outcomes?
- What strategies and actions will be implemented?
- What issues need to be addressed for successful implementation?
- What is the expected timeline for the program?
- What are the roles and responsibilities of those involved?
- What support is needed?
- What funding is required?
- What resources are required?
- What professional development is needed for successful implementation?
- What recording and monitoring processes and procedures will be used?
- How will success be measured?

STAGE THREE: Program development and implementation

Whatever way schools choose to articulate their personal and social development education program, it is recommended that this be connected to teaching and learning. The school program is consistent with the principles of personal and social development education, the characteristics of an effective personal and social development education program, and is made up of the components described in the personal and social development education program section of the guidelines.

Schools may decide to integrate explicit teaching of personal and social development education through related planning and modules, through specific personal and social development education modules, through incorporating careful planning and use of ready made programs integrated with personal and social development education modules, or through specific personal and social development education subjects.

Program development

Some key questions for consideration are:

- What is the vision for the social and emotional well-being of all learners?
- What is the purpose of personal and social development education at the school?
- How are the principles of personal and social development education characterised in the school?
- How does personal and social development education connect with other school policies, procedures, and practices (e.g. the school mission statement, school renewal processes, school curriculum planning)?
- What is currently done to support personal and social development education in the school?
- What is required to better support personal and social development education in the school?
- What strategies are required to achieve better outcomes for personal and social development education at the school?
- What does personal and social development education look like for the learners in the school?
- What are the details of the personal and social development education program?
- How will the program be developed?
- What will be done to support collaborative planning for personal and social development education?
- What must be done to build and support community partnerships with parents, clergy and other stakeholders for personal and social development education?

STAGE FOUR: Evaluation

A very important aspect of program development involves incorporating processes to evaluate the program. Consideration needs to be given to such challenges as developing a mechanism to evaluate the program, a timeline for the evaluation, determining the areas that need to be addressed, and how this information will inform future planning.

Reflection and evaluation

Some key questions for consideration are:

- What type of feedback is required?
- What areas of the program or process need improvement?
- How will these areas be addressed in the future?
- What were the enablers and inhibitors of program implementation?
- What was learnt from the implementation of the program?
- Is the process and program sustainable over the long term?
- How will the evaluation results inform future planning?
- How did the students respond to the program?
- What feedback from parents has been valuable?



Appendix 2: Guidelines for selecting and using resources and external service providers

These guidelines assist school personnel in making decisions related to the selection and use of a variety of resources (print, human, electronic, audio visual).

Careful consideration needs to be given to the selection of a resource at the point of purchase, at the point of planning and engagement, or before securing the services of an external service provider.

The guidelines are a stimulus for discussion in collaborative and consultative processes with the school community when planning and implementing the school's personal and social development education program.

More detailed checklists for choosing and using resources and engaging external service providers can be found in Appendices 3 and 4. These checklists are neither exhaustive nor prioritised.

A wide selection of resources is available to support personal and social development education programs. The Brisbane Catholic Education Multimedia Centre has an extensive range of resources that can be accessed via www.bne.catholic.edu.au and following the links to the Multimedia Centre.

Guidelines for selecting and using resources

- The resource reflects Catholic Christian values and is consistent with Catholic Church teaching.
- The resource is consistent with Brisbane Catholic Education, school and appropriate authority policies, guidelines, programs and requirements.
- The resource enhances and supports the school's personal and social development education program, with consideration being given to personal and social development education learning outcomes.
- The resource engages learners in interactive learning processes.
- Use of the resource supports, sensitively and appropriately, the diverse nature of members of the school community.
- Resources are selected and evaluated on their capacity to contribute to the achievement of learning outcomes appropriate to the needs of the learners.
- The resource complements the central role of the classroom teacher in the delivery of the personal and social development education program.

Guidelines for selecting and using external service providers

- The service aligns with the policies, guidelines, and requirements of all relevant authorities and key stakeholders.
- This service supports Catholic teachings and practices.
- The service contributes to the achievement of positive learning outcomes for all learners.
- Consultative, planning and evaluation processes are in place to ensure the service provider has an understanding of the values, policies, guidelines and requirements associated with the school's personal and social development education program.

- The school has approved the content of the presentation, the learning experiences, and the resources to be used.
- The use of the service provider complements and enhances the personal and social development education program and the role of the classroom teacher in delivering the program.
- The service provider takes into account the diverse nature of members of the school community and is sensitive and appropriate.
- Duty of care requirements and parental consent (if necessary) has been considered.



Appendix 3: Checklist for selecting and using resources

POLICY

- The resource reflects appropriate Catholic Christian values
- The resource is consistent with Catholic teaching
- The resource is consistent with Brisbane Catholic Education policy and guidelines
- The resource is consistent with school policies, programs and practices
- The resource supports the *Religious Education Guidelines* and Queensland Studies Authority syllabus documents
- The resource meets the objectives of the school's personal and social development education program
- The resource supports and enhances the personal and social development education program (i.e. it is used as a resource and not as a course).

COMMUNITY

- Consultative processes are in place to involve parents and the wider school community in the resource selection process
- Parental consent has been obtained if the resource is of a sensitive nature
- Use of the resource promotes communication between adults (teacher/parent) and learners
- The resource takes into account contemporary family relationships and structure
- The resource is gender sensitive and appropriate
- The resource is culturally sensitive and appropriate
- The resource is religiously sensitive and appropriate.

TEACHING AND LEARNING

- The resource is appropriate to the age level at which it is aimed
- The resource is appropriate to the stage of moral and cognitive development of the age level at which it is aimed
- The resource takes into account assumptions about learners' prior knowledge and experience
- The resource gives positive messages
- The resource offers comparative views
- The resource reflects normative behaviours for its audience
- The resource is relevant to the experiences of its audience
- The resource assists with development of knowledge, skills, values, attitudes and beliefs
- The resource encourages moral decision-making strategies
- Use of the resource encourages interactive and inclusive learning strategies and active participation of all learners
- The resource supports contemporary pedagogical practice
- The resource uses appropriate language and terminology.

RESOURCE

- The resource will be used within a specific context
- The resource has been previewed before use with learners
- Processes are in place to evaluate the use of the resource
- The resource is current
- The authors are qualified, credible and authorities on the subject
- The resource is relevant to Australian learners.

Appendix 4: Checklist for engaging external service providers

POLICY

- The service provider promotes values that are consistent with Catholic Christian values
- The philosophy and message presented by the service provider is consistent with Catholic teaching
- The service provider is aware of Brisbane Catholic Education policies
- The service provider is aware of school policies, practices and programs
- The service provider is familiar with the *Personal and Social Development Education Guidelines*, *Religious Education Guidelines* and Queensland Studies Authority syllabus documents and requirements
- The service aligns with school guidelines, policies and syllabus requirements
- The service provider is aware of how the service fits within the planned, ongoing and comprehensive personal and social development education program
- The use of the service provider supports and enhances the personal and social development education program (i.e. the service or session is not the program)
- The service provider has been provided with school policies, programs and other documents to support effective planning and delivery
- Duty of care has been considered (i.e. arrangements have been made to have a teacher present at all times).

COMMUNITY

- Appropriate information related to the school community and learners is discussed with the service provider (e.g. age, background, developmental level, cultural background)
- The service provider is considerate of the socio-economic, cultural and religious issues relevant to the community
- Consideration has been given for the service provider to be used in a professional development capacity to assist staff, rather than to provide sessions directly to learners
- Consideration has been given to whether or not a staff member can provide the same expertise or service
- Consultative processes are in place to involve parents and the wider school community in the selection process and use of the service provider
- Parental consent has been obtained if necessary.

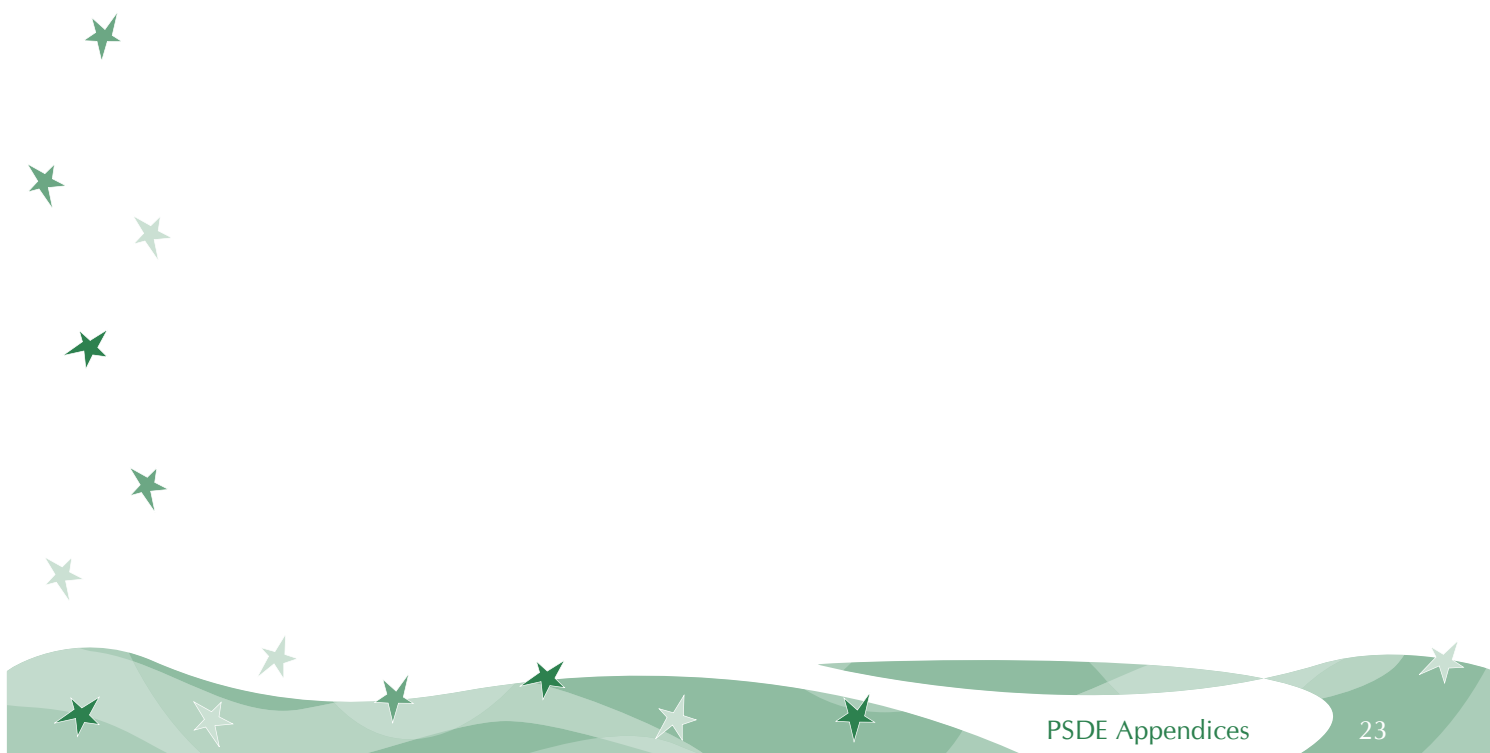
TEACHING AND LEARNING

- The service or session contributes to educational outcomes
- A planning session has been held prior to delivery of the session
- The context, strategies, content and resources have been discussed, reviewed and approved by the school
- The service provider is aware of content that has been covered in the personal and social development education program leading up to the session
- Consideration has been given to follow-up activities, as a part of the ongoing personal and social development education program
- Processes are in place to evaluate the service or session
- The session includes inclusive and interactive teaching strategies

- The session encourages the development of knowledge, skills, values, attitudes and beliefs
- The service provider enhances rather than replaces the role of the teacher
- The proposed session is in keeping with current practices, approaches and research
- The purpose of the presentation has been determined.

SERVICE PROVIDER

- The service provider has the appropriate documentation to be working with the learners (i.e. Blue card)
- The service provider is appropriately qualified or trained
- The service provider has credibility and expertise
- Use of the service provider is cost effective
- The service provider offers ongoing support rather than one-off sessions
- The service provider gives positive messages to the learners.



Appendix 5: Information on drug education

The material in this appendix has been informed and adapted from materials produced by the Queensland School Drug Education Strategy, which is funded under the National School Drug Education Strategy administered by the Commonwealth Department of Education, Science and Training.

Further information about school drug education and school drug education support materials are located at the drug education website:

www.education.qld.gov.au/health-safety/promotion/drug-education

It is highly recommended that teachers access more detailed information from this website when planning for drug education within the curriculum.

Background information

Drug education in schools is defined as the educational programs, policies, guidelines, and procedures that contribute to the achievement of learning outcomes associated with the broader public health goals of preventing and reducing drug related harm to individuals and society.

Drug education should be considered in relation to:

- the formal and informal curricula in health
- the creation of a safe and healthy school environment
- access to appropriate health services
- the contribution of the family and the wider community in planning and delivery of programs.

Drug education in the classroom is defined as the set of experiences in which students are engaged, shaped by school programs (lessons, activities) and teaching practices that lead to the achievement of drug related learning outcomes, which contribute to reducing drug related harm for individuals and society. The school drug education program can be described as a collection of these learning outcomes, sequenced over the years of compulsory schooling.

The most effective drug education programs include the following components:

- increasing knowledge of the effects of different substances and the potential harm associated with them
- changing beliefs about the prevalence of drug use (normative education)
- developing skills to resist pressure to use drugs
- peer support and counselling
- strategies to enhance self esteem
- alternative strategies for gaining peer approval
- skills for personal reinforcement
- improved attitudes to abstinence.

Principles for drug education

The *Principles for Drug Education in Schools*¹¹ provide policy makers, school principals, teachers, parents, community organisations, and providers of drug education programs and resources with a framework against which they can make decisions about the selection, design and implementation of drug education programs for school students.

1. Drug education is best taught in the context of the school health curriculum.

Comment: Ongoing, comprehensive, developmentally appropriate programs support effective learning and also have the capacity to take into account the complex and changing nature of drug related behaviour. Separate and isolated programs do not usually reflect coordination, continuity and context that can be provided by programs that have a sound curriculum base.

2. Drug education in schools should be conducted by the teacher of the health curriculum.

Comment: The classroom teacher, with specific knowledge of the students and the learning context, is best placed to identify and respond to the needs of students and to coordinate drug education with other classroom activities.

3. Drug education programs should have sequence, progression and continuity over time throughout schooling.

Comment: Health messages must be regular, timely and come from a credible source. These messages need to be addressed at relevant ages and/or stages of the development of the learner. Complex social skills then build on and reinforce existing skills.

4. Drug education messages across the school environment should be consistent and coherent.

Comment: School policies and practices that reinforce the objectives of drug education programs maximise the potential for success.

5. Drug education programs and resources should be selected to complement the role of the classroom teacher with external resources enhancing not replacing that role.

Comment: The credibility of the teacher's role in meeting student needs may be compromised where externally developed programs or resources are imposed on schools.

6. Approaches to drug education should address the values, attitudes and behaviours of the community and the individual.

Comment: Responsible decisions by students about the use of drugs are more likely where peer and community groups demonstrate responsible attitudes and/or safe, minimal drug use.

¹¹ Ballard R, Gillespie A, Irwin R. Principles for drug education in schools – A collaborative initiative of the states, territories and Commonwealth of Australia. University of Canberra, 1994.

7. Drug education needs to be based on research, effective curriculum practice and identified student needs.

Comment: Unilateral approaches, such as providing information only about the harmful long-term effects of drug use, have failed in many cases because they ignored local needs and were based on unevaluated assumptions.

8. Objectives for drug education in schools should be linked to the overall goal of harm minimisation.

Comment: The concept of harm minimisation encompasses a range of strategies, including non-use, which aim to reduce the harmful consequences of drug use.

9. Drug education strategies should be related directly to the achievement of the program objectives.

Comment: Some strategies are used because they are popular, enjoyable or interesting, but, unless they are also linked to the achievement of the objectives, the value of these approaches is questionable.

10. The emphasis of drug education programs should be on drug use likely to occur in the target group, and use which causes the most harm to the individual and society.

Comment: Some drugs attract media attention and public concern but these may not necessarily be the most used nor cause the most harm. Generally, the focus will be on use of lawfully available drugs, and other drug use need only be addressed in particular contexts or subgroups where it is significantly prevalent and harmful.

11. Effective drug education should reflect an understanding of the characteristics of the individual, the social context, the drug, and the interrelationship of these factors.

Comment: Programs that address just one of these components neglect other significant influences and are likely to have limited success.

12. Drug education programs should respond to developmental, gender, cultural, language, socio-economic and lifestyle differences relevant to the level of student drug use.

Comment: Attention to how these factors contribute to harmful drug use will make programs more relevant and meaningful to the target group, and can help to address the motivations for drug use derived from influences such as culture and gender.

13. Mechanisms should be developed to involve students, parents and the wider community in the school drug education program at both planning and implementation stages.

Comment: A collaborative approach will help to reinforce desired behaviours through providing a supportive environment for school programs.

14. The achievement of drug education objectives, processes and outcomes should be evaluated.

Comment: Evaluation will provide formal evidence of the worth of the program in contributing to short and long-term goals as well as to improving the design of future programs.

15. The selection of drug education programs, activities and resources should be made on the basis of an ability to contribute to long term positive outcomes in the health curriculum and the health environment of the school.

Comment: A coordinated series of short-term programs linked with longer term outcomes, should be given priority over the superficially attractive, stand alone, one-off or quick-fix alternatives.

Harm minimisation

The Queensland Government endorses harm minimisation as the fundamental principle governing Australia's development of policies and programs to address the negative impact of legal and illicit drugs on our society. Supporting an individual's right to become abstinent, or to not use drugs unlawfully, is a significant component of any approach. Harm minimisation approaches aim to maintain open communication about drug use with people currently using them.

Harm minimisation accepts that, despite our best efforts, some young people will choose to use drugs, even some illicit drugs. It does not mean that we, as individuals, or as a system, condone that use. Within this context however, it should be made clear to students that unlawful drug use and possession of drugs at school is not acceptable.

Harm minimisation does not necessarily mean approval of drug use or support for legalisation, and should not be equated with the legislation of drugs. It is an approach that aims to reduce the adverse health, social and economic consequences of alcohol and other drugs, by minimising or limiting the harms and hazards of drug use for both the community and the individual, without necessarily eliminating use.

The three major harm minimisation strategies are:

1. demand reduction – education to not use, or to use less
2. supply reduction – limiting availability
3. harm reduction – minimising the potential harm of use.

Key messages for harm minimisation

Harm minimisation:

- accepts that, despite the best efforts of schools, some young people will choose to use drugs
- plays an important role in keeping communication about drug use open to those who may be currently using
- does not mean that the individual, the school or the system condones drug use
- sends the clear message that unlawful drug use and possession at school is NOT acceptable
- is an approach that aims to reduce the consequences of drug use by minimising or limiting the harms and hazards of drug use.

Links between drug education and the Health and Physical Education Years 1-10 Syllabus

Levels 1-3		
<p>Knowledge</p> <p>Students will know:</p> <ul style="list-style-type: none"> ways of enhancing their own and others' self confidence and self esteem how to share with and care for family and friends people who can help them when they have questions or concerns physical and emotional differences and ways of accepting these differences about medicines, safe use of medicines and dangers of incorrect use ways that substances can get into the body alternatives to medicines possible effects of others' smoking on their own health. 	<p>Attitudes and Values</p> <p>Students will articulate:</p> <ul style="list-style-type: none"> valuing one's body and recognising their individuality responsible attitudes towards medicines, health professionals positive attitudes towards the non use of tobacco responsible attitudes towards the social use of alcohol critical responses to advertising presentations of medicines feelings. 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate basic listening and communication skills when interacting with others express feelings constructively and appropriately and show respect for the feelings of others work effectively in small groups recognise situations where choices can be made and identify consequences of choices set goals to keep themselves safe and healthy follow simple safety instructions and know when and how to get help from adults and others.

Levels 3-5		
<p>Knowledge</p> <p>Students will know:</p> <ul style="list-style-type: none"> school and society rules relating to legal and illegal drugs safe use of products and services used to maintain health appropriate health professionals and services and how to access them dangers of handling used needles and syringes how manufacturers, media and advertisers try to influence decisions about alcohol, tobacco and other legal drugs consequences of smoking consequences of misuse of alcohol how drugs can alter the way a person behaves and feels contribution of misuse to personal health in relation to social, emotional, legal and economic costs how changing the type of drug, the person(s) involved or the context and situation can vary the risk to individuals and groups. 	<p>Attitudes and Values</p> <p>Students will articulate:</p> <ul style="list-style-type: none"> how values about drug use can be shaped by teachers, family, friends, media and church acceptance of responsibility for their actions and safety a positive self image respect for the rights of others to have different attitudes and values and live differently realistic attitudes and accurate beliefs about drugs and people who use them. 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> communicate effectively with a wide range of people identify problem or risk situations and make decisions based on firmly held values cope with peer influences, assert their ideas and convey their decisions use decision making skills and assertiveness in situations relating to drug use maintain friendships carry out the correct procedure for dealing with discarded syringes and needles give care and get help recognise and deal with a range of feelings and changes in relationships over time.

Links between drug education and the Health and Physical Education Years 1-10 Syllabus

Levels 5, 6 and Beyond Level 6

Knowledge

Students will know:

- importance of good self esteem, positive self concept and self identity
- rights and responsibilities of adolescents in relationships with family, friends and others
- concepts of abstinence, responsible use and alternatives to drug use
- definitions of drugs, drug misuse and abuse, drug addiction/dependence
- how different contexts and situations influence personal values, attitudes, beliefs and behaviour in relation to drugs
- consequences of unlawful and unsanctioned drug use
- strategies to minimise the short and long term effects of tobacco, alcohol and other substances likely to be encountered now and in the future
- how drugs can affect a person's ability to perform tasks
- how to analyse advertising and the impact of media messages on the health behaviour of individuals and society
- risks associated with multiple drug use.

Attitudes and Values

Students will articulate:

- a values stance on drugs and confidence in their ability to act on those values
- the significance of the social and cultural influences on the formation of beliefs about drugs
- acceptance of responsibility for their own health and the health of others, now and in the future
- empathy and acceptance of a diverse range of people
- individual responsibility
- for health and acceptance of universal health protection
- personal beliefs about drugs and their effects on decisions to use.

Skills

Students will be able to:

- use intrapersonal and interpersonal skills to communicate effectively with parents and peers
- give and get care in a variety of health related situations
- set short and long term health goals
- demonstrate conflict, aggression, stress and time management skills
- identify and assess personal risk and practise universal protection
- make informed decisions about situations that put the health and safety of themselves and others at risk
- assert themselves and deal with influences and pressure from others
- work effectively with others and cope with change, loss and grief.

A process for developing drug education curriculum

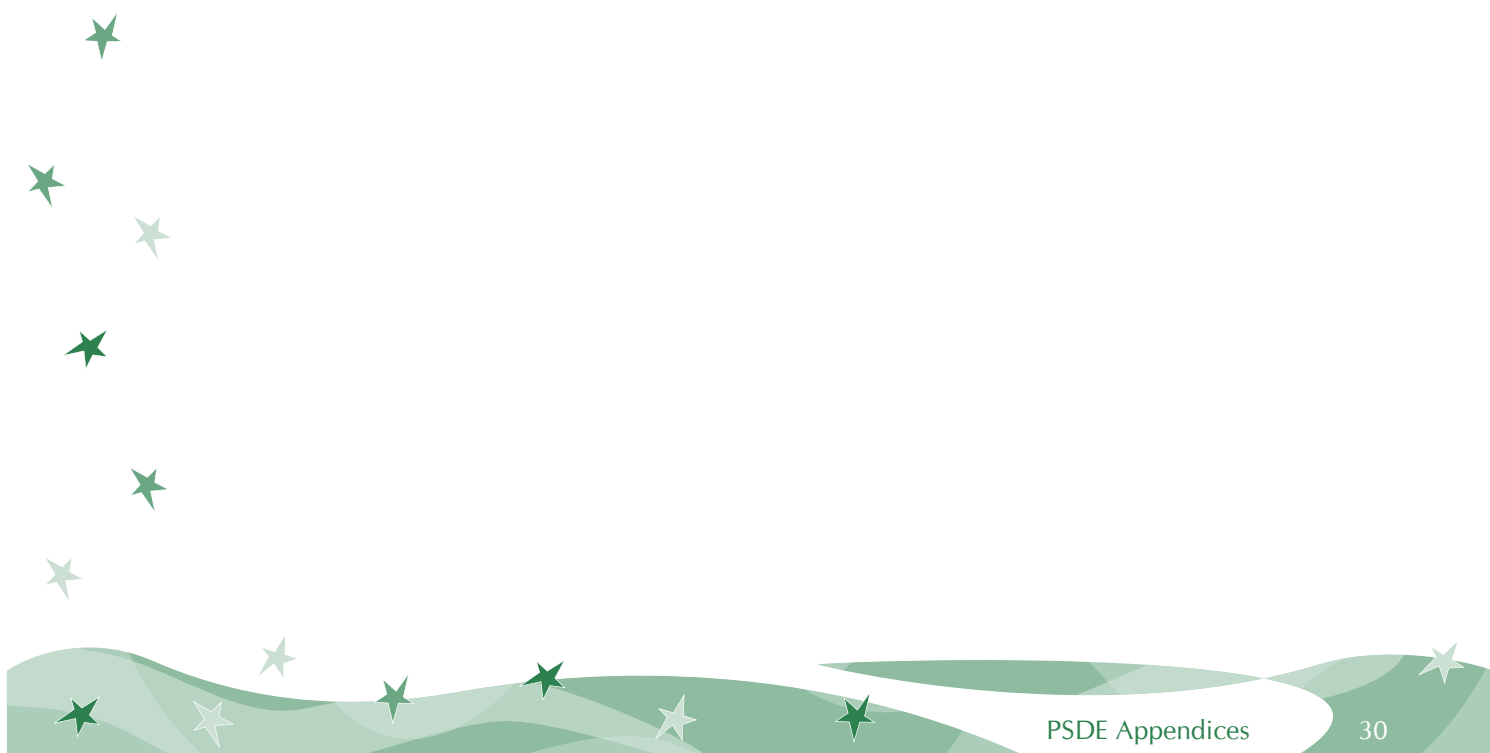
Curriculum planning

- Identify drug related learning outcomes from Queensland syllabus documents
- Design learning experiences that allow for the demonstration of drug related learning outcomes
- Match teaching strategies to learning outcomes
- Select content to enhance learning outcomes
- Select teaching resources that complement the role of the teacher in facilitating learning experiences
- Determine the contribution of the family and wider community in the delivery of the curriculum program
- State how the demonstration of the learning outcomes will be determined.

Teaching practices

- Establish a supportive and non-judgmental classroom environment including establishing group rules about self-disclosure and personal questions about drug use
- Promote a learner-centred approach
- Adopt interactive teaching strategies
- Link attitudes, values, skills, and essential knowledge through the learning experience.

The checklist on the following page may be a useful tool when designing drug education curriculum.



Checklist for drug education curriculum and teaching

RESEARCH BASE

- Programs are based on the principles for drug education in schools¹² (i.e. a framework for making decisions about the selection, design and implementation of drug education programs for students).

PROGRAMS

- Learning and assessment experiences are built from drug related learning outcomes.
- Learning and assessment experiences adopt interactive teaching strategies.

Content

- Drug information is presented in the context of a skills based approach that assists to develop:
 - self esteem
 - realistic goal setting
 - coping with anxiety
 - resisting pressures
 - effective communication
 - decision-making
 - managing conflict
 - assertiveness
 - peer support and counselling
 - alternative strategies for gaining peer approval
 - personal reinforcement
- Normative education is a component of all programs (i.e. teaching adolescents that most people do not use drugs).
- The emphasis of the program is appropriate to the group (i.e. a focus on drug use likely to occur in the group, and generally initiated two years preceding expected use).
- Learning experiences give students the opportunity to develop increased knowledge of the effects of different substances and the potential harm associated with them.

Resources

- External resources are selected to complement the role of the teacher.
- Resources are matched to learner needs (i.e. developmentally appropriate).
- Selection of programs/activities/resources to contribute to long-term positive outcomes.

TEACHING PRACTICES

- A supportive and non-judgemental classroom environment is established.
- A learner centred approach is adopted.
- Learning experiences are teacher facilitated and student oriented (i.e. skills based not drug focused).
- Learning experiences develop knowledge, skills, attitudes and values (including improved attitudes to abstinence).

¹² Ballard R, Gillespie A, Irwin R. Principles for drug education in schools – A collaborative initiative of the states, territories and Commonwealth of Australia. University of Canberra, 1994.

Self-disclosure and personal questions about drug use

This material is a compilation of text adapted from the Queensland School Drug Education Strategy and MindMatters: a mental health promotion in secondary schools program.

Respect for privacy is an important consideration when teaching drug education, as learners may be reluctant to seek help about their problems due to their concerns about privacy. Learners should be discouraged from using the public forum of the classroom to make personal disclosures or those that intrude on another's privacy.

One way to avoid personal issues being discussed in class is to ensure that a group rule about disclosure is incorporated into the general group rules established in the group facilitation session at the commencement of the program, or the year. A good rule is for no disclosure of personal drug use or drug use of friends in the classroom. In addition, the teacher may need to use 'protective interrupting', that is, a gentle caution if a learner begins disclosing personal details. Learners who wish to genuinely explore aspects of a drug use situation that they know of or are concerned about should address these issues with the teacher outside class time, or use a fictitious character and a make-believe scenario to initiate discussion. It should also be made clear that if drug use is disclosed, it may be necessary to report it to the school administration (Child Protection Act 1999; Brisbane Catholic Education policy: *Managing drug related incidents in Catholic schools*).

It is likely that, at some time when teaching drug education, questions will be asked about a teachers' own drug use, including alcohol or tobacco, or teacher attitudes to and beliefs about drug use. In this case, it is useful for teachers to have thought about what their response would be and how much they would be willing to share with learners.

The teacher/facilitator should provide opportunities for learners to develop well thought out responses to personal questions and challenges. Young people need to be able to use their ability to clearly and confidently articulate their values, attitudes and beliefs on drug issues.

A teacher who models this process well can have a significant influence on young people who are still developing their values and attitudes on drugs and drug use issues.

- All learners and staff should understand that when life or safety may be at risk, a secret should not be kept.
- If a young person makes a disclosure, they should be informed that under 'duty of care', a teacher is obliged to pass on information to appropriate personnel in the designated manner, or to accompany or assist the young person to pass on this information to those who need to know.
- Privacy should be respected, even though confidentiality cannot be promised. When information is passed on, inform or involve the learner in passing on the information to appropriate people.
- All students and staff should know who in the school and how they can ask for help for themselves, a peer or a family member.
- It is not the role of the classroom teacher to provide treatment or counselling but to offer an ongoing pastoral relationship.

Appendix 6: Information on sexuality education

‘Sex education’ and ‘sexuality education’

The term ‘sex education’ is usually associated with education about ‘the facts of life’. The focus of sex education tends to be on the physical and the biological. This physical and biological focus is a necessary element of a broad, wholistic education in sexuality. A wholistic education in sexuality takes into account that sexuality is integral to the whole person. Education in sexuality therefore focuses on physical, biological, psychological, socio-cultural, spiritual, ethical and moral dimensions of sexuality and does not treat the physical and biological aspects in isolation. All of these dimensions are examined in an interrelated fashion, thus honouring the wholistic and integrated nature of sexuality.

Education in sexuality or ‘sexuality education’ is a lifelong process in which we obtain information and develop attitudes, beliefs, and values related to our sexuality and our concept of self. Sexuality education is multi-dimensional, with emphasis given to the wholistic integration of the four dimensions of sexuality. These dimensions are represented in Diagram 3. They include: the spiritual/ethical/moral dimension (making informed personal choices, values, influences from religion, culture and family); the psychological dimension (self concept, self esteem, body image, emotions, feelings, sexual identity); the socio-cultural dimension (cultural influences, relationships, dating, marriage, peer pressure, gender roles); and the physical/ biological dimension (physical growth and development, fertility and reproduction).¹³

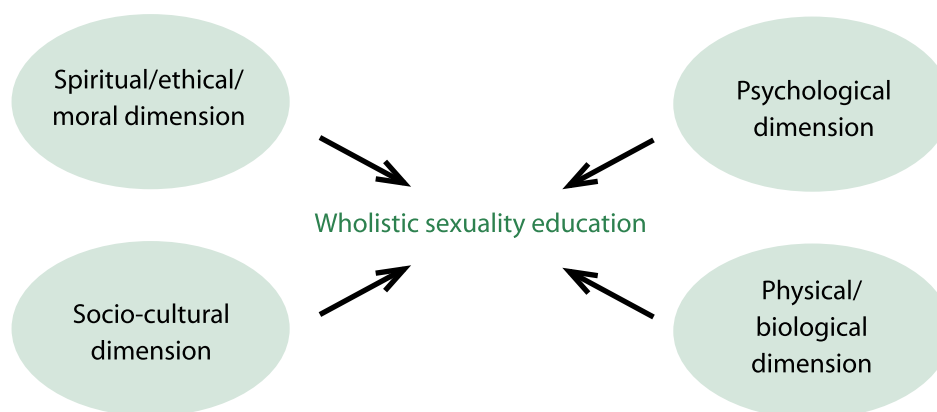


Diagram 3: Dimensions of sexuality education

A comprehensive, wholistic sexuality education program must address all of the above dimensions and is incomplete if it consists of only a single dimension. The overarching goal for any sexuality education program is consistent with that of the *Learning Framework* - “to empower learners of all ages to shape and enrich their changing world, by living the Gospel of Jesus Christ.” A wholistic sexuality education program is, therefore, based within a framework of Catholic spirituality, theology and teachings. Sexuality education ‘is realised in full in the context of faith’.¹⁴ Consequently, in order to address all of the dimensions of sexuality education, a comprehensive sexuality education program is made up of components from all of the three educational domains: the cognitive domain, the affective domain and the behavioural domain.

^{13,14} Sacred Congregation for Catholic Education. Educational guidance in human love: outlines for sex education. St Paul Publications. Homebush, 1984.

Models for sexuality education programs

Each school will develop an approach to sexuality education that is unique and consistent with the needs and aspirations of the school community. The following models are suggestions only, as appropriate ways to approach sexuality education. The suggestions listed are neither prescriptive nor exhaustive.

Sexuality education programs could be:

- family programs facilitated by school personnel
- family programs conducted with appropriate external service providers
- specific sexuality education units, subjects or programs delivered by the classroom teacher
- an overall approach to sexuality education through connected units across key learning areas.

From the perspective of personal and social development education, it is clear that sexuality education should:

- be consistent with Catholic teaching
- be based on Catholic Christian values
- recognise parents as the primary educators of their children
- be conducted in partnership with families and the wider school community
- acknowledge and accept diversity
- demonstrate a cultural awareness
- be a whole school approach
- be appropriate to learners' ages, developmental levels, needs, and cultural backgrounds
- be considered as an integral part of connected curriculum planning
- be conducted in a safe and supportive environment based on dignity, respect, trust and openness
- provide opportunities for learners to demonstrate educational outcomes to develop knowledge, skills, values, attitudes and beliefs.

The key messages for sexuality education

- The program is consistent with Catholic Church teachings.
- The program is based on Christian values.
- The program addresses the cognitive, affective, and behavioural domains.
- Collaborative partnerships are established with parents and the wider school community.
- Careful planning, resource selection, and the engagement of external service providers are conducted through a Catholic lens.
- The program is developmentally appropriate and meets the needs of a diverse range of learners.
- Teachers are supported in their capacity to deliver effective sexuality education programs.

Supporting planning in the context of sexuality education

The following tables are examples only of possible connections between the four dimensions of sexuality education and the Key Learning Areas that may be used to support curriculum planning for sexuality education. This information is neither prescriptive nor exhaustive and is not intended for use as a checklist. Teachers are advised to consider planning for sexuality education within wider curriculum planning processes, and within the context of personal and social development education.

Teachers must be aware that demonstrating these outcomes does not necessarily imply a complete sexuality education program. Similarly, having a sexuality education program does not imply demonstration of these outcomes. Specific planning for the demonstration of these outcomes within the context of sexuality education must be utilised. Careful consideration must also be given to the connections between Key Learning Areas. Examples of such connections may include the key values in Studies of Society and Environment (SOSE); the social justice principles of diversity, equity and supportive environments in Health and Physical Education (HPE); and the fields of human knowledge and endeavour, especially personal and community life, in Languages other than English (LOTE). Within the context of sexuality education, learners may engage in and reflect upon Arts activities which develop skills and processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development.

When planning for sexuality education, appropriate concepts to incorporate in each of the dimensions of sexuality education include those listed in Table 1.

Table 2 is an overview that links the dimensions of sexuality education, appropriate concepts in sexuality education and appropriate syllabus levels. This table is not prescriptive and is only a guide to assist teachers with planning. Schools need to consider the unique needs of the learners and plan accordingly.

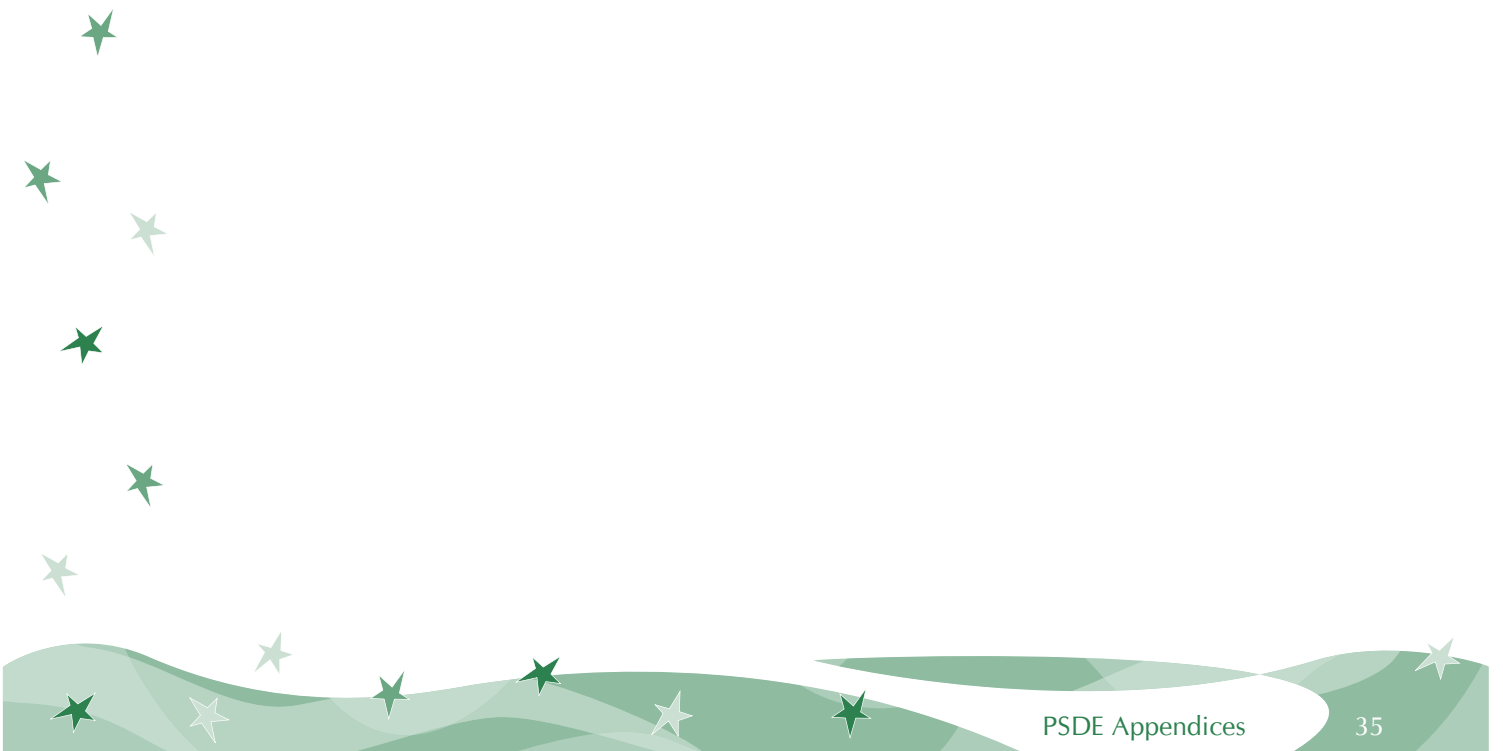


Table 1: Key concepts and the dimensions of sexuality

Spiritual/ethical/ moral dimension	Socio-cultural dimension	Psychological dimension	Physical/ biological dimension
<ul style="list-style-type: none"> • Christian lifestyle (e.g. Jesus as model; connectedness to God, self, others and the environment; conscience; freedom; and responsibility) • Christian values and ethics (e.g. Gospel values and choices; Christian moral codes and frameworks; moral decision making) 	<ul style="list-style-type: none"> • Family • Interpersonal relationships • Influences (e.g. religious; cultural; social; family; media; political; peer; community) • Gender 	<ul style="list-style-type: none"> • Identity (e.g. self concept; self esteem; self image; body image; sexual identity) • Feelings and emotions • Safety and welfare (e.g. personal safety; rights and responsibilities to self and others; protective behaviour strategies) • Interpersonal skills (e.g. decision making; assertion; communication) 	<ul style="list-style-type: none"> • Growth and development (e.g. life cycles; sexual development; puberty; reproduction; pregnancy and birth; genetics) • Sexual and reproductive health (e.g. fertility awareness; sexually transmitted infections; HIV and AIDS; community resources and services)

Table 2: Key concepts for planning sexuality education

Levels	Spiritual/ethical/moral dimension	Socio-cultural dimension	Psychological dimension	Physical/biological dimension
Levels 1 and 2	<p>Christian lifestyle</p> <ul style="list-style-type: none"> Christians are called to love God, self, others God as creator of life humans created in the image of God respect for self and others <p>Christian values and ethics</p> <ul style="list-style-type: none"> choices between right and wrong thinking, behaviours, actions and consequences codes of behaviour religious beliefs and teachings 	<p>Family</p> <ul style="list-style-type: none"> structure roles responsibilities <p>Relationships</p> <ul style="list-style-type: none"> family friends special people <p>Influences</p> <ul style="list-style-type: none"> family friends school <p>Gender</p>	<p>Identity</p> <ul style="list-style-type: none"> uniqueness similarities and differences gifts, talents and challenges <p>Interpersonal skills</p> <ul style="list-style-type: none"> communication skills (listening, sharing, cooperation, verbal and non verbal skills) assertion skills (say no) resilience and coping skills <p>Emotions and feelings</p> <ul style="list-style-type: none"> identify recognise <p>Personal safety</p> <ul style="list-style-type: none"> choices and consequences responsibility protective behaviour strategies 	<p>Growth and development</p> <ul style="list-style-type: none"> body changes life cycles naming reproductive organs body parts <p>Sexual and reproductive health</p> <ul style="list-style-type: none"> hygiene

Key concepts for planning sexuality education (cont.'d)

Levels	Spiritual/ethical/moral dimension	Socio-cultural dimension	Psychological dimension	Physical/biological dimension
Level 3	<p>Christian lifestyle</p> <ul style="list-style-type: none"> • love and respect for God, humanity and creation • Jesus as model • dignity and respect for the person <p>Christian values and ethics</p> <ul style="list-style-type: none"> • human freedom and responsibility • individual conscience • individual rights and responsibilities • codes of behaviour • religious beliefs and teachings 	<p>Family</p> <ul style="list-style-type: none"> • history • expectations • changes • roles, rights and responsibilities <p>Relationships</p> <ul style="list-style-type: none"> • family • friends • community <p>Influences</p> <ul style="list-style-type: none"> • family • friends • school • community • religion • stereotyping <p>Gender</p>	<p>Identity</p> <ul style="list-style-type: none"> • uniqueness • similarities and differences • gifts, talents and challenges <p>Interpersonal skills</p> <ul style="list-style-type: none"> • communication skills • assertion skills • decision making skills • resilience and coping skills <p>Emotions and feelings</p> <ul style="list-style-type: none"> • manage in positive ways <p>Personal rights and safety</p> <ul style="list-style-type: none"> • responsibility • protective behaviour strategies 	<p>Growth and development</p> <ul style="list-style-type: none"> • body changes • life cycles • reproductive organs and their functions • puberty (physical, social, emotional, spiritual changes and ways to deal with these changes) • fertilisation, pregnancy, birth <p>Sexual and reproductive health</p> <ul style="list-style-type: none"> • hygiene

Key concepts for planning sexuality education (cont'd)

Levels	Spiritual/ethical/moral dimension	Socio-cultural dimension	Psychological dimension	Physical/biological dimension
Level 4	<p>Christian lifestyle</p> <ul style="list-style-type: none"> • concern for the common good • dignity and respect for the person <p>Christian values and ethics</p> <ul style="list-style-type: none"> • actions give witness to values • moral choices • well formed and informed conscience • moral decision making 	<p>Family</p> <ul style="list-style-type: none"> • life • value systems • challenges • conflict <p>Relationships</p> <ul style="list-style-type: none"> • different types • appropriate behaviours <p>Influences</p> <ul style="list-style-type: none"> • family • peer pressure • media • society • culture • religion • stereotyping • role models <p>Gender</p>	<p>Identity</p> <ul style="list-style-type: none"> • self esteem, self concept, self image • body image <p>Interpersonal skills</p> <ul style="list-style-type: none"> • decision making skills • communication skills • assertion skills • resilience and coping skills <p>Emotions and feelings</p> <ul style="list-style-type: none"> • associated with puberty • changes in relationships • manage in positive ways <p>Safety and welfare</p> <ul style="list-style-type: none"> • roles and responsibility to self and others • personal rights and responsibilities • self protection • appropriate behaviours in relationships • personal safety • protective behaviour strategies 	<p>Growth and development</p> <ul style="list-style-type: none"> • challenges associated with growth and development • reproductive organs and their functions • puberty (physical, social, emotional, spiritual changes and ways to deal with these changes) • reproduction, fertilisation, pregnancy and birth • inherited characteristics <p>Sexual and reproductive health</p> <ul style="list-style-type: none"> • hygiene • health products • community resources and services

Key concepts for planning sexuality education (cont.'d)

Levels	Spiritual/ethical/moral dimension	Socio-cultural dimension	Psychological dimension	Physical/biological dimension
Level 5 and 6	<p>Christian lifestyle</p> <ul style="list-style-type: none"> • sacredness of human life • stewardship of creation • expressions of sexuality • sexual identity and integrity <p>Christian values and ethics</p> <ul style="list-style-type: none"> • wisdom • Church moral teaching • moral issues • moral principles • social teachings • differing social codes and laws • bioethical issues • moral decision making • developing an informed conscience 	<p>Family</p> <ul style="list-style-type: none"> • changing roles • value systems • communication • conflict <p>Relationships</p> <ul style="list-style-type: none"> • different types • appropriate behaviours • conflict <p>Influences</p> <ul style="list-style-type: none"> • family • peer pressure • media • society • culture • religion • stereotyping • peer pressure • risk taking • discrimination <p>Gender</p>	<p>Identity</p> <ul style="list-style-type: none"> • self esteem, self concept, self image • body image • sexual identity <p>Interpersonal skills</p> <ul style="list-style-type: none"> • decision making skills • communication skills • assertion skills • conflict resolution and negotiation skills • resilience and coping skills <p>Emotions and feelings</p> <ul style="list-style-type: none"> • manage in positive ways <p>Safety and welfare</p> <ul style="list-style-type: none"> • risk taking • personal safety, protection, rights and responsibilities • expectations and appropriate behaviours in relationships • right to say no • protective behaviour strategies 	<p>Growth and development</p> <ul style="list-style-type: none"> • challenges associated with growth and development • reproductive system • puberty (physical, social, emotional, spiritual changes and ways to deal with these changes) • reproduction, fertilisation, pregnancy and birth • genetics <p>Sexual and reproductive health</p> <ul style="list-style-type: none"> • fertility awareness • sexually transmitted infections • HIV and AIDS • community resources and services

Key concepts for planning sexuality education (cont.'d)

Levels	Spiritual/ethical/moral dimension	Socio-cultural dimension	Psychological dimension	Physical/biological dimension
Senior (Years 11 and 12)	<p>Christian lifestyle</p> <ul style="list-style-type: none"> • sacredness of human life • stewardship of creation • expressions of sexuality • sexual identity and integrity <p>Christian values and ethics</p> <ul style="list-style-type: none"> • values • wisdom • Church moral teaching • moral issues • moral principles • social teachings • differing social codes and laws • bioethical issues • moral decision making • forming conscience 	<p>Family</p> <ul style="list-style-type: none"> • changing roles • value systems • communication • conflict <p>Relationships</p> <ul style="list-style-type: none"> • different types • appropriate behaviours • intimacy • conflict <p>Influences</p> <ul style="list-style-type: none"> • family • peer pressure • media • society • culture • religion • stereotyping • peer pressure • risk taking • diversity • discrimination <p>Gender</p>	<p>Identity</p> <ul style="list-style-type: none"> • self esteem, self concept, self image • body image • sexual identity <p>Interpersonal skills</p> <ul style="list-style-type: none"> • decision making skills • communication skills • assertion skills • conflict resolution and negotiation skills • resilience and coping skills <p>Emotions and feelings</p> <ul style="list-style-type: none"> • manage in positive ways <p>Safety and welfare</p> <ul style="list-style-type: none"> • risk taking • personal safety, protection, rights and responsibilities • expectations and appropriate behaviours in relationships • right to say no • protective behaviour strategies 	<p>Growth and development</p> <ul style="list-style-type: none"> • challenges associated with growth and development • reproductive system • puberty (physical, social, emotional, spiritual changes and ways to deal with these changes) • reproduction, fertilisation, pregnancy and birth • genetics <p>Sexual and reproductive health</p> <ul style="list-style-type: none"> • fertility awareness • sexually transmitted infections • HIV and AIDS • community resources and services

Links to Core Learning Outcomes

The following tables do not include outcomes specifically developed for students in Years 11 and 12, however appropriate sexuality education concepts should be included as part of an ongoing whole school program through to Year 12. This is achieved through links to appropriate senior syllabuses, courses and guidelines, and structures established by the school as necessary to meet the needs of senior secondary students.

The spiritual/ethical/moral dimension

Key concepts to explore within this dimension include:

- Christian lifestyle
- Christian values and ethics.

Focus Key Learning Areas	Strands	Outcomes
Religious Education	Morality	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2
	Beliefs	1.1, 1.3, 2.1, 2.3, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3
	Celebration and prayer	1.3, 2.3, 3.3, 4.3, 5.3, 6.3
Health and Physical Education	Promoting health of individuals and communities	D1.6, 4.3, D4.6
	Enhancing personal development	D1.5, D2.5, D3.5, 1.2, 2.2, 3.2, 5.1
Science	Science and society	4.2
Study of Society and Environment	Culture and identity	4.2
	Systems, resources and power	1.5

Table 3: Core learning outcomes linked to the spiritual/ethical/moral dimension of sexuality education

The socio-cultural dimension

Key concepts to explore within this dimension include:

- family
- interpersonal relationships
- influences
- gender.

Focus Key Learning Areas	Strands	Outcomes
Health and Physical Education	Promoting health of individuals and communities	1.3, 1.4, 2.3, 2.4, D2.6, 3.3, 3.4, D3.6, 4.1, 4.4, D4.6, 5.1, 5.4, D5.6, 6.3, 6.4, 6.5, DB6.3, DB6.4, DB 6.5
	Enhancing personal development	1.2, 2.2, 3.2, 4.2, 5.2, 6.1, 6.2, DB6.1, DB6.2
Study of Society and Environment	Time, continuity and change	1.3, 2.2, 2.4, 2.5, 6.4
	Culture and identity	1.2, 2.2, 3.2, 3.3, 3.5, 4.2, 5.5, 6.5
	Systems, resources and power	1.3, 2.4
Science	Science and Society	5.3

Table 4: Core learning outcomes linked to the socio-cultural dimension of sexuality education

The psychological dimension

Key concepts to explore within this dimension include:

- identity
- feelings and emotions
- safety and welfare
- interpersonal skills.

Focus Key Learning Areas	Strands	Outcomes
Health and Physical Education	Promoting health of individuals and communities	1.1, 2.1, 3.1, 4.1, 5.1, 6.1
	Enhancing personal development	1.1, 1.4, 2.1, 2.4, 3.1, 3.4, 4.1, 4.4, D 4.5, 5.1, 5.4, 6.1, 6.4, DB 6.4
Study of Society and Environment	Time, continuity and change	1.1
	Culture and identity	1.5, 4.5
	Systems, resources and power	1.3

Table 5: Core learning outcomes linked to the psychological dimension of sexuality education

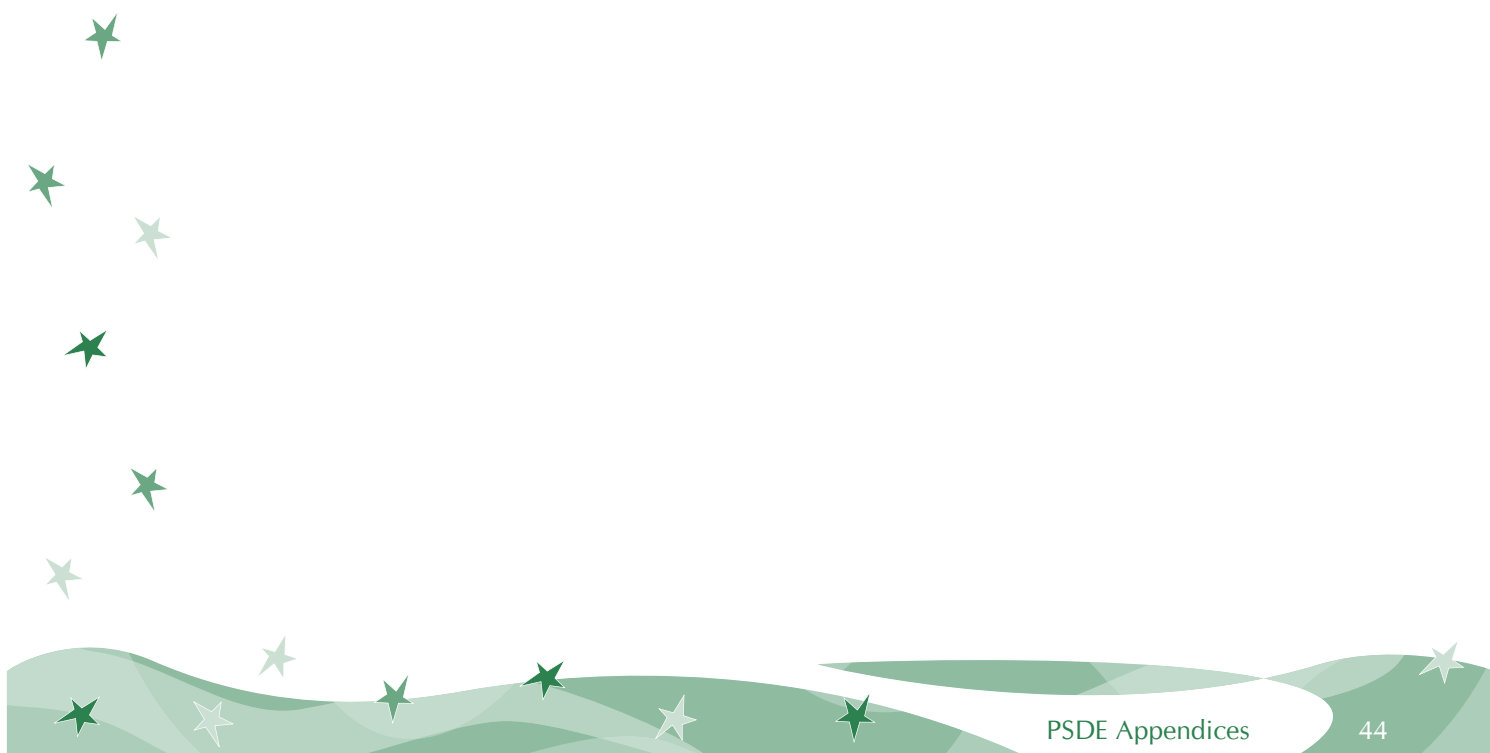
The physical/biological dimension

Key concepts to explore within this dimension include:

- growth and development
- sexual and reproductive health.

Focus Key Learning Areas	Strands	Outcomes
Health and Physical Education	Promoting health of individuals and communities	1.1, 1.3, 1.4, D1.6, 2.1,2.3, 2.4, 3.1, 3.3, 3.4, 4.1, 4.3, 4.4, 5.1,5.3, 5.4, 6.1, 6.3, 6.4
	Enhancing personal development	1.3, 2.3, 3.3, 4.3, D4.5, 5.3, 6.3, DB6.3
Study of Society and Environment	Time, continuity and change	1.2
Science	Life and living	2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2

Table 6: Core learning outcomes linked to the physical/biological dimension of sexuality education



Some commonly asked questions about sexuality education

Q: What can we discuss in relation to fertility awareness from a Catholic teaching perspective?

A: Fertility awareness means that a person has knowledge and understanding of the rhythms and cycles of the human body. It is important that people understand the functioning of their bodies, an understanding that is inclusive of male and female fertility. This is very much a pro-life stance that is respectful of the dignity of each human person and their unique biology.

Allied with this, in the context of education about human sexuality, is the need to provide accurate information about sexually transmitted infections, and information and critique of contraception methodologies that are promoted in the broader culture.

The Church urges couples to be knowledgeable about, and accepting of, fertility as an essential aspect of their sexual embodiment, so that they can appreciate the marital and procreative significance of their sexual intimacy, and can freely, consciously and intentionally embody this significance (as human, total, faithful and fruitful) in their most intimate bodily act... The practice of contraception, by contrast, is not in keeping with the authentic expression of marital love, because engaging in genital union while at the same time deliberately setting aside the procreative potential of that union means denying a crucial aspect of one's bodily self-gift to the other.¹⁵

Q: What can we discuss in relation to abortion from a Catholic perspective?

A: The church has very definite views about the sacredness of all human life. Teachings about abortion are clearly presented in the following extracts from the *Catechism of the Catholic Church*.¹⁶

2270 Human life must be respected and protected absolutely from the moment of conception. From the first moment of his existence, a human being must be recognised as having the rights of a person – among which is the inviolable right of every innocent being to life.

2271 Since the first century the Church has affirmed the moral evil of every procured abortion. This teaching has not changed and remains unchangeable. Direct abortion, that is to say, abortion willed either as an end or a means, is gravely contrary to the moral law.

¹⁵ Australian Catholic Bishops Conference Committee for Doctrine and Morals. *Being Human*, pp 51-52. Catholic Communications. Sydney, 2003.

¹⁶ St Paul's Libreria Editrice Vaticana. *Catechism of the Catholic Church*, pg 547. Homebush, 1994

Q: What can we discuss in relation to homosexuality from a Catholic perspective?

A: Our understanding about human nature has changed over time, as has acceptance in the broader community about a variety of lifestyles. It is important to understand the context within which the Church teaches about human nature. The following extracts from page 52, *Being Human*, produced by the Australian Catholic Bishops Conference Committee on Doctrine and Morals, is helpful.

Like any experience of attraction to another that enhances a personal relationship and deepens friendship, so attraction to another of the same sex can enrich a person's life and broaden the scope of their interests and appreciation of other people. The Church advocates equal respect for all human beings and opposes all unjust discrimination against homosexual persons. However, because of the fundamental procreative dimension of genital sexuality, the Church cannot affirm homosexual genital activity, just as it cannot affirm any other genital activity outside of the context of marriage... The Church strongly affirms the value of human friendship for all men and women, while maintaining that because of the "nuptial meaning" of the human body as male and female, genital activity is only appropriate when it expresses commitment between a man and a woman.¹⁷

Q: What can we discuss in relation to sexual abuse from a Catholic perspective?

A: The Church does not condone abuse of any kind, and particularly sexual abuse. Such abuse can be as a result of misaligned power. It is, at the very least, a denial of the basic rights of another. From the perspective of the gospels, abuse is a denial of genuine concern and compassion for another that the message of Jesus demands.

The Church has recognised that within its own ranks there have been, sadly, ministers and employees who have abused others. It now has in place protocols for dealing with such irregularities. For example, *Towards Healing*, a document of the Australian Catholic Bishops Conference and the Australian Conference of Leaders of Religious Institutes provides principles and procedures for responding to complaints of abuse against personnel of the Catholic Church in Australia. It states:

Any attempt to sexualise a pastoral relationship is a breach of trust, an abuse of authority and professional misconduct... Any form of sexual behaviour with a minor, whether child or adolescent, is always sexual abuse. It is both immoral and criminal... Sexual abuse by clergy, religious or other Church personnel of adults in their pastoral care may be subject to provisions of civil or criminal law. Even when there are no grounds for legal action, we recognise that serious harm can be caused.¹⁸

¹⁷ Australian Catholic Bishops Conference Committee for Doctrine and Morals. *Being Human*, pg 52. Catholic Communications. Sydney, 2003.

¹⁸ Australian Catholic Bishops conference and the Australian conference of Leaders of Religious Institutes. *Towards Healing*, pg 2. Centre State Printing. Mordialloc, 2000.

Some Supporting Syllabus Resources

Religious Education modules

Prayer and rituals: Mystery and wonder, Level 1
Spirituality and personal identity, Level 2
Morality: Stories and messages, Level 1-2
Acting justly, Level 1-2
Who is Jesus? Level 1-2
Thinking about God and life, Level 1-2
Teachings and actions of Jesus, Level 2-3
Morality: Values and pathways, Level 3-4
Perspectives on morality, Level 3-4
Christian beliefs and teachings, Level 3-4
Spirituality in the Christian tradition, Level 3-4
Jesus and Christianity, Level 4-5
Moral issues, Level 5-6
Moral integrity, Level 5-6
Spirituality and the human quest for meaning, Level 5-6

Health and physical education sourcebook modules

Who's who? Level 1
What's special about you and me? Level 2
Personal safety, Level 2
Growing up, Level 3
Feeling safe, Level 3
Growth and development, Level 4
Sexual health, Level 4
Our relationships, Level 4
Sexual identity, Level 5
Changing families, Level 5
Socio-cultural factors and relationships, Level 6
Body image, Level 6
Sex wise, Level 6

Bibliography

- Australian Catholic Bishops Conference and the Australian Conference of Leaders of Religious Institutes. *Towards Healing*. Centre State Printing. Mordialloc, 2000.
- Australian Catholic Bishops Conference Committee for Doctrine and Morals. *Being Human*. Catholic Communications. Sydney, 2003.
- Ballard R, Gillespie A, Irwin R. *Principles for drug education in schools – A collaborative initiative of the states, territories and Commonwealth of Australia*. University of Canberra, 1994.
- Benard B. *Fostering Resiliency in Kids*. Educational Leadership, 51(3), 1993. Accessed 15/10/02 via <http://www.ascd.org/readingromm/edlead/9311/benard.html>
- Cahill H (ed). *MindMatters: a mental health promotion in secondary schools program*. Commonwealth of Australia. Canberra, 2000.
- Catholic Education, Archdiocese of Brisbane. *Continuing the journey: revised guidelines for personal development education*. Brisbane Catholic Education, 1993.
- Catholic Education, Archdiocese of Brisbane. *Curriculum Update 55*. Brisbane Catholic Education, 2003.
- Catholic Education, Archdiocese of Brisbane. *Learning Framework*. Brisbane Catholic Education, 2001.
- Catholic Education, Archdiocese of Brisbane. *Living life to the full: promoting personal and social development in the school context. A discussion paper for the Archdiocese of Brisbane*. Brisbane Catholic Education, 2003.
- Catholic Education, Archdiocese of Brisbane. *Managing Drug related incidents in Catholic schools*. Brisbane Catholic Education, 2000.
- Catholic Education, Archdiocese of Brisbane. *Pathways for middle schooling: walking the talk. A position paper and self-audit process*. Brisbane Catholic Education, 2004.
- Catholic Education, Archdiocese of Brisbane. *Religious Education Guidelines*. Brisbane Catholic Education, 1997.
- Catholic Education, Archdiocese of Brisbane. *Strategic Renewal Framework 2002-2006*. Brisbane Catholic Education, 2002.
- Commonwealth Department of Education, Science and Training. *REDI for the classroom: A resilience approach to drug education*. DEST. Canberra, 2003.
- Commonwealth Department of Education, Science and Training. *REDI for school communities: A resilience approach to drug education*. DEST. Canberra, 2003.
- John Paul II. *Ecclesia in Oceania*. St Paul's Publications. Strathfield, 2001.
- McGrath H, Noble T. *Bounce back! Teacher's handbook*. Pearson Education Australia. French's Forest, 2003.
- National Health and Medical Research Council. *Effective school health promotion: towards health promoting schools*. AGPS. Canberra, 1996.
- Queensland School Curriculum Council. *Health and Physical Education years 1 to 10 syllabus*. The State of Queensland. Brisbane, 1999.
- Sacred Congregation for Catholic Education. *Educational guidance in human love: outlines for sex education*. St Paul Publications. Homebush, 1984.
- State of Queensland, *Child Protection Act 1999*.
- St Paul's Libreria Editrice Vaticana. *Catechism of the Catholic Church*. Homebush, 1994.

SUPPORTING RESOURCES

